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POCKET EDITION

**LIMITED
DIGITAL
RELEASE**

The Official Guide to the TOEFLiBT[®] Test



POCKET EDITION

The Official Guide to the TOEFL iBT® Test

Using the Digital Resources

Downloading the Media Files

To download the media files included with this Guide, follow the steps below:

- Open this **.pdf** file using a web browser.
- Click on **Audio_Video Files.zip** in the toolbar and save it to any location.
- Extract the **.zip** file. (Steps may differ across different devices.)

This download contains the media files you need to prepare for the TOEFL iBT® test.

Working with the Media Files for the Practice Sets and Practice Test in the Guide

As you work with the practice sets and the practice test printed in this Guide, you will need to listen to audio tracks or watch videos for certain question types. After you download and save the folder named “Media Files” to your computer, you will be able to select the audio tracks or video files by number as you proceed through the Guide. A “headphones” icon will appear whenever you need to play an audio track, and a “movie camera” icon will appear whenever you need to play a video. Simply select the number of the track or video noted.



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CHAPTER 1

About the TOEFL iBT® Test

Chapter 1: About the TOEFL iBT® Test

Read this chapter to learn

- The main features of the TOEFL iBT® test
- What kinds of tasks are on the test
- How you can use this Guide to help you prepare for the test

This Official Guide has been created to help English-language learners understand the TOEFL iBT® test and prepare for it. By preparing for the test, you will also be building the skills you need to succeed in academic and campus-life settings — skills that support your goals in education, career, and beyond.

Getting Started

You should begin your preparation by reviewing the key features of the TOEFL iBT test, including its structure, scoring, and how it reflects real-world English usage. Undergraduate, graduate, and postgraduate programs around the world require students to demonstrate their ability to communicate in English as an entrance requirement.

The TOEFL iBT test evaluates foundational language skills and your ability to communicate in English through a variety of academic and campus-related tasks. It includes:

- **Reading** texts from textbooks, websites, and social media
- **Listening** to talks, announcements, and conversations
- **Writing** emails and discussion posts
- **Speaking** in simulated interviews and information retellings

These tasks reflect foundational skills and authentic language use in university settings.

TOEFL iBT Scores Can Help You Go Anywhere

The TOEFL iBT test measures how well test takers use English, not just their knowledge of the language. Because it is a valid and reliable test with unbiased, objective scoring, the TOEFL iBT test confirms that a student has the English-language skills necessary to succeed in an academic setting.

That is why it is the world's premier academic English test. TOEFL iBT scores are accepted by more than 13,000 universities and other institutions in 200+ countries — including Australia, Canada, New Zealand, the United States, the United Kingdom, and across Europe and Asia. The test is administered at thousands of secure, ETS-approved test centers in more than 180 countries and can also be taken at home. More than 40 million people around the world have taken the TOEFL test to help achieve their dreams.

Who Creates the TOEFL iBT® Test?

The TOEFL iBT® test is developed and administered by ETS, the world's largest private educational testing and measurement organization. ETS's mission is to advance the science of measurement to power human progress. This begins with providing fair, valid, and reliable assessments.

Who Is Required to Take the TOEFL iBT Test?

Most colleges and universities that use English as the language of instruction require an English proficiency test. The TOEFL iBT test is the most widely accepted English-language test worldwide, so it is a great choice to meet those requirements. Be sure to check with each institution to which you are applying to confirm what scores they accept.

How Is the TOEFL iBT Test Used in the Admission Process?

Your test scores will be considered together with other information you supply to the institution to determine if you have the appropriate academic and language background to be admitted to a regular or modified program of study. The scores you need may vary depending on your field of study and whether you are applying as an undergraduate or graduate student.

Is There a Minimum Acceptable Score?

Each institution that uses TOEFL iBT scores sets its own minimum level of acceptable performance. These minimums vary from one institution to another, depending on factors such as the applicant's field of study, the level of study (undergraduate or graduate), whether the applicant will be a teaching assistant, and whether the institution offers English as a Second Language support for its students.

When and Where Can I Take the TOEFL iBT Test?

The TOEFL iBT test is administered via computer at a test center or at home. For details on available testing options and to register, visit ets.org/toefl.



How to Use This Guide

This Guide and its digital resources give you instruction, practice, and advice on strategies for performing well on the TOEFL iBT® test.

- **Chapter 1** provides an overview of the test, information about test scores, and an introduction to the on-screen appearance of the different parts of the TOEFL iBT test, along with general test-taking suggestions.
- **Chapters 2, 3, 4, and 5** provide in-depth discussions of the types of questions that appear in each section of the test — **Reading, Listening, Writing, and Speaking**. Each chapter also includes practice question sets and explanations of the correct answers to help you understand the language skills that are being tested in each section.
- **Chapter 6** provides 1 full-length linear (not multistage adaptive) TOEFL iBT test that will give you an idea of how you might perform on the actual test.
- The **media download** supplied with this Guide provides numbered audio tracks and video files for the full-length test from Chapter 6, as well as all the audio and video materials that accompany the practice questions. For more information on using these media resources, see the instruction page at the front of the Guide.

You should use this Guide to familiarize yourself with the format and content of the test and to understand the language skills required to succeed. For additional practice tests and other materials, visit ets.org/toefl/prepare.

SMART TIP

Use the practice tests in this Guide to determine which of your skills are the weakest. Then follow the advice in each skill chapter to improve those skills. You should also seek out additional materials to supplement the practice test questions in this Guide.

Because the TOEFL iBT test is designed to assess the actual skills you will need to be successful in your studies, the best way to develop the skills being measured is to study in an English program that focuses on communication using all 4 skills, especially speaking. However, even students who are not enrolled in an English program should practice the underlying skills that are assessed on the TOEFL iBT test. In other words, the best way to improve performance on the test is to improve your skills. This Guide gives you advice on how to connect your learning activities to the kinds of questions you will be asked on the test.

All About the TOEFL iBT® Test

The TOEFL iBT® test consists of 4 sections: **Reading**, **Listening**, **Writing**, and **Speaking**. The estimated time to complete the test is under 2 hours, and all sections are taken on the same day.

- The TOEFL iBT test measures all 4 language skills that are important for effective communication: **Reading**, **Listening**, **Writing**, and **Speaking**.
- Tasks reflect how language is used in real academic and campus settings. Each section includes a variety of tasks designed to measure specific skills.
 - **Reading** tasks include academic passages, everyday texts, and word completion in context.
 - **Listening** tasks include conversations, announcements, academic talks, and completing a short exchange.
 - **Writing** tasks include constructing a sentence, writing an email, and writing an academic discussion post.
 - **Speaking** tasks include repeating spoken input and responding to interview questions.
- The test is designed to reflect best practices in language learning and teaching while providing a fair, fast, and modern experience aligned with real academic life. It features modern and relevant content — and provides an opportunity to showcase not only your foundational skills but also your ability to use English to communicate.

Format

The TOEFL iBT test is administered securely and conveniently at test centers around the world as well as at home via computer.

Instructions for answering questions are given with each section.

The **Reading** and **Listening** sections are “multistage adaptive,” meaning your performance in the first part of each section determines the difficulty level of the next part. This approach creates a more personal and adaptive experience and allows the test to measure your ability more efficiently and accurately.

- You can take notes throughout the entire test. However, note-taking is not always recommended. At the end of testing, all notes are destroyed to ensure test security.

- The **Listening** and **Speaking** sections include English-speaker accents from North America, the United Kingdom, and Australia to reflect the variety of accents you might encounter while studying abroad. Use the audio tracks in this Guide to familiarize yourself with the accents you might hear in the test.
- For parts of the **Writing** section, you will type your responses. The typed responses are sent to ETS for scoring.
- For the **Speaking** section, you will speak into a microphone. Responses are recorded digitally and sent to ETS for scoring.
- After finishing the test, you will be able to view your unofficial scaled scores for the **Reading** and **Listening** sections. Scoring of the **Writing** and **Speaking** sections takes place only after the test administration and cannot be provided in real time.
- Official scores are reported both online and by mail.

For Test Takers with Disabilities and Health-Related Needs

ETS is committed to supporting test takers with disabilities or health needs by offering reasonable accommodations that align with the test's purpose. For details about what accommodations are provided and how to submit a request, go to ets.org/toefl/accommodations.

Questions and Timing

The following chart shows the number of questions and the estimated timing for each section.

Test Format

Test Section	Task Type	Number of Questions	Approx. Base Time
Reading	• Complete the Words • Read in Daily Life • Read an Academic Passage	50	30 minutes
Listening	• Listen and Choose a Response • Listen to a Conversation • Listen to an Announcement • Listen to an Academic Talk	47	29 minutes
Writing	• Build a Sentence • Write an Email • Write for an Academic Discussion	12	23 minutes
Speaking	• Listen and Repeat • Take an Interview	11	8 minutes

Test time does not include directions. Please allow approximately 2 hours to complete the test. As the test adapts, test time and questions may vary.

Toolbar

The on-screen toolbar in each section allows you to navigate through the test with ease. Examples of the toolbar(s) follow below. Note that the section name is always displayed in the lower-left corner of each toolbar.

The toolbar for the Reading section has some helpful features.



- You can view all your answers by selecting **Review**. This allows you to return to any other question in the module and change your answer. You can also see which questions you have skipped and still need to answer.
- In the **Reading** section, you can select **Back** to return to the previous question. However, once you begin Module 2, you cannot return to Module 1.

This is what the toolbar looks like in the Listening section.



- You will always know which question you are on and how much time remains for answering questions in the section. It is possible to hide the clock by selecting **Hide Time**.
- **Volume** allows you to adjust the volume as you listen.
- **Help** takes you to a help screen where you can read instructions. When you use the Help feature, the clock does not stop.
- **Next** allows you to proceed to the next question. In the **Listening** section, you **cannot** see a question again once you select **Next**.

The following toolbars are from the Writing section.



- You will be timed separately for each of the 3 tasks in the **Writing** section.
- While you complete the *Build a Sentence* questions in the **Writing** section, you can use **Review** to return to any question and change your answer. You can also see which questions you have skipped and still need to answer.
- The **Review** button is only available when you answer *Build a Sentence* questions. It will **not** be available when you complete the *Write an Email* or *Write for an Academic Discussion* task.

This is what the toolbar looks like in the Speaking section.



- In the **Speaking** section, you will not have the option to skip to the next question.

READING SECTION

The Reading Texts

The TOEFL iBT® **Reading** section includes a range of texts that reflect the variety of reading tasks students encounter in modern learning environments. These include the kinds of materials students may read in introductory university courses and in campus life.

All texts are self-contained and do not require specialized background knowledge. If a passage includes specialized vocabulary, definitions are provided to support comprehension.

The texts are drawn from a wide range of contexts. Academic passages may focus on topics such as history, life sciences, physical sciences, social sciences, art and music, or business and economics. Other texts are based on campus-life situations, including emails, posters, social media posts, schedules, forms, receipts, signs, advertisements, and informal messages.

Reading Tasks

The **Reading** section includes 3 types of tasks, each designed to measure different aspects of reading comprehension. Together, these tasks assess the skills needed for academic success and effective communication in campus life.

- **Complete the Words** tasks present short academic paragraphs (about 70–100 words) with partially deleted words. You will demonstrate your ability to process academic texts for both meaning and form.
- **Read in Daily Life** tasks feature short, practical texts ranging from 15 to 150 words. These may include emails, notices, social media posts, or other formats. You will demonstrate your ability to interpret practical, everyday texts that students may encounter while navigating campus life.
- **Read an Academic Passage** tasks feature short academic texts of approximately 200 words. These passages cover a variety of topics. You will demonstrate your ability to understand academic texts that do not require specialized knowledge.

What Do These Tasks Require?

Complete the Words

In this task, you will read a short academic paragraph with partially deleted words. Your goal is to reconstruct the missing parts using your reading comprehension skills as well as your understanding of vocabulary, grammar, and spelling.

Volume

Help

Review

Next

Reading | Questions 1–10 of 35

00:17:44 Hide Time

Fill in the missing letters in the paragraph.

Maps are tools that help us understand the world around us. They sh____ the loca_____ of pla_____ like cit_____, rivers, a____ mountains. Th_____ visual gu_____ can al____ display different ty_____ of infor_____, such as climate or population. There are many kinds of maps, including physical, political, and thematic versions. The study of maps and cartography, the process by which they are made, can teach us about the geography of our planet and how people live in different regions.

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Read in Daily Life

This task presents short, practical texts such as emails, notices, or social media posts that students may encounter in everyday campus life. It requires you to do the following:

- Understand information in common, nonlinear formats
- Identify the main purpose of a written communication
- Interpret informal language, including idiomatic expressions
- Make inferences based on what is implied
- Understand telegraphic or abbreviated language
- Skim and scan for specific details

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Volume

Help

Review

< Back

Next >

Reading | Questions 21 of 35

00:09:52 Hide Time

Read an email.

To:	jhsigh36@gmail.com
From:	emmaj.onlinecourses@gmail.com
Date:	08/17/2025
Subject:	You're in!

Dear Mr. Singh,

Your registration for the online coding course, which begins on October 5th at 9:00 AM, is complete. Login details will be sent a day before the course begins. If you would like to cancel your registration, let us know by October 3rd.

Best regards,

Emma Johnson

What is the main purpose of the email?

- ☐ To cancel registration for a course
- ☐ To confirm registration for a course
- ☐ To provide information about a course
- ☐ To request payment for a course

Read an Academic Passage

This task involves reading a short passage on an academic topic. It requires you to do the following:

- Identify the main ideas and basic context of a short, linear text
- Understand the important details in a short text
- Understand the range of grammatical structures used by academic writers
- Infer meaning from information that is not explicitly stated
- Understand a broad range of academic vocabulary
- Understand a range of figurative and idiomatic expressions
- Understand ideas expressed with grammatical complexity
- Understand the relationship between ideas across sentences and paragraphs
- Recognize the rhetorical structure of all or part of a written text

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Reading | Questions 31 of 35
00:04:49 Hide Time

The Impact of Sports on Social Integration

Sports can promote social integration by bridging gaps between people of various backgrounds. Participation in sports can lead to increased social cohesion and improved relationships among diverse groups.

For example, community soccer leagues often bring together people from different ethnicities, creating an environment where cultural differences are celebrated and mutual respect is cultivated. However, the impact of sports on social integration is not without challenges. Competitive environments can sometimes exacerbate social tensions, particularly when favoritism or exclusionary practices are present.

Despite these issues, many initiatives aim to use sports as a platform for social change. One such initiative is the Sport for Peace program, which focuses on conflict resolution through team-building activities and collaborative sports events. The role of sports in social integration extends beyond participation. Spectatorship and fandom also play significant roles in uniting people. Major international sports events like the Olympics or the World Cup serve as opportunities for nations to come together and share common goals. The visibility of athletes from diverse backgrounds during these events fosters a sense of global harmony. These events often highlight stories of athletes overcoming adversity, inspiring spectators and fostering a collective sense of achievement.

Why does the author mention major international sports events like the Olympics and the World Cup?

- ☐ To argue that these events have little impact on social integration
- ☐ To illustrate how sports can unite people globally
- ☐ To suggest that these events mainly benefit athletes
- ☐ To highlight the competitive nature of these events

How Does Multistage Adaptive Testing Work in the Reading Section?

The **Reading** section uses multistage-adaptive testing, which means that your performance on the first test module influences the difficulty level of the second test module.

This approach does the following:

- Provides more accurate assessment in less time
- Ensures that questions are appropriately challenging for your skill level
- Tailors the test experience to your demonstrated abilities

LISTENING SECTION

Listening Material

The TOEFL iBT® **Listening** section is designed to measure your ability to understand spoken English in real-world situations. It includes a variety of listening material that reflects the kinds of listening tasks students encounter in academic and campus-life settings.

All listening material is delivered in natural, conversational English. You may hear speakers with accents from North America, the United Kingdom, and Australia. The recordings include features of authentic speech, such as reduced forms (“gonna,” “wanna”), false starts, hesitations, digressions, and polite interruptions — just like you would hear in everyday interactions.

SMART TIP

You may take notes while listening and use them to help answer questions. **If you choose to take notes, focus on main ideas, key details, and how points relate to one another**, rather than trying to write down everything you hear.

Listening Tasks

The **Listening** section includes 4 types of tasks, each designed to measure different aspects of listening comprehension. These tasks assess the skills needed to understand spoken English in academic settings and everyday campus life.

- **Listen and Choose a Response** tasks are designed to measure your ability to understand social exchanges and implied meaning. In each question, you will hear a short question or statement. You will then select the most appropriate response.
- **Listen to a Conversation** tasks feature short dialogues between 2 speakers, typically 35–100 words in length. These conversations reflect everyday campus life situations, such as shopping, dining, or discussing classwork.
- **Listen to an Announcement** tasks simulate messages you might hear in classrooms or campus media. Each announcement is about 40–85 words long.
- **Listen to an Academic Talk** tasks feature short talks of about 175–250 words on topics from a variety of disciplines — such as history, life sciences, art, or business.

What Do These Tasks Require?

Listen and Choose a Response

In this task, you will hear a brief question or statement and choose the most appropriate response from 4 written options. This task requires you to do the following:

- Understand common vocabulary and formulaic phrases
- Understand simple grammatical structures, including question-formation patterns
- Recognize socially appropriate responses in short spoken exchanges
- Recognize and distinguish English phonemes and the use of common intonation and stress patterns to convey meaning in carefully articulated speech
- Infer implied meaning, speaker role, or context in short spoken exchanges

You will need to understand common vocabulary and grammatical structures, recognize appropriate social responses, and infer meaning from tone and context.

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Volume
Help
Next >

Listening | Question 1 of 32
00:00:18 Hide Time

Choose the best response.



☐ The lighter one is over there.
☐ There's a switch on the back wall.
☐ The side door is open.
☐ I prefer to work at home.

Listen to a Conversation

You will hear short conversations between 2 speakers discussing topics students may encounter in campus life, such as hobbies, entertainment, or school activities. This task requires you to do the following:

- Identify the main ideas and basic context of a conversation
- Understand the important details in a conversation
- Understand the range of grammatical structures used by proficient speakers
- Understand a wide range of vocabulary, including idiomatic and colloquial expressions
- Infer meaning from information that is not explicitly stated
- Recognize the purpose of a speaker's utterance
- Make simple predictions about the further actions of the speakers
- Follow the connection between ideas across speaker turns

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Volume 

Help 

Next 

Listening | Question 13 of 3200:00:12  Hide Time



What is the man's problem?

- ☐ He has nothing to eat for lunch.
- ☐ He is unable to attend a meeting.
- ☐ He forgot about an obligation at work.
- ☐ He needs more resources to finish a project.

Listen to an Announcement

This task simulates announcements you might hear in classrooms or at campus events. These announcements may include information about schedules, rules, directions, or student achievements. This task requires you to do the following:

- Identify the main ideas and basic context of a short message
- Understand the important details in a short message
- Understand the range of grammatical structures used by proficient speakers
- Understand a wide range of vocabulary, including idiomatic and colloquial expressions
- Infer meaning from information that is not explicitly stated
- Predict future actions based on what a speaker has said
- Recognize the purpose of a speaker's message

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Volume
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Next >

Listening | Question 19 of 32
00:00:13 Hide Time



Why does the speaker mention family?

- ☐ It is the topic of the story they are reading.
- ☐ It was discussed at last month's meeting.
- ☐ It is a contest theme.
- ☐ Families are invited to the next meeting.

Listen to an Academic Talk

In this task, you will hear short academic talks on topics such as history, life sciences, art, or business. The task is designed so that background knowledge is not required. This task requires you to do the following:

- Understand the main and supporting ideas of a short academic talk
- Understand a range of grammatical structures
- Make inferences based on what is said
- Recognize the organizational features of the talk
- Understand vocabulary that is sometimes uncommon, colloquial, or idiomatic

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Volume 

Help 

Next 

Listening | Question 25 of 3200:00:11  Hide Time



What is the main topic of the talk?

- ☐ How gravity affects stars
- ☐ Material in the universe that cannot be directly seen
- ☐ The distribution of stars in galaxies
- ☐ The formation of the universe

How Does Multistage Adaptive Testing Work in the Listening Section?

Like the **Reading** section, the **Listening** section also uses a multistage adaptive format. This means that your performance on the first test module of questions determines the difficulty level of the questions you receive in the second test module. This approach allows the test to measure your listening ability more efficiently and accurately.

WRITING SECTION

Section Overview

The TOEFL iBT® **Writing** section evaluates your foundational language skills as well as your ability to communicate effectively in written English in both academic and everyday campus contexts.

Unlike the **Reading** and **Listening** sections, which use multistage adaptive testing, the **Writing** section **DOES NOT** adjust based on your performance.

Writing Tasks

Students regularly engage in writing, reviewing, and editing English texts for communication in various environments. These written communications can take many forms, such as emails, instant messages, and class assignments. The **Writing** section is designed to assess the skills needed for academic success and effective communication in campus life. The 3 tasks of the **Writing** section measure different aspects of written communication.

- **Build a Sentence:** Construct grammatically correct and contextually appropriate sentences.
- **Write an Email:** Communicate clearly and appropriately in everyday campus contexts.
- **Write for an Academic Discussion:** Express and support ideas in a structured academic setting.

What Do These Tasks Require?

Build a Sentence

In this task, you will see a short exchange between 2 people in an everyday campus setting. They may discuss a variety of topics, such as submitting class assignments, registering for events, or meeting with peers.

The first sentence is complete, and the second contains blanks. You will be given a set of words or phrases in the wrong order and asked to rearrange them to complete the second sentence. Sometimes there is an extra word or phrase that is not used. The resulting sentence should be both grammatically correct and appropriate for the context.

You will complete 10 *Build a Sentence questions* in the **Writing** section, and you will have about 6 minutes to complete the section. Each question is scored as either correct or incorrect; no partial credit is awarded. This task evaluates the following:

- Your knowledge of sentence-level grammar
- Your ability to construct appropriate responses in short interactions

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Help ⓘ

Review 📄

Next >

Writing | Question 1 of 10
00:05:45 Hide Time

Make an appropriate sentence.

I need to buy a new laptop.

_____?

has the best which store deals

Note: In the actual test, after you move a word or phrase to the first blank of the sentence, it will automatically become capitalized.

Write an Email

In this task, you will be given a scenario that a college student may encounter. You will write an email for a specific purpose — such as making a recommendation, giving an invitation, or proposing a solution — and for a specific audience. You will be expected to understand the context, identify the appropriate tone and level of formality, and organize your message logically. You will have 7 minutes to plan and write your response.

This task evaluates your ability to produce written text that does the following:

- Achieves the designated communication goal, following basic social conventions
- Is adequately elaborated, clear, and cohesive
- Makes accurate and appropriate use of a range of grammatical structures and vocabulary
- Follows mechanical conventions of English (spelling, punctuation, and capitalization)

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Help ⓘ
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Writing | Question 1 of 2
00:06:55 Hide Time

You have been working on a group project with several classmates for a course. One of your group members, Alex, has not been participating actively and has missed several assignments. You want to address this issue and find a solution.

Write an email to Alex. In your email, do the following.

- Describe the current progress of the group project.
- Explain how his lack of participation is affecting the group.
- Suggest ways he can contribute to the project moving forward.

Write as much as you can and in complete sentences.

Your Response:

To: Alex
Subject: Group Project Participation

Cut
Paste
Undo
Redo

Hide Word Count 0

Write for an Academic Discussion

In this task, you will read a professor's post and 2 student responses in an online class discussion. Then, you will write your own contribution to the discussion. You may be asked to agree or disagree, choose between 2 options, or provide your opinion. You will have 10 minutes to prepare and write your post.

This task measures your ability to produce written text that does the following:

- Clearly elaborates an argument for a position, responding to arguments, and/or using information provided in short texts
- Is adequately supported, clear, and cohesive
- Makes accurate and appropriate use of a range of grammatical structures and vocabulary
- Follows the mechanical conventions of English (spelling, punctuation, and capitalization)

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Help ?

Next >

Writing | Question 2 of 2

00:09:57 Hide Time

Your professor is teaching a class on social studies. Write a post responding to the professor's question.

In your response, you should do the following.

- Express and support your opinion.
- Make a contribution to the discussion in your own words.

An effective response will contain at least 100 words.

Dr. Gupta

Volunteerism refers to the act of offering your time and service without financial compensation to benefit a community, organization, or cause. While many people volunteer mainly to help others, some institutions have mandatory volunteer programs. High schools are one example, where students may be required to complete a certain number of volunteer hours to graduate. What do you think? Should high school students be required to do volunteer work? Why or why not?

Claire

Yes, I think high schools should require volunteer hours because it helps students build a sense of responsibility. Many teenagers don't naturally think about helping others, and this requirement can introduce them to the idea that their time and effort can make a real difference in the lives of others.

Andrew

I don't think volunteer hours should be required because many students already have limited free time. Some have part-time jobs or take care of younger siblings after school. Adding a mandatory volunteer requirement could create extra stress and make it harder for those students to balance their existing responsibilities.

Cut

Paste

Undo

Redo

Hide Word Count 0

In both *Write an Email* and *Write for an Academic Discussion*, it is important for you to do the following:

- Express information in an organized, logical, and coherent manner
- Use effective linking words (transitional phrases) to connect ideas
- Use a range of grammar and vocabulary for effective expression
- Use grammar and vocabulary accurately
- Use idiomatic expressions appropriately
- Follow the conventions of spelling, punctuation, and layout

SPEAKING SECTION

Section Overview

The TOEFL iBT® **Speaking** section evaluates your ability to use spoken English effectively through 2 tasks: *Listen and Repeat* and *Take an Interview*. Both tasks relate to speaking situations students encounter in academic and campus-life settings and are designed to measure both foundational speaking skills and the ability to express ideas clearly and coherently.

All spoken prompts are delivered in natural, conversational English. You will hear speakers with accents from North America, the United Kingdom, and Australia. The recordings include features of authentic speech such as natural pacing, intonation, and rhythm. You will speak into a microphone, and your responses will be recorded and scored.

SMART TIP

The **Speaking** section follows a linear format, meaning that the difficulty of test questions will not change based on your performance. There is no preparation time before you need to respond, so you will need to think and speak spontaneously — just as you would in real-life situations.

Speaking Tasks

Each speaking task has a specific goal.

- **Listen and Repeat:** Process spoken English and reproduce speech accurately
- **Take an Interview:** Express and support ideas in a simulated conversation

What Do These Tasks Require?

Listen and Repeat

In this task, you will hear a series of 7 sentences that are set in a scenario a college student may encounter. Each scenario provides a clear communicative purpose. For example, you might be receiving training to assist visitors at the admissions office.

After you hear each sentence, you will repeat it aloud. You should repeat each sentence only once. As the task progresses, the sentences become longer and more complex. An illustration on the screen will help you situate yourself in the scenario.

You have 8–12 seconds to record your response.

- Sentences 1–2: 8 seconds
- Sentences 3–5: 10 seconds
- Sentences 6–7: 12 seconds

This task evaluates your ability to process the sentences you hear and then produce a spoken response that is:

- an accurate repetition
- clearly intelligible

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Volume 🔊

Speaking | Question 1 of 11

Listen and repeat only once.

RESPONSE TIME

🕒 00:00:05

Take an Interview

In this task, you will participate in a simulated conversation with a virtual interviewer. The interview is set within an academic context, such as taking part in a research study. You will answer 4 questions related to the interview topic.

The initial questions typically focus on factual information and personal experiences, while later questions often ask you to express and support your views on broader issues.

You have 45 seconds to record your response to each question.

This task evaluates your ability to respond to a range of questions on general and academic topics, producing a spoken response that achieves the following:

- Answers the question with appropriate and coherent elaboration
- Maintains a good conversational speaking pace
- Is intelligible and makes good use of rhythm and intonation to convey meaning
- Makes effective and accurate use of a range of vocabulary and grammatical structures

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Volume 🔊

Speaking | Question 8 of 11

Please answer the interviewer's questions.



RESPONSE TIME

00:00:42

ABOUT TEST SCORES

TOEFL iBT® Scores: What They Mean

The TOEFL iBT® test provides a clear and reliable measure of your English proficiency across the 4 skill areas: **Reading**, **Listening**, **Writing**, and **Speaking**.

Starting January 21, 2026, TOEFL iBT scores are reported using a 1–6 scale, where higher scores indicate more advanced English proficiency. These scores are designed to align more intuitively with the Common European Framework of Reference for Languages (CEFR) — the global standard for describing language ability.

Mapping TOEFL Test Scores to CEFR Levels

CEFR Level	TOEFL Test Score
C2	6
C1	5–5.5
B2	4–4.5
B1	3–3.5
A2	2–2.5
A1	1–1.5

Each section of the test — **Reading**, **Listening**, **Writing**, and **Speaking** — will receive a score on the 1–6 scale, reported in half-point increments. You will also receive an overall score, which is the average of your 4 section scores, rounded to the nearest half band.

For example, if your section scores average to 5.25, your overall score will be reported as 5.5.

How Scores Are Calculated

Reading and Listening

The **Reading** and **Listening** sections of the TOEFL iBT test contain only multiple-choice questions with a single best answer. Each question is worth 1 raw score point.

Writing

Responses to each *Build a Sentence* question are scored as either correct or incorrect. Each correct response is awarded 1 raw score point; no partial credit is awarded.

Responses to the *Write an Email* and *Write for an Academic Discussion* tasks are sent to ETS. Each task is scored holistically from 0 to 5 according to the **Scoring Guides** on pages 208 and 217.

It is important to note that your responses are understood to be first drafts. You are not expected to produce a well-researched, comprehensive response. You can earn a high score with a response that contains some errors.

Speaking

Responses to both **Speaking** tasks are digitally recorded and sent to ETS. Each question is scored holistically from 0 to 5 according to the **Scoring Guides** on pages 232 and 240.

The *Listen and Repeat* task requires an accurate repetition of the sentences you hear. The *Take an Interview* task does not demand that you produce a perfect response. Even high-scoring responses may contain occasional errors and minor problems in any of the areas described in the Scoring Guide.

Conversion of Raw Score Points

For each of the 4 sections, your total raw score points are converted to a scaled score through statistical procedures that account for minor variations in difficulty among the different test versions. This ensures that a given scaled score reflects the same level of language ability regardless of when the test was taken or which specific tasks were completed, thus supporting fairness for all test takers.

Reporting Your Score

Your official scores will appear in your ETS account within 72 hours of your test. With registration, ETS will send up to 4 score reports to institutions or agencies you select before the test. Additional reports can be sent for a fee. Visit ets.org/toefl for details.

ETS will report scores for 2 years after the test date.

Score Report Features

TOEFL iBT® score reports provide valuable information about a test taker's readiness to participate and succeed in academic studies in an English-speaking environment. Score reports include the following:

- Section scores for **Reading, Listening, Writing, and Speaking**
- Overall score on the 1–6 scale
- Comparable overall score on the 0–120 scale (during the transition period)
- MyBest® scores, which combine your highest section scores within the past 2 years

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Test Taker Score Report

Smith, Joanna

Last (Family/Surname) Name, First (Given) Name Middle Name

Email: joanna.smith@gmail.com

Smith, Joanna
1000 Main St. Rd.,
Apt 1234
Main City New Jersey 10945
United States of America

Test Date: May 15, 2025
Appointment #: 1234 5678 9012
Native Language: Telugu
Test Center Country: India
Test Center: STN NHA - Hyderabad Prometric Test Center

Gender: Female
Date of Birth: February 16, 2003
Country of Birth: India

Institution code	Department Code
1234	11
2345	22
3456	33
4567	44

Test Date: May 15, 2025

Overall Score	Reading	Listening	Speaking	Writing
4.5 of 6 90 of 120 CEFR: B2	4.5 of 6	4.5 of 6	4.5 of 6	4.5 of 6

MyBest® Scores Your highest section scores from all valid test dates, as of May 19, 2025.

Overall Score	Reading	Listening	Speaking	Writing
4.5 of 6 90 of 120 CEFR: B2	4.5 of 6 May 19, 2025	4.5 of 6 May 19, 2025	4.5 of 6 May 19, 2025	4.5 of 6 Mar 28, 2022

SECURITY IDENTIFICATION

ID Type: PASSPORT
ID No.: XXXXXXXXXXXXXXXXXXXXXXXX2327
Issuing Country: India

A total score is not reported when one or more sections have not been administered. Expired scores are not included in **MyBest®** scores. Section scores from tests taken before January 31, 2026, will be reported using the concordant 1-6 scale. For more information, please visit TOEFL English Language Test / Accepted Worldwide.

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THIS IS A PDF SCORE REPORT, DOWNLOADED AND PRINTED BY THE TEST TAKER.

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For additional TOEFL iBT scoring details, score ranges, and how to improve your skills, visit www.ets.org/toefl/ibt/scores

Comparison to CEFR (Common European Framework Reference for Languages)

CEFR	IBT Total and Section Scores
C2	6
C1	5.5
C1	5
B2	4.5
B2	4
B1	3.5
B1	3
A2	2.5
A2	2
A1	1.5
A1	1

Institution Codes

Department	Where the Report was Sent
00	Admissions office for undergraduate study
01-04, 43-99	Admissions office graduate study in the field other than management (business) or law according to the codes selected when you registered
02	Admissions office of a graduate school of management (business)
03	Admissions office of a graduate school of law
04	Admissions office of a school of medicine or nursing or learning agency
05	Institution or agency that is not a college or university

IMPORTANT NOTE TO SCORE USERS: This is a PDF score report, downloaded and printed by the test taker. Therefore, ETS cannot guarantee that it has not been altered. To verify the scores in this report, please contact the TOEFL Score Verification Service at +1-800-381-6647 or +1-800-771-7000. Scores more than five years old cannot be reported or updated.

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Note: This is a sample for reference. Your actual report might have minor variations.

MyBest® Scores

MyBest® scores (or superscores) show your best overall performance by combining your highest section scores from all test dates within the last 2 years. This means you may be able to meet score requirements for your institution with fewer tests and reach your goals sooner.

SMART TIP

Many universities and institutions accept MyBest scores, but you should check directly with the ones in which you are interested to confirm their policies.

Dual Score Reporting

Tests taken before January 21, 2026, are reported on a different score scale. Each section score has a range of 0–30, and all 4 sections scores are added together for a total score of 0–120.

To support institutions during the transition to the new scale, TOEFL iBT® score reports will include 2 overall scores for a period of 2 years:

- Your score on the new 1–6 scale
- A comparable score on the legacy 0–120 scale

This dual reporting ensures that institutions can continue to interpret scores using familiar benchmarks while adapting to the updated format.

For more information about Dual Score Reporting and other features of TOEFL iBT score reports, please visit ets.org/toefl/understandscores.

GENERAL SKILL-BUILDING TIPS

The best way for English-language learners to develop the skills measured by the TOEFL iBT® test is to enroll in an English-language learning program that features **Reading, Listening, Writing, and Speaking** skills, with an emphasis on speaking. In addition to the advice for improvement listed in the Appendix of this Guide, ETS has created the following tips for test takers, which also contain information useful to teachers.

Reading Tips

English-language learners can improve their English reading skills by reading regularly, especially university textbooks or other materials that cover a variety of subject areas (for example, sciences, social sciences, arts, business, and others) and are written in an academic style. A wide variety of academic texts can be found on the Internet as well as in magazines and journals. In addition, it is helpful to read authentic campus-life-related materials such as websites, social media posts, blogs, and emails.

Reading to Find Information

- Skim texts to find and highlight key facts (dates, numbers, terms) and information.
- Practice frequently to increase reading rate and fluency.

Reading for Basic Comprehension

- Practice skimming a text quickly to get a general impression of the main idea.
- After skimming a text, read it again more carefully and write down the main idea, major points, and important facts.
- Choose some unfamiliar words in the text and guess the meanings from the context (surrounding sentences) before looking up the words in a dictionary.
- Practice making inferences and drawing conclusions based on what is implied in the text as a whole.

Reading to Understand Organization

- Identify the organization of the text (for example, cause/effect, compare/contrast, classification, problem/solution, description, narration).
- Create an outline of the text to distinguish between major and minor points.
- If the text categorizes information, create a chart and place the information in appropriate categories.

Listening Tips

English-language learners can improve their listening skills by listening regularly to spoken English. Watching movies, television, and videos and listening to podcasts and radio broadcasts provide excellent opportunities to build general listening skills. Listening to a variety of academic materials is the best way to improve academic listening skills. Video recordings and audio recordings in a variety of formats are available online. Those with transcripts are particularly helpful. Some websites that are a good source of listening material are npr.org, bbc.com/audio, bbc.co.uk/learningenglish, and learningenglish.voanews.com.

Listening for Basic Comprehension

- Increase vocabulary.
- For an unfamiliar word, try to guess the general sense of the word's meaning based on the context in which it is used.
- Focus on the content and flow of spoken material. Do not be distracted by the speaker's style and delivery.
- Anticipate what a person is going to say as a way to stay focused.
- Stay active by asking yourself questions (for example: What main idea is the speaker communicating?).
- Listen for words or phrases that indicate a change in topic or a digression.
- Listen to a portion of a lecture or talk and create an outline of important points. Do not try to write down every word that you hear. Do make a note of major points and important details. When you are finished, listen again to check, modify, or add to what you have written. Gradually increase the length of the lecture or talk you listen to and create an outline.
- Listen to an entire lecture or talk. Write a sentence that indicates the main idea of what you heard. Listen again to check what you have written and to write down key details.

Listening for Pragmatic Understanding

- Think about what each speaker hopes to accomplish when making an assertion or asking a question. Is the speaker apologizing, complaining, or making a suggestion? For example, if a speaker says, "It's cold in this room," is the speaker doing more than making a comment about room temperature? Is that speaker suggesting that someone do something to adjust the room temperature? If a speaker makes an assertion such as, "I'm sure you must have thoughts about that," is the speaker indirectly asking people to share their thoughts?
- Notice the speaker's degree of certainty. How sure is the speaker about the information? Does the speaker's tone of voice indicate something about his or her degree of certainty?

- Listen for aside statements.
- Watch television or movie comedies. Pay careful attention to the way stress and intonation patterns are used to convey meaning.

Listening to Connect and Synthesize Ideas

- Think about how the speaker organizes information. Listen for the signal words that indicate the introduction, major steps or ideas, examples, and the conclusion or summary.
- Identify the relationships between ideas. Possible relationships include cause/effect, compare/contrast, and steps in a process.
- Listen for words that show connections and relationships between ideas.
- Listen to recorded material and stop the recording at various points. Predict what information or idea will be expressed next.
- Create an outline of the information discussed either while listening or after listening.

Writing Tips**Build a Sentence Tasks**

- Read extensively. Reading is an excellent way to improve your knowledge of sentence structures and grammar.
- When you encounter a sentence whose structure is difficult for you to grasp, pause and reread the sentence. Make an effort to understand the basic structure of long and complex sentences.
- Familiarize yourself with common sentence structures. Pay attention to grammar rules for negation, questions, and clauses.

Write an Email Tasks

- Read authentic emails and familiarize yourself with how emails are typically organized.
- Learn how to convey the appropriate level of formality with your writing.
- Familiarize yourself with words and phrases that are commonly used to accomplish various communicative purposes, such as making a recommendation, rejecting a proposal, and expressing a preference.

Write for an Academic Discussion Tasks

- Make a list of familiar topics and practice writing about them.
- For each topic, state an opinion or a preference and then support it with evidence.
- Practice writing at least 1 discussion post for each topic. Try to write different posts on the same topic.
- Brainstorm a couple of ideas before you start writing and pursue the idea that seems the most promising.
- Do not spend too much time planning your response. Focus instead on giving your post coherence and a good flow as you write. Connect your ideas well and elaborate on them so the reader is clear about what your opinion is and why you hold it. Be sure to revise your post and fix its flaws.
- Do not use memorized, formulaic, or vague language. Give the post your own voice and express your own ideas using your own language.

Paraphrasing

Paraphrasing involves restating something from the source material in one's own words. On the TOEFL iBT® test, you will receive a score of 0 if all you do is copy words from the text given to you. Practice paraphrasing words, phrases, sentences, and entire paragraphs frequently using the following tips:

- Learn to find synonyms with ease. Pick 10 to 15 words or phrases in a paragraph and quickly think of synonyms without looking them up in a dictionary or thesaurus.
- Write a paraphrase of a paragraph using only your notes. If you have not taken notes, write the paraphrase without looking at the original text. Then check the paraphrase with the original text to make sure that it is factually accurate and that you have used different words and grammatical structures.

General Writing Practice

- Read academic and everyday texts to do the following:
 - Increase vocabulary and knowledge of idiomatic speech so you can use it appropriately
 - Learn grammatical structures so well that you can use them naturally when writing
- Learn the conventions of spelling, punctuation, and formatting (for example, paragraph creation).

- Express information in an organized manner, displaying unity of thought and coherence.
- As you practice, ask yourself these questions:
 - Did I complete the task?
 - Did I write clearly?
 - Did I avoid making grammatical errors?
 - Did I use words correctly?
 - Did I organize my ideas clearly and coherently?
 - Did I use the time effectively?
- Avoid memorized templates.
- Practice editing texts you or your peers wrote for clarity, coherence, and mechanics.
- Read the **Scoring Guides** for the *Write an Email* and *Write for Academic Discussion* tasks. (See pages 208 and 217 for the **Scoring Guides**.)

Speaking Tips

The best way to practice speaking is with fluent speakers of English. If you do not live in an English-speaking country, finding fluent speakers of English might be quite challenging. In some countries, there are English-speaking tutors or assistants who help students with conversation skills and overall communication skills. You may also be able to find online tutors or conversation partners with whom you can practice speaking English.

SMART TIP

Another way to practice speaking is by joining an English club whose members converse in English about movies, music, travel, and other topics. If a club does not exist in your area, consider creating your own and inviting fluent speakers to help you get started.

Listen and Repeat Tasks

- Practice repeating sentences. The better you understand both simple and complex sentence structures, the easier it will be to recall and repeat the sentences. A good way to improve your skills is to repeat sentences from an audiobook or an online video.
- Record yourself when you practice and then compare your recording to the original.

Take an Interview Tasks

- Make a list of topics that are familiar to you and practice speaking about them.
- Describe a past experience in detail.
- Describe a preference and your reason for the preference.
- Express an opinion by clearly stating your point of view and providing reasons for your opinion.
- Make a recommendation and explain why it is the best way to proceed.
- Practice giving 45-second responses to questions.

All Speaking Tasks

- Try to use 1 new vocabulary word or phrase each day.
- Make a 1-minute recording of a fluent speaker of English. It can be someone you know or a recording from the Internet, television, radio, etc. Replay the recording 2 times to get familiar with the speaker's rhythm and intonation. Then play the recording a third time and try to speak aloud along with the speaker. Even if you do not pronounce all the words correctly, this will help you become familiar with the stress and intonation patterns of fluent speakers.
- As you listen to English speakers, try to identify words and expressions that help connect the speakers' ideas. Then try to include these expressions when you speak in order to introduce new information, to connect ideas, and to mark important words or ideas (for example, "on the one hand," "what that means is," "one reason is," "another difference might be"). This helps listeners more easily follow what you are saying.
- Monitor your progress and ask an English teacher or tutor to evaluate your speech using the appropriate **Speaking Scoring Guides**. (See pages 232 and 240 for the **Scoring Guides**.)

Check Your English Skills

TOEFL Practice Online gives you an experience similar to taking a real TOEFL iBT® test. The practice tests mirror the real test experience. Actual TOEFL iBT scoring estimates are provided instantly so you can track your progress.

ets.org/toefl/prepare

TEST-TAKING TIPS FROM ETS

Once you have built your skills and practiced, you will be ready for the TOEFL iBT® test. Here are some good test-taking strategies recommended by ETS.

- Carefully follow the directions in each section to avoid wasting time.
- Use the Help button to review the directions only when absolutely necessary because the test clock will not stop when the Help function is being used.
- Do not become overwhelmed. Concentrate on the current question only and do not think about how you answered other questions. This is a habit that can be learned through practice.
- Avoid spending too much time on any one question. If you have given the question some thought and you still do not know the answer, eliminate as many answer choices as possible and then select the best remaining choice. In the **Reading** section and the *Build a Sentence* task of the **Writing** section, you can review your responses by selecting Review. However, it is best to do this only after all the questions have been answered so you stay focused and save time.
- Pace yourself so you have enough time to answer every question. Be aware of the time limit for every section/task and budget enough time for each question/task so you do not have to rush at the end. You can hide the test clock if you wish, but it is a good idea to check the clock periodically to monitor progress. When you only have a small amount of remaining time left, the clock will automatically alert you, and you will no longer be able to hide the clock.

ADDITIONAL PREPARATION RESOURCES

For more practice and helpful tools, visit the official TOEFL website:

ets.org/toefl/prepare

On this site, you will find the following:

- Free practice questions from all 4 skill areas: **Reading**, **Listening**, **Writing**, and **Speaking**
- Sample responses for **Writing** and **Speaking** tasks that will help you understand what high-scoring answers look like
- TOEFL Practice Online, which simulates the real TOEFL iBT® test experience and provides instant scoring



CHAPTER 2

Reading Section

Chapter 2: Reading Section

Read this chapter to learn

- The 3 types of TOEFL Reading tasks
- The 8 types of TOEFL Reading questions
- Strategies for answering each Reading question type
- Strategies for preparing for the Reading section

The **Reading** section of the TOEFL iBT® test measures your ability to understand written English in both academic and everyday campus life contexts. In this section of the test, you will encounter a range of texts — from passages resembling textbook excerpts and scientific articles to emails, schedules, and social media posts. The section is designed to assess how well you comprehend, interpret, and analyze written information.

The **Reading** section uses a multistage adaptive format, which means the difficulty of the second test module is based on your performance on the first test module. This approach ensures that the test is tailored to your skill level and provides a more accurate measure of your reading proficiency.

You will answer approximately 35 questions in the first module and approximately 15 questions in the second module, which makes for a total of approximately 50 questions.

Reading Tasks

The **Reading** section includes 3 distinct task types, each designed to evaluate different reading skills. These tasks reflect the kinds of reading you do in academic settings and daily life.

Task Type	Goal
Complete the Words	Process academic texts for meaning and form
Read in Daily Life	Understand practical, everyday texts
Read an Academic Passage	Comprehend academic texts without requiring specialized background knowledge

The *Read in Daily Life* and *Read an Academic Passage* tasks are presented in sets, each containing different types of questions. The various question types are covered later in this chapter.

Complete the Words

The *Complete the Words* task tests your ability to process written texts for both meaning and form at the word level. This task does the following:

- Assesses understanding of academic vocabulary in context
- Tests knowledge of word structure and grammatical patterns
- Requires readers to use semantic and syntactic clues to complete missing word parts
- Measures the ability to integrate meaning across sentences to fill in gaps

Each *Complete the Words* task presents a paragraph-length academic text (about 70–100 words). Each text contains 10 words with missing letters. You provide the missing letters. To provide context, the first sentence has no missing letters. After that, in general, the second half of every second word is deleted.

Common Characteristics of Complete the Words Tasks

- The text contains academic content from various subject areas.
- The first sentence is always complete to establish context.
- A total of 10 words have missing letters.
- As a general rule, the second half of every second word needs to be filled in.
- Both content words (nouns, verbs, and adjectives) and function words (prepositions, conjunctions, and articles) may have missing parts.

The topics covered in the texts vary, but the task assesses the same fundamental skill — using contextual and structural clues to determine missing word parts.

SMART TIP

Accurate word completion requires understanding both the meaning of the passage and the grammatical relationships between words. The best way to develop these abilities is to read academic texts extensively across a range of subjects. Sometimes you may be able to determine a word from context alone, but often you will need to consider both semantic (meaning-based) clues and syntactic (grammar-based) clues.

In the **Reading** section, you will encounter multiple *Complete the Words* tasks, each with a paragraph that has 10 words with missing letters.

Strategies for Complete the Words Tasks

- **Use the beginning portion of the paragraph, which has no missing words, as your foundation.** This sentence establishes the topic, tone, and context for the entire paragraph. Read it carefully to understand what the passage will discuss.
- **Look for context clues.** The words and phrases around each incomplete word provide important hints about what the missing word should be. Pay attention to logical connections and relationships between ideas. Ask yourself: “What word would make sense here?”
- **Use grammatical knowledge.** Consider what part of speech is needed (noun, verb, adjective, etc.) and what grammatical endings might be required (plural, verb tenses, comparative forms, etc.). Ask yourself: “What form of this word would be grammatically correct here?”
- **Think about common word patterns.** Many words follow predictable patterns with prefixes, suffixes, and roots. Use the given letters in an incomplete word as clues to what might be missing.

Example

Glaciers are large expanses of ice that move slowly over land. As th___ __ advance, these mas___ __ play a crit___ __ role i___ shaping t___ __ Earth’s sur___ __. The imm___ __ weight a___ __ movement o___ glaciers gr___ __ down rocks and soil, creating valleys. These glacially carved depressions may eventually evolve into freshwater basins following the ice’s retreat. Researchers analyze glacial geomorphology to reconstruct paleoclimatic conditions and model prospective environmental shifts. The shrinking of glaciers is a clear sign of ongoing global climate change.

Correct Answers

Glaciers are large expanses of ice that move slowly over land. As **they** advance, these **masses** play a **critical** role **in** shaping **the** Earth’s **surface**. The **immense** weight **and** movement **of** glaciers **grind** down rocks and soil, creating valleys. These glacially carved depressions may eventually evolve into freshwater basins following the ice’s retreat. Researchers analyze glacial geomorphology to reconstruct paleoclimatic conditions and model prospective environmental shifts. The shrinking of glaciers is a clear sign of ongoing global climate change.

Explanation

The missing words in this paragraph are completed using both environmental context and sentence structure. Words like **masses**, **immense**, and **grind** describe the physical nature and impact of glaciers as they move across land, shaping the terrain. Note too that these words pick up on important details in the first, intact sentence, which emphasizes the large size and slow movement of glaciers across land.

Function words such as **they**, **in**, **the**, **and**, and **of** help maintain sentence flow and clarify relationships between ideas. In the second sentence, **critical** and **surface** describe the role glaciers play in altering landscapes, emphasizing their significance in the Earth's geological processes.

Each word fits naturally into the sentence and supports the explanation of how glaciers contribute to environmental change.

Read in Daily Life

This task includes short texts (15–150 words) such as emails, posters, schedules, and social media posts. For each *Read in Daily Life* text, you will answer 2 or 3 multiple-choice questions that test your ability to understand informal language, identify main ideas, scan for details, and make inferences.

In the **Reading** section, you will encounter multiple *Read in Daily Life* tasks, each with 2 or 3 multiple-choice questions.

Strategies for Read in Daily Life Tasks

- **Note the text type.** Recognizing whether the text is an email, advertisement, notice, or social media post helps you anticipate the kind of information it will contain. Each format has typical features and purposes that guide your reading.
- **Understand the main purpose or message.** Ask yourself: “Why was this text written?” Is it informing, inviting, reminding, or requesting something? Identifying the purpose helps you focus on the most relevant parts of the text.
- **Scan for key practical information.** Look for dates, times, locations, deadlines, and requirements. These details are often central to the questions and are typically easy to locate quickly.
- **Look for specific details requested in the questions.** Use the wording of the question to guide your search. Even if the question does not mention a paragraph, it will point you toward a topic or detail that appears in the text. Be prepared to match ideas rather than exact words.

Read an Academic Passage

This task presents a short expository passage (about 200 words) on topics such as history, science, or the arts. For each *Read an Academic Passage*, you will answer 5 multiple-choice questions that assess your ability to identify main ideas, understand details, infer meaning, interpret vocabulary, and recognize rhetorical structure.

In the **Reading** section, you may encounter multiple *Read an Academic Passage* tasks, each with 5 multiple-choice questions.

Strategies for Read an Academic Passage Tasks

- **Identify the main topic and organizational structure.** Read the first few sentences carefully to determine the subject of the passage. Then consider how the information is organized — chronologically, by cause and effect, or by comparison.
- **Look for topic sentences and supporting details.** Topic sentences often appear at the beginning of paragraphs and introduce the main idea. Supporting details explain or illustrate that idea. Distinguishing between the two helps you answer both general and specific questions.
- **Pay attention to transitions and connecting words.** Words like “however,” “for example,” “in contrast,” and “as a result” signal relationships between ideas. These clues help you understand how the author builds and connects arguments.
- **Use context to understand unfamiliar vocabulary.** If you do not know a word, look at the sentence the word is in and the surrounding sentences. Ask yourself: “What would make sense here?” Often, the meaning of a word can be inferred from its context.

Reading Questions

The *Read in Daily Life* and *Read an Academic Passage* tasks in the **Reading** section have 8 distinct types of questions. Each question type targets a specific reading skill and is designed to assess how well you understand and interact with written English in various contexts.

TOEFL iBT Reading Question Types

Basic Comprehension Questions

1. Factual and Negative Factual questions
2. Vocabulary questions
3. Select the Sentence questions
4. Sentence Simplification questions
5. Reference questions

Inferential Comprehension Questions

6. Inference questions
7. Rhetorical Purpose questions
8. Insert Text questions

The following sections will explain each of these question types in depth. You will find strategies that can help you answer each **Reading** question type. You will also see examples of each type with explanations.

Basic Comprehension Questions

Type 1: Factual and Negative Factual Questions

Factual questions test your understanding of what is being said in a text. These questions do the following:

- Ask about information that is stated in the text
- Test understanding of specific details presented in the text OR the main idea or purpose of the text
- May require readers to synthesize (connect and combine) stated information — typically from more than one sentence — in order to correctly answer a question

Common Factual questions may begin with or include the following:

- According to the text...
- Which of the following is true about...
- According to paragraph 1...
- What is the email mainly about?

While worded in slightly different ways to accommodate the specifics of different texts, these questions ask the same thing: What did the author say? Accurate understanding of what authors say is fundamental to reading comprehension.

Negative Factual questions ask you to identify information that has NOT been stated or has been stated to be NOT true. In these questions, readers must differentiate between information that has been presented — 3 of the answer choices will be true according to the text — and information that is either not discussed in the text or that is presented as untrue. When answering these questions, it is important to distinguish between what might be possible and what is mentioned in the text.

Negative Factual questions include the capitalized words NOT or EXCEPT, as in the examples below:

- According to the text, what is NOT true of...
- The text supports all of these statements EXCEPT

Strategies for Answering Factual and Negative Factual Questions

The strategies for answering Factual and Negative Factual questions are the same.

Sometimes the question will mention a specific paragraph or paragraphs. When it does, the answer will be found in the location indicated. Whether or not a question identifies a specific paragraph, every question identifies the topic that the question is about. Using this information, readers can identify the part of the text relevant to answering the question. When using question language to find the correct answer in the text, keep in mind the following:

- The question language and the text language are often not exact word matches. Questions and correct answers commonly paraphrase the language of the text, meaning they accurately restate what the text says using different words.
- Correct answers to Factual and Negative Factual questions not only address the topic that the question identifies but also express accurately what the author said about that topic. Incorrect answers often address the topic of the question, but they misrepresent what the author said about the topic.

Some questions ask about the main idea or purpose of the text. To answer this type of question, it is important to separate main ideas from minor details. Pay special attention to the beginning and the end of the text, but keep in mind that some texts may start or end with trivial details. Ask yourself: “Why did the author write this text? What is the author trying to convey or achieve?”

Examples

Alice Gomez (10:00 A.M.)

Hi, everyone. I finalized the booking for our study group's dinner at La Trattoria on March 15. Let me know if there are any issues.

David Kim (10:05 A.M.)

Thanks, Alice. That works for me.

Priya Patel (10:07 A.M.)

Same here. Looking forward to it!

Alice Gomez (10:10 A.M.)

Great! Please remember to RSVP by tomorrow so I can confirm the numbers.

Lena Bergman (10:12 A.M.)

I have a conflict on that date, but I will try to make it.

Alice Gomez (10:15 A.M.)

No worries, Lena. Just let me know if you can come by tomorrow.

David Kim (10:18 A.M.)

What time is the reservation for, Alice?

Alice Gomez (10:20 A.M.)

It's at 7:00 P.M.

Lena Bergman (10:23 A.M.)

I'll see if I can rearrange my schedule. Fingers crossed!

Priya Patel (10:25 A.M.)

Lena, it would be great if you could join us. We have all been working so hard this semester!

Alice Gomez (10:30 A.M.)

By the way, the restaurant is known for its seafood pasta, if you all are interested.

Lena Bergman (10:35 A.M.)

Sounds delicious! I hope I can make it.

1. What does Alice Gomez ask the group to do by tomorrow?

- A. Confirm their attendance
- B. Suggest a new location
- C. Decide on the menu
- D. Propose a different time

Correct Answer: A

Explanation

The question tells you to look for the answer in the excerpted conversation, which in this case is the message posted by Alice Gomez at 10:10 A.M.. You do not need to skim the entire passage to find the relevant information.

Choice A correctly identifies what Alice asks the group to do: confirm their attendance. She says, “Please remember to RSVP by tomorrow so I can confirm the numbers,” which is a direct request for team members to let her know if they will attend.

- Choice B is incorrect because Alice clearly states that the booking at La Trattoria has already been finalized.
- Choice C is incorrect because Alice does not ask anyone to choose or discuss menu options.
- Choice D is incorrect because Alice later confirms the reservation time as 7:00 P.M. and does not invite changes.

2. Which group member may NOT attend the group dinner?

- A. Alice Gomez
- B. David Kim
- C. Priya Patel
- D. Lena Bergman

Correct Answer: D**Explanation**

The question asks you to identify which group member may NOT attend the dinner, based on the information in the conversation. You do not need to read every message — just focus on the ones that mention availability.

Choice D correctly identifies the group member who may not attend: Lena Bergman. Lena says, “I have a conflict on that date, but I will try to make it,” and later adds, “I’ll see if I can rearrange my schedule.” These statements show that her attendance is uncertain.

- Choice A is incorrect because Alice is the one who organized the dinner and confirmed the reservation.
- Choice B is incorrect because David responded, “Thanks, Alice. That works for me,” showing he plans to attend.
- Choice C is incorrect because Priya also confirmed, saying, “Same here. Looking forward to it!”

Type 2: Vocabulary Questions

Vocabulary questions test your knowledge of vocabulary as well as your ability to determine the meaning of a word or phrase as it is used in a specific context.

Many words in English have more than one meaning. In Vocabulary questions, the reader is asked to identify the meaning intended by the author when using a word in the text.

To answer Vocabulary questions, you should use context clues to help you determine what an unfamiliar word or phrase may mean. To practice this skill, read widely in English, and instead of looking up every word in the dictionary immediately after you encounter an unfamiliar word, try to grasp the main idea of the sentence without using the dictionary. It is also a good idea to make an educated guess about the meaning of an unfamiliar word using context clues before looking it up in the dictionary to confirm your guess.

When you look up a word in a good dictionary, notice its root word and etymology (history of its meaning and form). These aspects of words can help you remember new words by connecting them to words that you already know. For example, the Latin root *dur* means “hard, strong, or long-lasting.” Knowing the meaning of this root is helpful in learning and remembering the meanings of words that incorporate this root, including “endure,” “durable,” “duress,” “duration,” and “obdurate.” It may also help you guess the meaning of a word you do not know.

Strategies for Answering Vocabulary Questions

Here are key strategies that will help you with Vocabulary questions.

- Look at how the tested word or phrase is used in the text and see if you recognize it and can tell which of its meanings is intended. Look at the answer choices and try to determine which of them is closest to the meaning of the tested term.
- Understand the context. Read the sentence containing the tested term again as well as the sentences before and after it. The context is unlikely to indicate exactly what the tested term means, but you may be able to make helpful determinations, such as whether the term is more likely to have a positive or neutral meaning than a negative meaning.
- See if any parts of the term can help you determine its meaning. Roots, prefixes, and suffixes can provide helpful clues.
- Compare the answer choices and select the one that makes the most sense in the context. You may also be able to eliminate some answer choices that clearly do not fit the context. Likely, more than one answer choice will make sense, but one will fit best with the overall meaning and tone of the text.

Example**PASSAGE EXCERPT:**

In the animal world, the task of moving about is fulfilled in many ways. For some animals, locomotion is accomplished by changes in body shape...

1. The word “locomotion” in the passage is closest in meaning to

- A. evolution
- B. movement
- C. survival
- D. escape

Correct Answer: B

Explanation

Locomotion means “the ability to move from place to place.” In this example, it is a way of restating the phrase “the task of moving” in the preceding sentence. So the correct answer is choice B.

- Choices A, C, and D — “evolution,” “survival,” and “escape” — are incorrect because they are not synonymous with “locomotion.”

Type 3: Select the Sentence Questions

Select the Sentence questions test your ability to identify a specific sentence that provides certain information. Unlike other question types that focus on general comprehension or specific details, Select the Sentence questions require you to scan a specific area of the passage, typically one paragraph, to find where particular information is located. You will choose from 4 sentences.

In the actual test, the passage will appear in the left panel, and the question will appear in the right panel. The question will refer to a particular area of the passage (usually one specific paragraph) that contains 4 sentences. Each of those 4 sentences can be selected and highlighted. You will select the sentence that is your answer choice on the left panel. The sentence you have selected as the single best answer will be automatically highlighted on the screen as you move to the next question.

Important note: The above describes what you will do in an actual test. In the samples presented in this Guide, however, sentences will be marked with letters. You will choose the letter that represents the sentence in a multiple-choice question.

Strategies for Answering Select the Sentence Questions

To answer Select the Sentence questions correctly, you should read the question carefully and compare what is asked in the question with information provided in each answer choice. Find the answer choice that best fits what the question asks.

To prepare for these questions, focus on understanding the organization of the paragraph or passage. Ask yourself: “Why does the author include this sentence in the paragraph? What function does this sentence serve?” With regular practice, you will become more efficient at scanning for and recognizing the sentence that best matches the information being asked.

Select the Sentence questions may be worded in the following manner:

- Identify the sentence in paragraph 2 that explains...
- Identify the sentence in paragraph 3 that describes...

Common types of information that Select the Sentence questions ask you to find include the following:

- Definitions or explanations of key terms
- Examples that illustrate a concept or statement
- Causes or effects of phenomena
- Comparisons or contrasts
- Supporting evidence for claims

Example**Ancient Games, Modern Minds**

Archaeologists have long been intrigued by the discovery of ancient board games in burial sites and ruins across the world. The game of Senet, played in Egypt over 5,000 years ago, and the Royal Game of Ur from Mesopotamia are among the earliest known examples. These games were not merely pastimes; their presence in tombs suggests they held symbolic or ritual significance, perhaps representing the journey to the afterlife or the struggle between order and chaos.

[A] The rules of these ancient games are often reconstructed from fragmentary evidence, leaving much to speculation. **[B]** Because written records are rare, archaeologists must piece together information from game boards, playing pieces, and artistic depictions to infer how the games were played. **[C]** Even when boards and pieces are found together, the intended sequence of moves or the role of chance is not always clear. **[D]** Some scholars believe that the randomness introduced by dice or sticks in these games reflected beliefs about fate and divine intervention, while others argue that the strategic elements of play encouraged cognitive skills such as planning, memory, and adaptability.

1. Identify the sentence in paragraph 2 that offers interpretations of the cultural significance of ancient games.

- A. Sentence A
- B. Sentence B
- C. Sentence C
- D. Sentence D

Correct Answer: D

Explanation

The question asks which sentence provides ideas about what ancient games might have meant to the people who played them. To answer this, you need to focus on the sentences in paragraph 2 and identify the one that includes interpretations.

Choice D correctly identifies the sentence that offers interpretations of the cultural significance of ancient games. "Some scholars believe that the randomness introduced by dice or sticks in these games reflected beliefs about fate and divine intervention, while others argue that the strategic elements of play encouraged cognitive skills such as planning, memory, and adaptability."

This sentence presents contrasting scholarly views regarding the possible cultural meanings of ancient games.

- Sentences A, B, and C are incorrect because they focus on the challenges of reconstructing game rules from limited evidence. The first 3 sentences of the paragraph discuss factual reconstructions of the games and their rules, not interpretations of the games themselves. The fourth, final sentence of the paragraph focuses on interpretation.

Type 4: Sentence Simplification Questions

Sentence Simplification questions test your ability to differentiate essential information in a sentence from nonessential information and to recognize an accurate paraphrase of the essential information. Readers need to be able to identify the core meaning and relationships expressed in complex sentences.

Strategies for Answering Sentence Simplification Questions

To answer Sentence Simplification questions, you will choose 1 of 4 answer choices that best expresses the essential information in a highlighted sentence from the passage.

A Sentence Simplification question paraphrases a sentence from the passage that you have read. To determine which answer choice most accurately expresses the meaning of the original sentence, ask yourself the following questions:

- What is the main idea of the sentence?
- Which information in the sentence is essential for conveying that main idea?

Once you have identified the most important information, read the 4 answer choices and determine which of the 4 most accurately captures the main idea and important information. The correct answer choice will include all the important information and will accurately express the relationships between different parts of the original sentence. For example, if one component of a sentence is identified as the cause of a phenomenon, the correct answer choice will present the component as the cause. The correct answer choice may use vocabulary that is not in the original sentence, and it may not follow the grammar of the original sentence. However, it will accurately capture the meaning and the essential information in the original sentence.

Answer choices are incorrect when they do the following:

- Leave out essential information
- Express a different meaning than the original sentence expresses

PASSAGE EXCERPT:

...Although we now tend to refer to the various crafts according to the materials used to construct them—clay, glass, wood, fiber, and metal—it was once common to think of crafts in terms of function, which led to their being known as the “applied arts.” Approaching crafts from the point of view of function, we can divide them into simple categories: containers, shelters, and supports. There is no way around the fact that containers, shelters, and supports must be functional. The applied arts are thus bound by the laws of physics, which pertain to both the materials used in their making and the substances and things to be contained, supported, and sheltered. These laws are universal in their application, regardless of cultural beliefs, geography, or climate. If a pot has no bottom or has large openings in its sides, it could hardly be considered a container in any traditional sense. **Since the laws of physics, not some arbitrary decision, have determined the general form of applied-art objects, they follow basic patterns, so much so that functional forms can vary only within certain limits.** Buildings without roofs, for example, are unusual because they depart from the norm...

1. Which of the following sentences best expresses the essential information in the highlighted sentence? Incorrect choices change the meaning in important ways or leave out essential information.

- A. Functional applied-art objects cannot vary much from the basic patterns determined by the laws of physics.
- B. The function of applied-art objects is determined by basic patterns in the laws of physics.
- C. Since functional applied-art objects vary only within certain limits, arbitrary decisions cannot have determined their general form.
- D. The general form of applied-art objects is limited by some arbitrary decision that is not determined by the laws of physics.

Correct Answer: A

Explanation

It is important to note that the question says that incorrect answers change the original meaning of the sentence or leave out essential information. In this example, only choice A makes the same point as the highlighted sentence and includes all the essential meaning. Choice A is therefore correct.

- Choice B is incorrect because it changes the meaning. It says that the functions of applied-art objects are determined by physical laws. The highlighted sentence says that the form of the object is determined by physical laws, but the function is determined by people.
- Choice C is incorrect because it omits an important idea from the highlighted sentence. Like the highlighted sentence, it says that the form of functional objects is not arbitrary, but it does not say that physical laws determine basic form.
- Choice D is incorrect because it changes the meaning of the sentence to its opposite; it says that the form of functional objects is arbitrary, when the highlighted sentence says that the forms of functional objects are never arbitrary.

Type 5: Reference Questions

Reference questions test your ability to identify what a specific word refers to in a text. These questions do the following:

- Ask you to determine the grammatical referent* for a pronoun or phrase used in the text
- Require you to track relationships between words and the concepts they represent

***A “referent” is the person, thing, or idea that a word or phrase indicates, stands for, or refers to.**

The terms tested in Reference questions usually refer back to something already stated, but they sometimes refer to something that comes after their appearance in a text. In certain types of texts, especially *Read in Daily Life* ones, Reference questions may also require inferential thinking in that the referent may not be explicitly stated in the text.

Strategies for Answering Reference Questions

Follow these 4 steps to answer a Reference question.

1. Find and read the sentence with the word or phrase being asked about.
2. Read several sentences before it and a sentence or two after it.
3. Try using each answer choice in place of the tested word or phrase.
4. Decide which answer choice is correct using both grammatical knowledge and context clues.

Read the sentence carefully and do not answer too quickly.

Remember that the referent:

- can be a person, place, or thing
- can be an intangible idea, process, system, or set of conditions
- is not necessarily the noun or noun phrase closest to the word or phrase in the question
- may appear after the word or phrase in the question

It is helpful to study some commonly used reference words (a list of examples of reference words can be found on the next page). However, it is important to remember that Reference questions may test words and phrases that do not appear on this list.

For example, Reference questions may ask what the phrase “this situation” or “the examples” refers to. The meanings of phrases like these will depend on the context, and grammar knowledge alone may not be sufficient to answer the question correctly.

It is important to understand what is being stated before and after the phrase being tested.

To improve your ability to answer this type of question, ask yourself as you practice reading: “What does this word or phrase refer to?” Reference questions not only measure your knowledge of English grammar but also your comprehension of English texts.

Examples of Reference Words

Reference words can be pronouns, demonstratives and quantifiers, or other words. Study these examples of reference words. Remember, Reference questions may ask about words or phrases that are not on this list.

Personal Pronouns/Adjectives		
• he	• her	• they
• him	• hers	• them
• his	• it	• their
• she	• its	• theirs

Reflexive Pronouns	
• himself	• yourself
• herself	• themselves
• itself	

Relative Pronouns/Adverbs	
• who	• that
• whose	• where
• whom	• when
• which	

Demonstrative Pronouns/Adjectives

- this
- those
- that
- these

Note: Demonstrative pronouns/adjectives may also be used before nouns or in phrases. Here are some examples:

- **this** one
- **these** problems
- at **that** time
- **those** two new people

Other Reference Words

- some
- here
- another
- few
- there
- other
- any
- most
- others
- none
- many
- the former
- several
- one
- the latter
- both
- ones

Note: Many of these reference words may also be used before nouns or in phrases. Here are some examples:

- **some** days
- where **both** conditions are met
- **none** of the theories

Example

<https://www.smartdormhub.com>

[Home](#)
[Services](#)
[News](#)
[Careers](#)
[Contact](#)

Welcome to SmartDorm Hub!

SmartDorm Hub is your all-in-one platform for managing every aspect of your connected dorm room. Our intuitive dashboard allows you to monitor and control lighting, climate, security, and entertainment systems from any device—whether in class, at the library, or anywhere on campus.

Features

- **Unified Control:** Adjust lighting, temperature, and security settings with a single tap.
- **Custom Scenes:** Create personalized routines—like “Study Mode” or “Movie Night”—that automate multiple devices at once.
- **Energy Insights:** Track real-time energy consumption and receive tips to save power in your dorm.
- **Security Alerts:** Get instant notifications about unusual activity, door status, or smoke detection.
- **Voice Integration:** Compatible with major voice assistants for hands-free operation.

Getting Started

1. Download the SmartDorm Hub app from your device’s app store.
2. Connect your compatible devices using the guided setup wizard.
3. Personalize your dashboard and set up custom scenes to fit your campus lifestyle.

In the sentence “Our intuitive dashboard allows you to monitor and control lighting, climate, security, and entertainment systems from any device—whether in class, at the library, or anywhere on campus,” what does the word “you” refer to?

- A. The SmartDorm Hub technical support team
- B. The dashboard
- C. The user of SmartDorm Hub
- D. The security system

Correct Answer: C

Explanation

The question asks what the pronoun “you” refers to in the given sentence. To answer this, focus on the context of the passage, which describes the features and benefits of SmartDorm Hub for its customers.

Choice C correctly identifies the referent: the user of SmartDorm Hub. The sentence explains what the user can do — monitor and control dorm-room systems — using the dashboard, which clearly indicates that “you” refers to the person using the platform. Note that this Reference question requires inferential thinking based on the overall content of the web page. The “user” is never explicitly mentioned as such in the passage.

- Choice A is incorrect because the sentence is part of a promotional description aimed at the reader/user, not the support team.
- Choice B is incorrect because the dashboard is the tool being described, not the entity performing the action.
- Choice D is incorrect because the security system is one of the features being controlled, not the one doing the controlling.

Type 6: Inference Questions

Inference questions test your ability to draw conclusions based on information provided in the text. Unlike Factual questions that ask about information that is explicitly stated, Inference questions require you to understand what the author implies or suggests but does not directly state.

These questions accomplish this by asking you to do the following:

- Understand implied meanings
- Draw reasonable conclusions that the author expects readers to reach

In academic texts as well as everyday reading situations, it is not unusual for an author to expect readers to understand ideas or points that the author has not explicitly presented. Inference questions measure the test taker's ability to comprehend indirect messages.

Note that the words “infer”, “imply”, “suggest”, and “likely” in a question may indicate that it is an Inference question; however, not all Inference questions use one of these words.

Common ways to phrase Inference questions may begin with or include the following:

- Which of the following can be inferred from the text?
- The passage implies that...
- The author suggests which of the following about...
- The email is most likely intended for...

Strategies for Answering Inference Questions

When answering Inference questions, keep these key strategies in mind:

- Use information stated in the text. While the correct answer to an Inference question is not explicitly stated in the text, it is based on the explicit information that is provided. Read the relevant part of the text carefully before answering the question.
- Look for logical connections. Pay attention to cause-and-effect relationships, comparisons, contrasts, and other logical patterns that suggest unstated conclusions.
- Avoid answers that go too far beyond the text. While Inference questions ask you to go beyond what is explicitly stated, the correct answer should still be very strongly supported by information in the text. Avoid choices that require too much speculation and choices that may not necessarily be true.
- Consider the author's tone and purpose. The author's attitude and intent can provide clues about what the author wants readers to conclude.
- Use elimination strategies. If you are unsure, eliminate answers that contradict information in the text or that make claims not supported by the information provided.

Example**PASSAGE EXCERPT:**

...The nineteenth century brought with it a burst of new discoveries and inventions that revolutionized the candle industry and made lighting available to all. In the early-to-mid-nineteenth century, a process was developed to refine tallow (fat from animals) with alkali and sulfuric acid. The result was a product called stearin. Stearin is harder and burns longer than unrefined tallow. This breakthrough meant that it was possible to make tallow candles that would not produce the usual smoke and rancid odor. Stearins were also derived from palm oils, so vegetable waxes as well as animal fats could be used to make candles...

1. Which of the following can be inferred from the passage excerpt about candles before the nineteenth century?

- A. They did not smoke when they were burned.
- B. They produced a pleasant odor as they burned.
- C. They were not available to everyone.
- D. They contained sulfuric acid.

Correct Answer: C**Explanation**

In the first sentence of the excerpt, the author says that “new discoveries and inventions” made “lighting available to all.” Candles are the only kind of lighting discussed in the passage. If the new discoveries were important because they made candles available to all, we can infer that before the discoveries, candles were not available to everyone. Therefore, choice C is an inference about candles we can make from the passage.

- Choices A and B are incorrect because they explicitly contradict the passage (both “the usual smoke” and “rancid odor” are mentioned in the passage).
- Choice D is incorrect because sulfuric acid was first used to make stearin in the nineteenth century, not before the nineteenth century.

Type 7: Rhetorical Purpose Questions

Rhetorical Purpose questions require you to understand why the author included specific pieces of information that the question asks about. The correct answer accurately describes the role played by the piece of information in the larger discussion. These questions test your ability to identify the role played by specific pieces of information in a text.

There are many possible reasons for authors to present pieces of information in academic writing and daily life texts. Sometimes such information illustrates a point being made or identifies a cause or an effect of a phenomenon being discussed. Sometimes information acts as evidence or an explanation in support of a claim. Other times, information is offered as evidence that weakens a claim presented in a discussion.

Rhetorical Purpose questions may also ask about the organization of a passage, including how large chunks of text (such as paragraphs) relate to one another.

Rhetorical Purpose questions require you to understand how a rhetorical strategy used by an author relates to the particular point that the author is making. The following are some rhetorical strategies used by authors and some examples of Rhetorical Purpose questions:

- Comparison and contrast
 - Why does the author compare ... to ...
- Examples and statistics
 - Why does the author discuss the example of...
 - Why does the author discuss the size of...
- Quotations from others
 - Why does the author include the quote from...
- Specific pieces of information
 - Why does the author mention...
- Rhetorical questions
 - Why does the author ask...
- Organization and structure
 - Which of the following best describes how the passage is organized?
 - Which of the following best describes how paragraph 1 is related to paragraph 2?

Strategies for Answering Rhetorical Purpose Questions

When answering Rhetorical Purpose questions, keep these key strategies in mind:

- Focus on the function, not just the content. Ask yourself “Why did the author include this information?” rather than just “What does this information say?” The correct answer will explain the role the information plays in the author’s argument or discussion. Keep in mind that wrong answer choices may contain correct information, but the rhetorical function stated is incorrect.
- Look for logical connections. Pay attention to how the specific information connects to the surrounding sentences and paragraphs. Does it provide evidence for a claim? Does it introduce a contrast? Does it give an example?
- Consider the author’s overall purpose. Think about what the author is trying to accomplish in the text as a whole and how the specific piece of information supports that larger goal.
- Pay attention to signal words and transitions. Words and phrases like “however,” “for example,” “in contrast,” “furthermore,” and “as evidence” often indicate the rhetorical function of the information that follows.
- Read the question carefully. The question will often point you to specific information (like “the example of” or “the comparison between”). Focus on that specific element and its function.
- Think about common rhetorical strategies. Authors frequently use examples to illustrate points, statistics to support claims, comparisons to clarify concepts, and questions to engage readers. Understanding these common patterns will help you identify the purpose quickly.
- Remember that Rhetorical Purpose questions require you to analyze not just what the author says but why they chose to say it in that particular way and at that particular moment in the text.

Example**Echoes in Stone**

In the depths of prehistoric caves, archaeologists have uncovered not only paintings but also evidence of musical activity. Scattered among the images of animals and handprints are flutes carved from bird bones and mammoth ivory, some dating back over 40,000 years. The placement of these instruments within the caves is rarely random; many are found in chambers with unusual acoustics, where echoes and reverberations are pronounced.

Some researchers propose that these spaces were chosen for their sound properties, suggesting that music played a role in rituals or communal gatherings. The interplay between visual art and sound may have heightened the sensory experience, transforming the cave into a dynamic environment that engaged multiple senses and perhaps fostered a sense of community among participants. However, not all scholars agree. Some argue that the presence of instruments could be coincidental or that their use was primarily practical—perhaps for signaling or communication during hunts.

Recent experiments have shown that certain cave paintings are located in spots where singing or playing an instrument produces the strongest echoes. This correlation raises questions about the relationship between art, music, and the human search for meaning, but the true purpose of these prehistoric soundscapes remains elusive.

1. Why does the author mention “Recent experiments”?

- A. To reinforce the idea that cave music was accidental
- B. To provide evidence linking art and sound in caves
- C. To explain how flutes were constructed
- D. To argue that cave paintings were purely decorative

Correct Answer: B

Explanation

The question asks you to understand the purpose of mentioning “Recent experiments” in the passage. To answer this, you need to focus on the context provided in the second and third paragraphs.

Choice B correctly identifies the reason the author mentions recent experiments: to provide evidence linking art and sound in caves. The paragraph states, “Recent experiments have shown that certain cave paintings are located in spots where singing or playing an instrument produces the strongest echoes.” This correlation suggests a deliberate connection between the placement of art and the acoustics of the caves, supporting the idea that art and sound were intentionally linked.

- Choice A is incorrect because while the experiments do raise questions about the relationship between art and music, the primary purpose is not to reinforce the idea that cave music was accidental. That is, the sentence does not repeat or further develop the point made in the first part of the final sentence of the second paragraph.
- Choice C is incorrect because the third paragraph does not discuss the construction of flutes at all.
- Choice D is incorrect because the third paragraph does not make any argument about the decorative nature of the paintings.

Type 7: Insert Text Questions

In **Insert Text questions**, you are given a sentence that is not in the passage and asked to identify the place in the passage where the extra sentence would best fit. Four possible locations are identified in the passage. The extra sentence will fit well in only one of these locations.

What function might the extra sentence serve? One common function is to elaborate on (add more information about) something already said. More specifically, it may:

- point out a cause or an effect of a phenomenon just mentioned
- provide statistics or an example that supports a claim
- introduce a qualification or exception to a claim

The extra sentence may also serve to clarify the structure of the paragraph or passage. More specifically, it may:

- introduce a topic about to be discussed
- make explicit a conclusion that has only been hinted at
- serve as a transition that links one sentence to another by pointing out the logical relationship between the two

Keep in mind that the above is a useful guide but not a complete list.

Here is how Insert Text questions work.

In the actual test, a passage will appear in the left panel. A sentence that is not in the passage will appear in the right panel. The passage will be marked with 4 squares. You will be asked to add the sentence to the passage at one of the marked places.

Determine the location where the extra sentence fits best and select the square at this location. The sentence will then appear at the location you have selected, and you can read the passage with the sentence added to confirm your selection.

Important note: The above describes what you will do in an actual test. In this Guide, instead of 4 squares, you will see the letters A, B, C, and D. You will then select the letter in a multiple-choice question.

When determining where to place an additional sentence in a passage, look for both content clues and language clues. Sometimes, one of the two types of clues is enough to determine the answer to an Insert Text question. Sometimes, you will need to consider both types of clues.

What are content clues? Read the surrounding sentences in the passage and understand the ideas that the author is trying to convey. Look for related topics, supporting details, contrasting information, examples, or elaboration that connects logically to the new sentence. This will help you determine where the new sentence logically fits.

What are language clues? They refer to words or phrases that make ideas and sentences cohere or logically connect. They can also be referred to as cohesive devices, or signal words or phrases.

Examples of Cohesive Devices		
Category	Purpose	Common Signal Words
Contrast	Shows opposition or contradiction	but, however, nevertheless, instead, while, by contrast, rather
Conclusion	Indicates result or consequence	therefore, consequently, as a result, hence, so, thus, for this reason
Addition	Adds more information of the same type	additionally, furthermore, moreover, also, besides, not only... but also...
Sequence	Shows order or timing	first, second, third; next, then, initially, subsequently, after
Example	Introduces specific instances	for example, for instance, such as, namely
Similarity	Shows likeness or comparison	similarly, likewise, in the same way, like, by the same token, as... as...

Knowledge of cohesive devices will not only help you with Insert Text questions but also with reading comprehension in general. It will help you better understand how ideas connect and how a paragraph or passage is organized.

Strategies for Answering Insert Text Questions

Here are 4 steps to help you answer an Insert Text question correctly.

Step 1: Read carefully.

- Carefully read the sentence to be added.
- Then read the sentences before and after each of the 4 possible locations.
- Pay attention to all the context, not just individual sentences.

Step 2: Use language clues.

Look for cohesive devices in the extra sentence as well as in the passage. Ask yourself:

- Is there a signal word or phrase in the extra sentence? If so, what type of relationship does it indicate?
- Is there a pronoun or demonstrative in the extra sentence? If so, what can it refer to?
- Do synonyms or repetitions of key words occur in the extra sentence? Where in the passage do you see the synonyms or repeated key words?

Note: Finding a word match or synonym does not necessarily mean that the sentence belongs right after the match, but you need to be aware of such clues to make a good decision.

Step 3: Use content clues.

Think about how the sentence to be added might be related to the content in the area with the possible answer locations. Ask yourself:

- Does the sentence to be added elaborate on information already present? If so, which information does it expand upon?
- Does it provide supporting evidence, examples, or additional details? If so, which information does it support?
- Does it clarify something mentioned nearby? If so, which information does it make clearer?

Also consider whether the extra sentence plays a structural role rather than adding more content. Ask yourself:

- Does the sentence introduce a new topic? If so, it might belong at the beginning of a new discussion.
- Does the sentence act as a transition? If so, it might be placed in between 2 different ideas or sections.

- Does the sentence summarize or wrap up a point? If so, it might belong at the end of a discussion.

Step 4: Test and eliminate.

If you cannot immediately identify a location, try inserting the sentence at each of the 4 locations and reading the passage again with the new sentence added. Does it sound natural and logical? Think about both the content and the language. Rule out locations where:

- the added sentence disrupts the flow of the discussion
- the added sentence inappropriately changes the meaning of surrounding content
- the added sentence fits with the preceding sentence but does not make sense with the sentence that follows it

Example**PASSAGE EXCERPT:**

One of the most puzzling aspects of the paintings is their location. Other rock paintings—for example, those of the San people in South Africa—are either located near cave entrances or completely in the open. **[A]** Cave paintings in France and Spain, however, are in recesses and caverns far removed from original cave entrances. **[B]** This means that artists were forced to work in cramped spaces and without sources of natural light. **[C]** It also implies that whoever made them did not want them to be easily found. **[D]** Since cave dwellers normally lived close to entrances, there must have been some reason why so many generations of Lascaux cave dwellers hid their art.

Directions: Look at the part of the passage that is displayed above. The letters **[A]**, **[B]**, **[C]**, and **[D]** indicate where the following sentence could be added.

This made it easy for the artists to paint and display them for the rest of the cave dwellers.

1. Where would the sentence best fit?

- A. Choice A
- B. Choice B
- C. Choice C
- D. Choice D

Correct Answer: A

Explanation

In this example, choice A is the correct answer. The sentence makes sense only if it occurs after sentence 2. In the paragraph, the author contrasts the location of rock art in South Africa, which tends to be placed near cave entrances or in the open, with the location of rock art in Spain and France, which tends to be deep inside a cave. The insert sentence is about a factor (“This”) that would have made rock art “easy for the artists to paint and display for others.” Being near a cave entrance or in the open is such a factor, so the inserted sentence must be placed after the sentence about rock art in such locations.

- Choice B is incorrect because it comes after mentioning that French and Spanish cave paintings were deep inside caves, which contradicts the idea of easy painting and display.
- Choice C is incorrect because it follows a sentence about hiding paintings, which is the opposite of displaying them easily.
- Choice D is incorrect because it comes after reasoning about why art was hidden, so the inserted sentence would feel out of place and inconsistent.

Strategies for Preparing for and Taking the Reading Section

Time Management

Because the **Reading** section is timed, effective time management is important for competently showcasing your reading skills.

The **Reading** section is divided into 2 modules. Each module has its own time limit — up to 21 minutes for the first module and up to 9 minutes for the second module. You can go back and forth within a module, but you cannot return to the first module after starting on the second module.

These strategies will help you manage your time well.

- **Pace yourself across task types:** Do not spend too much time on any single task.
- **Monitor your progress:** Keep track of the time remaining and adjust your pace accordingly.
- **Read efficiently:** Aim for broad understanding rather than perfect comprehension.
- **Do not second-guess:** Make decisions confidently and move forward.
- **Use the Review functionality:** Skip a difficult question and come back to it later using the Review feature.

If you find that you need to work more quickly

- **Prioritize easier questions first** to build confidence and score points.
- **Use elimination strategies** when unsure of correct answers.
- **Make educated guesses** rather than leaving questions blank.
- **Focus on clearly answerable questions** before tackling more complex ones.

SMART TIP

Remember that strategic guessing can be beneficial, as there is no penalty for incorrect answers.

Strategies for the Reading Section

Utilizing the following general strategies will help you be more successful in the TOEFL iBT®

Reading section:

- Practice with authentic materials: Read a variety of English texts, including academic articles, websites, emails, and social media posts.
- Be familiar with all task types: Understanding what each task requires will help you work more efficiently and confidently.
- Build your vocabulary systematically: Focus on vocabulary, including words and common expressions in both academic and nonacademic contexts.
- Work on your reading speed: Develop the ability to read efficiently and scan for important details.
- Understand the adaptive format: Recognize that early performance influences later question difficulty, so focus on accuracy throughout the test.
- Master elimination techniques: Learn to identify and eliminate obviously incorrect answer choices to improve your chances on challenging questions.

Reading Practice Sets

Practice Set 1

Fill in the missing letters in the paragraph.

(Questions 1–10)

Rainforests constitute a vital component of Earth's biogeochemical systems, exerting significant influence over atmospheric regulation and thermal balance. They a___ full o___ tall tr___ and pla___ that u___ sunlight t___ make fo___. This pro___ also ta___ carbon dioxide o___ of the air, which helps to keep our planet cool. When trees are cut down, the amount of heat-trapping gases in the air can increase, making the planet warmer. The sustained conservation of rainforest biomes is crucial for ensuring climatic homeostasis on a planetary scale. contrast,” and “as a result” signal relationships between ideas. These clues help you understand how the author builds and connects arguments.

Read an advertisement.



Join the Global Wellness Walk with Cape Town University!

Take a break from classes and join fellow students and others for an energizing morning focused on health and community.

Event Details

- Date: Saturday, April 12
- Time: 8:30 A.M.–12:00 P.M.
- Location: Riverside Promenade, Cape Town, South Africa

Why You'll Love It:

- Guided Wellness Walk: Enjoy a scenic 5-kilometer stroll along the waterfront—perfect for clearing your mind before exams.
- Free Health Screenings: Quick checks for blood pressure, glucose, and vision by certified professionals.
- Student-Friendly Workshops: Learn stress-busting techniques and easy ways to stay active on campus.
- Fun Activities: Yoga for beginners, fitness games, and healthy snack stations.
- Awesome Giveaways: The first 200 participants score a reusable water bottle and a wellness starter kit!

How to Register:

- Sign up online at www.globalwellnesswalk.org or register on-site from 7:30 A.M.
- Free for all students!

Supported by: The International Health Foundation and the Cape Town City Council

Directions: Now answer the questions.

11. Which of the following is NOT part of the advertised experience?

- A. A walk along the waterfront
- B. Quick health checkups for common conditions
- C. Interactive sessions on stress relief
- D. Hands-on cooking demonstrations

12. In the sentence “Enjoy a scenic 5-kilometer stroll along the waterfront—perfect for clearing your mind before exams,” The word “scenic” in the advertisement is closest in meaning to

- A. difficult
- B. dangerous
- C. expensive
- D. beautiful

13. In the sentence “The first 200 participants score a reusable water bottle and a wellness starter kit,” what does the word “participants” refer to?

- A. The health professionals
- B. The people who organize the event
- C. The people who join the walk
- D. The staff at the snack stations

Reflections Through Time

Mirrors have fascinated humans for millennia, serving as practical tools and objects of mystery. The earliest mirrors, crafted from polished obsidian or metal, date back over 6,000 years. These early devices provided only dim, distorted reflections, but they were **prized** for their rarity and symbolic power. In some ancient cultures, mirrors were believed to reveal hidden truths or act as portals to other worlds.

The invention of glass mirrors in the first century C.E. marked a turning point. By the Renaissance, Venetian artisans had perfected the technique of coating glass with a thin layer of metal, producing clear, bright reflections. This innovation made mirrors more accessible and transformed their role in society. **[A]** Mirrors became essential in art, allowing painters to study their own features for self-portraits. **[B]** They also played a part in scientific discovery, as telescopes and microscopes relied on reflective surfaces to reveal the unseen. **[C]** The spread of affordable mirrors changed daily life, influencing **fashion, architecture, and even ideas about selfhood**. **[D]**

Today, mirrors are everywhere—from vehicles and satellites to lasers and quantum experiments. Their evolution reflects advances in technology and shifts in how we see ourselves.

Directions: Now answer the questions.

14. The word “prized” in the passage is closest in meaning to

- A. valued
- B. rare
- C. broken
- D. hidden

15. What can be inferred about the impact of glass mirrors on society?

- A. They made mirrors less important in daily life.
- B. They led to new uses for mirrors in art and science.
- C. They replaced all metal objects.
- D. They were only used by royalty.

16. According to the passage, what was one use of mirrors in scientific discovery?

- A. To create jewelry
- B. To build bridges
- C. To improve telescopes and microscopes
- D. To make coins

17. Why does the author mention “fashion, architecture, and even ideas about selfhood”?

- A. To explain how mirrors are made
- B. To argue that mirrors are no longer important
- C. To show that mirrors were only used by artists
- D. To illustrate the broad influence of mirrors on society

18. Directions: The letters [A], [B], [C], and [D] in the passage indicate where the following sentence could be added.

This development allowed people to see themselves with unprecedented clarity.

Where would the following sentence best fit in paragraph 2 ?

- A. Choice A
- B. Choice B
- C. Choice C
- D. Choice D

Practice Set 1 Answers and Explanations

Questions 1–10.

Rainforests constitute a vital component of Earth's biogeochemical systems, exerting significant influence over atmospheric regulation and thermal balance. They **are** full **of** tall **trees** and **plants** that **use** sunlight **to** make **food**. This **process** also **takes** carbon dioxide **out** of the air, which helps to keep our planet cool. When trees are cut down, the amount of heat-trapping gases in the air can increase, making the planet warmer. The sustained conservation of rainforest biomes is crucial for ensuring climatic homeostasis on a planetary scale.

Explanation

The missing words in this paragraph are completed using both environmental context and sentence structure. Words like **trees**, **plants**, **use**, and **food** describe the biological activity taking place in rainforests. These choices are supported by the topic and the verbs that follow.

Function words such as **are**, **of**, and **to** help establish relationships between ideas and maintain sentence flow. In the third sentence, **process**, **takes**, and **out** describe how rainforests contribute to climate regulation. These words fit naturally into the sentence and help explain the role of carbon absorption.

11. D — This is a **Negative Factual question**. The question asks you to identify an activity that is not mentioned in the advertised experience. All of the bullet points in the “Why You’ll Love It” section are relevant.

The event includes a scenic walk, free health screenings, and wellness workshops, but cooking demonstrations are not mentioned in the advertisement. Therefore, Choice D correctly identifies an activity that is NOT included in the advertised experience.

- Choices A, B, and C, are incorrect because they merely paraphrase aspects of the first three bullet points respectively and thus are mentioned in the advertised experience.

12. D — This is a **Vocabulary question**. The word “scenic” appears in the phrase describing the walk as “scenic,” which suggests it is visually appealing. The context of a wellness walk along the waterfront implies a pleasant and attractive environment. Choice D, “beautiful,” is the best match and therefore correct for this meaning.

- Choices A, B, and C — “difficult,” “dangerous,” and “expensive” — are incorrect because they do not fit the context and would not make sense in describing a wellness walk.

13. C — This is a **Reference question**. The word “participants” refers to those who take part in the Global Wellness Walk. The sentence is part of the advertisement’s “Awesome Giveaways” bullet point, which states that the first 200 participants will receive a water bottle and wellness kit. Choice C is therefore correct.

- Choices A, B, and D — health professionals, event organizers, and staff at snack stations — are incorrect because they are not the ones receiving the giveaway. Only those who join the walk are described as “participants.”

14. A — This is a **Vocabulary question**. The passage says that early mirrors were “prized for their rarity and symbolic power.” This suggests that they were highly appreciated or considered important. Choice A, “valued,” matches this meaning and is therefore correct.

- Choice B is incorrect because rarity is one reason mirrors were prized, but “rare” is not what “prized” itself means.
- Choice C is incorrect because “broken” contradicts the idea of being prized.
- Choice D is incorrect because “hidden” is unrelated to the meaning of “prized.”

15. B — This is an **Inference question**, which asks you to identify information that is implied but not directly stated. The passage describes how glass mirrors became clearer and more accessible, which allowed painters to use them for self-portraits and scientists to use them in telescopes and microscopes. These examples suggest that the invention of glass mirrors expanded their applications beyond decoration or symbolism. Therefore, the correct answer, choice B, is that they led to new uses in art and science.

- Choice A is incorrect because the idea that glass mirrors made mirrors become less important contradicts the passage.
- Choice C is incorrect because the idea that glass mirrors replaced all metal objects is not supported by the passage.
- Choice D is incorrect because the idea that glass mirrors were only used by royalty is not supported by the passage.

16. C — This is a **Factual question**, which asks about a detail explicitly stated in the passage. The second paragraph mentions that mirrors played a part in scientific discovery, specifically in telescopes and microscopes. These instruments rely on reflective surfaces to function, making Choice C the correct answer.

- Choices A, B, and D — creating jewelry, building bridges, and making coins — are incorrect because they are not mentioned in the passage.

17. D — This is a **Rhetorical Purpose question**, which asks why the author included specific information. The phrase “fashion, architecture, and even ideas about selfhood” appears in a sentence discussing how affordable mirrors changed daily life. These examples show the wide-ranging impact of mirrors beyond their practical uses. The correct answer, Choice D, is that the author is illustrating the broad influence of mirrors on society.

- Choice A is incorrect because the information, as well as the sentence it is contained in, does not include any details about how mirrors were made.
- Choice B is incorrect because the information and the sentence it is contained in suggest that mirrors have been very important in daily life.
- Choice C is incorrect because the information and the sentence it is contained in make a point about mirrors in daily life, different from the point made earlier in the paragraph about mirrors and artists.

18. A — This is an **Insert Text question**, which asks where a new sentence best fits in the passage. The sentence refers to a development that allowed clearer self-reflection. In the passage, sentence A discusses the invention of glass mirrors and how they produced clear, bright reflections. Inserting the sentence after A, choice A, makes logical sense because it elaborates on the impact of clearer mirrors. Choice A is therefore correct.

- Choices B and C are incorrect because they follow sentences about specific uses of mirrors; they are each somewhat far removed from the personal clarity idea.
- Choice D is incorrect because it follows a sentence about the broader societal effects of mirrors; these are later consequences, far removed from the personal clarity idea.

Practice Set 2

Fill in the missing letters in the paragraph.

(Questions 1–10)

Mushrooms are a diverse group of fungi that thrive in a wide range of natural and cultivated environments, such as wooded areas and landscaped gardens. They a___ unique bec___ they d___ not ma___ their fo___ like pla___ do. Ins___, mushrooms abs___ nutrients fr___ the so___ and dead plants. The most conspicuous anatomical feature of a mushroom is the cap, which constitutes its uppermost section. Beneath this structure are intricate, lamella-like ridges referred to as gills, where microscopic reproductive units are produced. These units enable the dissemination and ecological colonization of mushrooms across environments conducive to fungal growth.

Read a course syllabus.

Springfield University—Course Syllabus Excerpt

Course Title: Introduction to Environmental Communication

Course Code: ENVC 110

Instructor: Dr. Priya Nair

Semester: Fall 2025

Meeting Times: Tuesdays and Thursdays, 10:00–11:15 AM

Location: Room 204, Science Hall

Course Overview

This course explores the principles and practices of communicating about environmental issues in diverse contexts. Students will analyze case studies, develop public-awareness materials, and engage in group projects to enhance their understanding of environmental messaging.

Weekly Schedule (Excerpt)

Week	Topic	Assignment Due
1	Course Introduction and Syllabus Review	
2	Foundations of Environmental Communication	Reflection #1
3	Media and Environmental Narratives	
4	Visual Communication Strategies	Group Project Topic
5	Risk and Crisis Communication	Quiz #1
6	Community Engagement	

Note: All assignments are due by 11:59 PM on the date listed in the course portal. For questions about accommodations or course materials, please contact Dr. Nair.

Directions: Now answer the questions.

11. The word “analyze” in the Course Overview is closest in meaning to

- A. ignore
- B. study carefully
- C. copy
- D. summarize briefly

12. All of the following course topics have assignments associated with them EXCEPT

- A. Foundations of Environmental Communication
- B. Visual Communication Strategies
- C. Risk and Crisis Communication
- D. Community Engagement

13. What can be inferred about the course?

- A. It is taught online only.
- B. It includes both individual and group assignments.
- C. All assignments are due during class time.
- D. Class sessions meet every day of the week.

Early Cinema

The cinema did not emerge as a form of mass consumption until its technology evolved from the initial “peepshow” format to the point where images were projected on a screen in a darkened theater.

[A] In the peepshow format, a film was viewed through a small opening in a machine that was created for that purpose. **[B]** Thomas Edison’s peepshow device, the Kinetoscope, was introduced to the public in 1894. **It was designed for use in Kinetoscope parlors, or arcades, which contained only**

a few individual machines and permitted only one customer to view a short, 50-foot film at a

time. **[C]** The first Kinetoscope parlors contained five machines. For the price of 25 cents (or 5 cents per machine), customers moved from machine to machine to watch five different films (or, in the case of famous prizefights, successive rounds of a single fight). **[D]** These Kinetoscope arcades were modeled on phonograph parlors, **which** had proven successful for Edison several years earlier. In the phonograph parlors, customers listened to recordings through individual ear tubes, moving from one machine to the next to hear different recorded speeches or pieces of music. The Kinetoscope parlors functioned in a similar way.

Directions: Now answer the questions.

14. Which of the sentences below best expresses the essential information in the highlighted sentence? Incorrect choices change the meaning in important ways or leave out essential information.

- A. The Kinetoscope was designed so that customers could watch films in their homes.
- B. Kinetoscope parlors were large arcades where people could watch movies with friends.
- C. Kinetoscope parlors allowed many customers to watch long films together on several machines.
- D. The Kinetoscope was made for parlors that had a small number of machines, and each machine could show a short film to one person at a time.

15. According to the passage, how did customers experience films in Kinetoscope parlors?

- A. By moving from one machine to another to view different short films
- B. By attending group screenings in large, darkened theaters
- C. By listening to recorded speeches through ear tubes
- D. By watching several films at once on a large screen

16. What does the word “which” refer to?

- A. Kinetoscope arcades
- B. Edison
- C. Phonograph parlors
- D. Several years earlier

17. Why does the author compare Kinetoscope parlors to phonograph parlors in the passage?

- A. To highlight the differences between viewing films and listening to music
- B. To show that the concept of individual entertainment machines was not new
- C. To emphasize the popularity of Kinetoscope parlors over phonograph parlors
- D. To explain why Edison invented the Kinetoscope

18. Directions: The letters [A], [B], [C], and [D] in the passage indicate where the following sentence could be added.

As a result, film viewing in these parlors was a brief, solitary activity rather than a shared experience.

Where would the following sentence best fit in the paragraph?

- A. Choice A
- B. Choice B
- C. Choice C
- D. Choice D

Practice Set 2 Answers and Explanations

Questions 1–10

Mushrooms are a diverse group of fungi that thrive in a wide range of natural and cultivated environments, such as wooded areas and landscaped gardens. They **are** unique **because** they **do** not **make** their **food** like **plants** do. **Instead**, mushrooms **absorb** nutrients **from** the **soil** and dead plants. The most conspicuous anatomical feature of a mushroom is the cap, which constitutes its uppermost section. Beneath this structure are intricate, lamella-like ridges referred to as gills, where microscopic reproductive units are produced. These units enable the dissemination and ecological colonization of mushrooms across environments conducive to fungal growth.

Explanation

The missing words are completed using biological context and sentence structure. Words like **do**, **make**, **food**, and **plants** highlight how mushrooms differ from plants in their method of obtaining nutrients.

Function words such as **are**, **because**, and **instead** help establish contrast and explanation. Later, **absorb**, **from**, and **soil** describe the alternative process mushrooms use to gather nutrients, fitting smoothly into the sentence's structure.

11. B — This is a **Vocabulary question**. In the context of the Course Overview, students are expected to “analyze case studies,” which means they will examine them in detail to understand environmental messaging. “Study carefully,” Choice B, is correct because it best captures this meaning.

- Choices A, C, and D — “ignore,” “copy,” and “summarize briefly” — are incorrect because they do not fit the context and would misrepresent the course's academic expectations.

12. D — This is a **Negative Factual question**, which asks you to identify something that is not mentioned in the syllabus. The syllabus indicates that assignments such as reflections, quizzes, and group projects are associated with particular topics. However, there is no mention of an assignment associated with the topic Community Engagement. The correct answer therefore is choice D, “Community Engagement.”

- Choices A, B, and C are incorrect because each is explicitly listed with an assignment.

13. B — This is an **Inference question**. The syllabus mentions “Reflection #1” and “Group Project Topic,” indicating that students will complete both individual and group assignments. The correct answer, choice B, reflects this inference.

- Choice A is incorrect because the class meets at a specific location.
- Choice C is incorrect because assignments are due via the course portal — not during class time.
- Choice D is incorrect because class sessions are held twice a week.

14. D — This is a **Sentence Simplification question**, which asks you to choose the option that best captures the essential meaning of the highlighted sentence. The original sentence explains that the Kinetoscope was designed for parlors with only a few machines, and each machine allowed one person to view a short film. Choice D accurately preserves both key ideas: the limited number of machines and the individual viewing experience. Choice D is therefore correct.

- Choice A is incorrect in that it distorts the meaning by suggesting home use, which is not in the highlighted sentence.
- Choice B is incorrect because it implies group viewing and therefore contradicts the highlighted sentence.
- Choice C is incorrect because it suggests that many customers watched long films together, which is the opposite of “one person” and “short film.”

15. A — This is a **Factual question**, which asks about a detail explicitly stated in the passage. The text explains that customers paid 25 cents to move from machine to machine, each showing a short film. This makes Choice A the correct answer.

- Choice B is incorrect because it describes a later format of cinema, not the peepshow model.
- Choice C is incorrect because it refers to phonograph parlors, not film viewing.
- Choice D is incorrect because it misrepresents the technology, which did not involve large screens or simultaneous viewing.

16. C — This is a **Reference question**, which asks you to identify what a pronoun or relative pronoun refers to. In this sentence, “which had proven successful for Edison” refers to “phonograph parlors,” the last noun before the relative clause. The sentence explains that Kinetoscope arcades were modeled after phonograph parlors, which had already been successful. Choice C is therefore correct.

- Choices A, B, and D are incorrect because they refer to broader or unrelated elements in the sentence.

17. B — This is a **Rhetorical Purpose question**, which asks why the author included a specific comparison. The passage explains that Kinetoscope parlors were modeled on phonograph parlors, where customers listened to recordings individually. This comparison highlights that the idea of using machines for solo entertainment was already familiar to audiences. The correct answer, choice B, reflects this purpose.

- Choice A is incorrect because the passage does not emphasize differences between viewing films and listening to music.
- Choice C is incorrect because the passage does not emphasize popularity.
- Choice D is incorrect because the passage does not emphasize Edison’s motivation for invention.

18. C — This is an **Insert Text question**, which asks where a new sentence best fits in the passage. The sentence summarizes the nature of the Kinetoscope experience — brief and solitary. Choice C follows a sentence describing how customers moved from machine to machine to watch short films individually. Inserting the sentence here logically connects the description of the viewing format with its social implications. Choice C is therefore correct.

- Choice A is incorrect because details about the brief, solitary nature of the Kinetoscope experience do not follow logically from a sentence about the emergence of cinema as an art form.
- Choice B is incorrect because details about the viewing experience in “these parlors” do not follow logically from a sentence that does not mention parlors.
- Choice D is incorrect because the preceding sentence emphasizes the number of films that could be watched, not the brief, solitary experience of Kinetoscope viewing.

Practice Set 3

Fill in the missing letters in the paragraph.

(Questions 1–10)

The night sky has fascinated humans for centuries, leading to numerous discoveries about our universe. Stars, plan_____, and gala_____ are obse_____ using teles_____, which mag_____ distant obj_____. Many astro_____ study st_____ formations t_____ learn ab_____ the origins of the universe. By analyzing the light emitted from stars, scientists can determine their composition and age. This exploration helps us understand the complex nature of cosmic development and our place within it.

Read an email.

To:	Professor Anne Rivera
From:	Jordan Lee
Date:	March 1
Subject:	Invitation

Greetings from a former student!

I am reaching out on behalf of the Green City Sustainability Council, where I am an intern this semester, to invite you to participate in our new Community Urban Beekeeping Initiative, launching this spring. The program aims to support local biodiversity by establishing rooftop beehives across several city buildings, while also providing relevant educational workshops.

As a participant, you would receive hands-on training from certified apiarists, all necessary equipment, and ongoing support throughout the season. The initiative will culminate in a community honey-harvest event in September, where participants can share their experiences and celebrate their contributions to urban ecology.

If you are interested in joining or would like more information, please reply to this email by March 15. Thank you for considering this opportunity to make a positive impact on our city's environment.

Best regards,
 Jordan Lee
 Community Engagement Intern

Directions: Now answer the questions.

11. According to the email, which of the following is offered to participants in the initiative?

- A. A small stipend for time spent maintaining the hives
- B. All necessary equipment for beekeeping
- C. Free transportation to workshop locations
- D. A city-issued beekeeping certification

12. Why does the author mention a community honey-harvest event in September?

- A. To provide a motivating example of the program's activities
- B. To sell tickets for a public festival that funds the program
- C. To indicate when training for new participants will begin
- D. To explain where rooftop hives will be installed

13. In the sentence “Thank you for considering this opportunity to make a positive impact on our city’s environment,” the phrase “this opportunity” refers to

- A. attending the community honey harvest event in September
- B. donating to the Green City Sustainability Council
- C. joining the Community Urban Beekeeping Initiative as a participant
- D. visiting rooftop sites to observe the hives as a guest

Impact of Railroad Transportation in the United States

Both the steamboat and the railroad system with its steam-powered trains revolutionized transport in the United States in the nineteenth century. Entire regions that would hardly have been touched, especially in the West, were opened up to settlement and exploitation.

[A] In a geographic sense, the impact of the steamboat and railroad was simply **immense**. **[B]** Some historians have argued further that they were the key to the rapid economic growth experienced by the United States in the middle decades of the century. **[C]** The railroad, especially, not only lowered transport costs but caused a surge in the output of the iron, coal, and engineering sectors. **[D]** Thus, it was a driving force in economic development.

The impact on local economies could be huge. Many towns began as division points where trains changed their crews and steam locomotives were resupplied with water. Others became industrial centers because the railroad linked them to materials and markets. Farmers who would otherwise have been limited to a local market were able to specialize in crops best suited to their soil and climate. **On the other hand, those towns and regions without access by rail to coal suffered competitively in the age of steam.**

Directions: Now answer the questions.

14. The word “immense” in the passage is closest in meaning to

- A. limited
- B. enormous
- C. gradual
- D. temporary

15. All of the following are mentioned in the passage as contributions of the railroad to economic development EXCEPT

- A. establishing national banking regulations
- B. lowering transport costs
- C. increasing output in iron, coal, and engineering
- D. serving as a driving force in overall development

16. Identify the sentence in paragraph 2 that explains how the railroad affected related industries.

- A. Sentence A
- B. Sentence B
- C. Sentence C
- D. Sentence D

17. What can be inferred about agricultural markets before the spread of the railroad?

- A. Access to coal had no effect on agriculture.
- B. Farmers commonly shipped crops nationwide using canals.
- C. Most towns were industrial centers even before rail connections.
- D. Farmers often produced a variety of crops for local needs rather than specializing.

18. Which of the following sentences best expresses the essential information in the highlighted sentence? Incorrect choices change the meaning in important ways or leave out essential information.

- A. Areas with rail links to coal were the only places that prospered during the steam era.
- B. Coal access determined where railroads were built in the nineteenth century.
- C. In the steam era, places lacking rail connections to coal faced obstacles to success.
- D. Farming towns suffered more than industrial towns regardless of coal access.

Practice Set 3 Answers and Explanations

Questions 1–10.

The night sky has fascinated humans for centuries, leading to numerous discoveries about our universe. Stars, **planets**, and **galaxies** are **observed** using **telescopes**, which **magnify** distant **objects**. Many **astronomers** study **star** formations **to** learn **about** the origins of the universe. By analyzing the light emitted from stars, scientists can determine their composition and age. This exploration helps us understand the complex nature of cosmic development and our place within it.

Explanation

The missing words are completed using astronomical context and sentence structure. Words like **planets**, **galaxies**, and **objects** describe the celestial bodies being studied. These choices are guided by the topic and the descriptive flow.

Terms such as **observed**, **telescopes**, and **magnify** explain how these bodies are examined, while **astronomers**, **star**, **to**, and **about** describe who conducts the research and what they aim to learn. These words fit naturally into the sentence and help maintain clarity and progression.

11. B — This is a **Factual question**, which asks you to identify a detail explicitly stated in the email. The second paragraph of the email states that participants will receive “hands-on training from certified apiarists, all necessary equipment, and ongoing support.” This confirms that equipment is provided. Choice B is therefore correct.

- Choices A, C, and D are incorrect because they are not mentioned in the email: There is no reference to a stipend, transportation, or a city-issued certification.

12. A — This is a **Rhetorical Purpose question**, which asks why the author included a specific detail. The mention of the honey harvest event comes after describing the training and support participants will receive. It serves to highlight a celebratory and rewarding conclusion to the program, likely intended to motivate potential participants. Choice A is therefore correct.

- Choices B, C, and D are incorrect because the email does not mention ticket sales, training start dates, or hive installation locations in connection with the harvest event.

13. C — This is a **Reference question**, which asks you to identify what a phrase refers to in context. The sentence appears at the end of the email, following a description of the initiative and an invitation to participate. The phrase “this opportunity” clearly refers to the chance to join the beekeeping initiative. Choice C is therefore correct.

- Choices A, B, and D are incorrect because they refer to specific events or actions that are part of the program (e.g., the harvest event, choice A) or unrelated (e.g., donating, choice B: or visiting as a guest, choice D).

14. B — This is a **Vocabulary question**. The word “immense” appears in the sentence: “In a geographic sense, the impact of the steamboat and railroad was simply immense.” The context suggests that the impact was very large or significant. “Enormous” is the best synonym in this context. Choice B is therefore correct.

- Choices A, C, and D — “limited,” “gradual,” and “temporary” — do not match the meaning or tone of the sentence and would contradict the idea of a major transformation.

15. A — This is a **Negative Factual question**, which asks you to identify the one item that is not mentioned in the passage. The passage discusses how railroads lowered transport costs, increased output in iron, coal, and engineering, and served as a driving force in economic development. However, there is no mention of banking regulations. The correct answer is choice A, “establishing national banking regulations.”

- Choices B and C are incorrect because they are explicitly supported by the third sentence in the second paragraph.
- Choice D is incorrect because it is explicitly supported by the final sentence in the second paragraph.

16. C — This is a **Select the Sentence question**, which asks you to identify the sentence that describes the railroad’s impact on related industries. Sentence C states: “The railroad, especially, not only lowered transport costs but caused a surge in the output of the iron, coal, and engineering sectors.” This sentence directly explains how the railroad influenced other industries. Choice C is therefore correct.

- Choice A is incorrect because it focuses only on broad economic impact.
- Choice B is incorrect because it also only focuses on broad economic impact.
- Choice D is incorrect because it makes a broad historical interpretation and does not mention specific industries.

17. D — This is an **Inference question**, which asks you to identify information that is implied but not directly stated. The passage says that railroads allowed farmers to specialize in crops best suited to their soil and climate, which implies that before rail access, farmers were limited to growing a variety of crops for local consumption. The correct answer, choice D, reflects this inference.

- Choice A is incorrect because it contradicts the final sentence of the passage.
- Choice B is incorrect because the passage never mentions canals at all.
- Choice C is incorrect because it contradicts the point made in the third sentence of the final paragraph.

18. C — This is a **Sentence Simplification question**, which asks you to choose the option that best captures the essential meaning of the highlighted sentence: “On the other hand, those towns and regions without access by rail to coal suffered competitively in the age of steam.” The correct answer, choice C, preserves the key ideas: lack of rail access to coal and resulting economic disadvantage.

- Choice A is incorrect because it distorts the meaning by exaggerating the claim.
- Choice B is incorrect because it misrepresents the cause and effect.
- Choice D is incorrect because it introduces a comparison not supported by the passage.

Practice Set 4

Fill in the missing letters in the paragraph.

(Questions 1–10)

Fossils are the preserved remains of ancient organisms that provide a window into Earth's distant past. They a____ typically fo____ in sedimentary rocks a____ can inc____ bones, she____, or impr____. By stud____ fossils, scien____ can recon____ the appea____ and behavior of extinct species. Fossil records reveal the gradual changes that have occurred over millions of years, illustrating the process of evolution. This evidence helps us comprehend how life on Earth has transformed over time.

Read a set of instructions.

Follow these steps to successfully submit your entry for the Willmet University Arts Festival's annual digital photo contest:

1. Prepare Your Photo

- Choose one original digital photograph that you have taken yourself.
- Make sure your photo is in JPEG or PNG format and does not exceed 10 MB in size.
- Rename Your File: Save your photo using the following format: LastName_FirstName_Title.jpg

2. Complete the Entry Form

- Visit www.willmetuniversityartsfestival.org/photocontest.
- Fill out the online entry form.
- Upload Your Photo: Click the "Upload" button on the entry form.
- Select your renamed photo file and wait for the upload confirmation message.

3. Submit Your Entry

- Review your information for accuracy.
- Select "Submit" to complete your entry. You will receive a confirmation email within 24 hours.

Important Notes

- Only one entry per person is allowed.
- All submissions must be received by 11:59 P.M. on May 15.

Directions: Now answer the questions.

11. In Step 1, the word “exceed” is closest in meaning to

- A. replace
- B. depend on
- C. be more than
- D. be equal to

12. In the sentence “You will receive a confirmation email within 24 hours,” what does the word “You” refer to?

- A. The festival staff
- B. The contest judges
- C. The website administrators
- D. The person submitting an entry

13. Which of the following is most strongly suggested by the instructions?

- A. Entries must be printed and mailed to the festival office.
- B. The contest accepts submissions primarily through an online process.
- C. Only professional photographers may participate.
- D. A title is optional for each submission.

Water and Ocean Life

The physical and chemical properties of water, unsurprisingly, determine much about life in the ocean.

Water is dense (high mass per unit of volume), about 840 times as dense as air—roughly as dense as most life forms, as they are primarily made of water. This means that marine organisms fight no battle with gravity and possess none of the structures that we need on land to combat it. In the ocean, there are no tree trunks. The closest analogy would be the stipes (stalks) of the large seaweeds known as kelp, allowing kelp to form “forests.” But these stipes do not hold the kelp up—they just hold it in place. At low tide, the kelp collapses.

[A] Likewise, marine animals can have flexible skeletons or no skeleton at all. **[B]** This makes it much easier to become large. **[C]** The major problem with the density of the ocean comes in the depths, where the weight of all that seawater bears down, creating **enormous pressures.** **[D]** Related to density is viscosity—or, basically, thickness due to internal friction. It is about 60 times easier to move through air than water.

Directions: Now answer the questions.

14. Which of the following sentences best expresses the essential information in the highlighted sentence? Incorrect choices change the meaning in important ways or leave out essential information.

- A. Water is less dense than air, which is why most living things float easily.
- B. Water and air have about the same density, but most life forms are much denser than water.
- C. Water is much denser than air and has a similar density to most living things because they are mostly made of water.
- D. Water is about 840 times denser than air, but most life forms are made mostly of air.

15. According to the passage, what is one reason marine animals do not need the same supportive structures as land animals?

- A. Marine animals are much smaller than land animals.
- B. Water reduces the effects of gravity on marine animals' bodies.
- C. The thicker skin of marine animals provides sufficient support.
- D. Animals that live in the water have more bones.

16. Which of the following statements is NOT true about kelp and supportive structures?

- A. Kelp can form “forests.”
- B. Kelp collapses at low tide.
- C. Kelp is held in place by stipes.
- D. Kelp stipes hold the kelp upright at all times.

17. Identify the sentence in paragraph 2 that explains why it is easier for many marine animals to become large.

- A. Sentence A
- B. Sentence B
- C. Sentence C
- D. Sentence D

18. Why does the author mention the “enormous pressures” found at great ocean depths?

- A. To argue that marine life rarely inhabits deep water
- B. To contrast the advantages of buoyancy with a major challenge of ocean living
- C. To introduce chemical properties of seawater that affect salinity
- D. To explain why kelp forms “forests” near the surface

Practice Set 4 Answers and Explanations

Questions 1–10

Fossils are the preserved remains of ancient organisms that provide a window into Earth's distant past. They **are** typically **found** in sedimentary rocks **and** can **include** bones, **shells**, or **imprints**. By **studying** fossils, **scientists** can **reconstruct** the **appearance** and behavior of extinct species. Fossil records reveal the gradual changes that have occurred over millions of years, illustrating the process of evolution. This evidence helps us comprehend how life on Earth has transformed over time.

Explanation

The missing words are completed using scientific context and sentence structure. Words like **found**, **sedimentary**, **shells**, and **imprints** describe where fossils are located and what they consist of. These choices are supported by the topic and the descriptive detail.

Function words such as **are**, **and**, and **include** help organize the sentence and list examples. Later, **studying**, **scientists**, and **reconstruct** describe the process of fossil analysis and its role in understanding extinct species.

11. C — This is a **Vocabulary question**. The instructions state that the photo “must not exceed 10 MB in size.” In this context, “exceed” means to go beyond a limit. “Be more than.” Choice C is therefore correct.

- Choices A, B, and D — “replace,” “depend on,” and “be equal to” — are incorrect because they do not fit the meaning in this context and are not synonymous with exceed.

12. D — This is a **Reference question**. The sentence appears in the final step of the submission process. The instructions are directed at the person submitting a photo, so “You” refers to that individual. Choice D is therefore correct.

- Choices A, B, and C — “The festival staff,” “The contest judges,” and “the website administrators” — are not the intended audience of the instructions and are therefore incorrect.

13. B — This is an **Inference question**. The instructions detail steps for uploading a photo, completing an online form, and receiving email confirmation. These steps suggest that the contest is conducted online. Choice B is therefore correct.

- Choice A is incorrect because there is no mention of mailing entries.
- Choice C is incorrect because there is no indication that the contest is restricted to professionals.
- Choice D is incorrect because contest participants are explicitly instructed to title their submissions.

14. C — This is a **Sentence Simplification question**. The highlighted sentence explains that water is about 840 times denser than air and that most life forms are similarly dense because they are made mostly of water. The correct answer, choice C, preserves both key ideas: the comparison between water and air and the similarity between water and living organisms.

- Choice A is incorrect because it contradicts the highlighted sentence in stating that water is less dense than air.
- Choice B is incorrect because it also contradicts the highlighted sentence in stating that water and air have about the same density.
- Choice D is incorrect because it falsely claims that life forms are made mostly of air and leaves out important information from the highlighted sentence.

15. B — This is a **Factual question**. The passage explains that water is much denser than air and that marine organisms are primarily made of water. Because of this, they do not struggle against gravity the way land animals do. As a result, they do not need rigid support structures like tree trunks or heavy skeletons. Choice B is correct because it reflects this idea.

- Choice A is incorrect because it contradicts the point made in the second sentence of the second paragraph about the size of marine animals.
- Choice C is incorrect because the passage does not discuss or mention the skin of marine animals.
- Choice D is incorrect because although the passage mentions that marine animals can have flexible skeletons or no skeletons, there is no explicit mention of the number of bones.

16. D — This is a **Negative Factual question**, which asks you to identify the statement that is not true according to the passage. The passage states that kelp stipes hold the kelp in place but do not keep it upright. In fact, it says that kelp collapses at low tide. Therefore, the correct answer is that kelp stipes hold the kelp upright at all times, which contradicts the passage. Choice D is therefore correct.

- Choice A is incorrect because the passage indicates that kelp can form forests.
- Choice B is incorrect because the passage indicates that kelp collapses at low tide.
- Choice C is incorrect because the passage indicates that stipes hold kelp in place, a subtle but crucial difference from holding kelp upright at all times.

17. A — This is a **Select the Sentence question**. Sentence A states: “Likewise, marine animals can have flexible skeletons or no skeleton at all.” This explains why it is easier for marine animals to grow large — because they do not need rigid support structures. The lack of skeletal constraints allows for greater size. Choice A is therefore correct.

- Choice B is incorrect because although it states that marine animals can become large, it does not explain why.
- Choice C is incorrect because the point it makes about pressure is not directly related to why marine animals can become large.
- Choice D is incorrect because the point it makes about viscosity is not directly related to why marine animals can become large.

18. B — This is a **Rhetorical Purpose question**. The passage first discusses how water’s density helps marine animals avoid the need for support structures. Then it contrasts this advantage with a challenge: the enormous pressure in deep water. The author uses this contrast to show that while water supports large size and buoyancy, it also presents difficulties at great depths. Choice B is therefore correct.

- Choice A is incorrect because the passage does not claim that marine lifeforms avoid deep water.
- Choice C is incorrect because the passage does not discuss the chemical properties of seawater and how these affect salinity.
- Choice D is incorrect because the discussion of kelp makes a separate, distinct point made earlier in the passage.

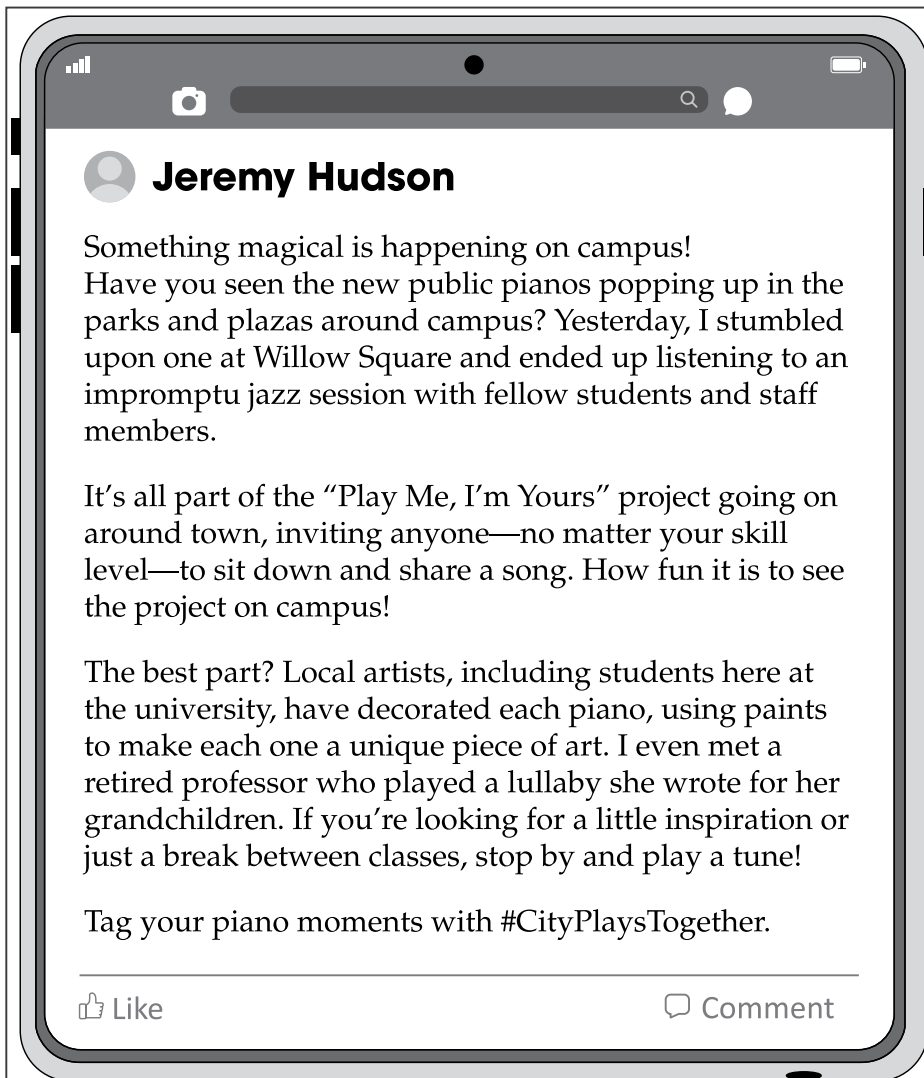
Practice Set 5

Fill in the missing letters in the paragraph.

(Questions 1–10)

The concept of consciousness is central to philosophical debates about the nature of the mind. Consciousness ref_____ to t_____ awareness o_____ one's thou_____, sensations, a_____ surroundings. Philos_____ have lo_____ questioned whe_____ consciousness c_____ be fu_____ explained by physical processes or if it transcends material explanations. Some argue that consciousness is an emergent property of complex neural networks, while others suggest it may involve nonphysical dimensions. This ongoing inquiry continues to challenge our understanding of human cognition.

Read social media post.



Directions: Now answer the questions.

11. According to the post, what is part of the piano project?

- A. Free music lessons are taught every weekday evening.
- B. Artists have painted the pianos to make each one stand out.
- C. A contest is being held to choose the town's best pianist.
- D. There is a requirement to register before playing.

12. In the sentence “Yesterday, I stumbled upon one at Willow Square and ended up listening to an impromptu jazz session with fellow students and staff members,” the word “impromptu” in the post is closest in meaning to

- A. scheduled
- B. private
- C. spontaneous
- D. competitive

13. Why does the author mention meeting “a retired professor who played a lullaby she wrote for her grandchildren”?

- A. To compare the project with professional concert halls
- B. To argue that only trained musicians should use the pianos
- C. To advertise a music workshop at Willow Square
- D. To demonstrate that the project creates personal, community-building moments

Frederick Taylor and United States Industry

By the twentieth century, making workers more “cost-efficient” had become the single most important management goal in large-scale industries. Everywhere in industrial America, managers were drafting work rules and designing tasks with an eye to increasing worker output. The leading supporter of productivity was Frederick Winslow Taylor, **whose** time-and-motion studies revolutionized the industrial workplace and whose writings had unquestionable authority among industrial engineers and factory managers. Taylor was obsessed with order and efficiency.

[A] In the iron and steel factories that Taylor visited during the 1870s and 1880s, he saw only disorder and inefficiency on shop floors where skilled workers controlled the rhythms and division of labor. **[B]** Taylor believed that scientific study could break down the industrial process into its simplest parts, which, once understood, would allow managers to increase production and lower costs by reducing unnecessary motion and workers. **[C]** In his most famous demonstration, Taylor designed fifteen kinds of ore shovels, each for a specific task and each to be used in a specific way. **[D]** He was able to show that 140 men could do the work of 600. **The company thereupon fired the “excess” shovelers, cutting its ore-shoveling costs by half.** It also gave the remaining shovelers a raise in salary.

Directions: Now answer the questions.

14. What is this passage mainly about?

- A. How Taylor’s scientific approach reshaped the United States industrial productivity and labor practices
- B. The history of iron and steel manufacturing in the United States during the late nineteenth century
- C. Reasons managers restricted skilled workers’ autonomy to improve quality
- D. The evolution of ore-shoveling tools in heavy industry

15. What can be inferred about managers in large-scale United States industries by the early twentieth century?

- A. They focused primarily on improving worker morale rather than production metrics.
- B. They prioritized standardizing tasks to raise output and reduce costs.
- C. They allowed skilled workers to set their own pace to maximize quality.
- D. They opposed analytical studies of work because such studies slowed production.

16. The word “whose” refers to

- A. factory managers
- B. industrial engineers
- C. the industrial workplace
- D. Frederick Winslow Taylor

17. Which of the following sentences best expresses the essential information in the highlighted sentence? Incorrect choices change the meaning in important ways or leave out essential information.

- A. The company reduced its workforce and expenses by dismissing workers who were no longer needed.
- B. The company fired all of its shovelers and stopped ore-shoveling operations.
- C. The company hired more shovelers to increase productivity and lower costs.
- D. The company gave raises to all shovelers after firing the excess workers.

18. Directions: The letters [A], [B], [C], and [D] in the passage indicate where the following sentence could be added.

In his view, leaving key production decisions to craftsmen invited waste and inconsistency.

Where would the following sentence best fit in paragraph 2?

- A. Choice A
- B. Choice B
- C. Choice C
- D. Choice D

Practice Set 5 Answers and Explanations

Questions 1–10.

The concept of consciousness is central to philosophical debates about the nature of the mind.

Consciousness **refers to the** awareness **of** one's **thoughts**, sensations, **and** surroundings.

Philosophers have **long** questioned **whether** consciousness **can** be **fully** explained by physical processes or if it transcends material explanations. Some argue that consciousness is an emergent property of complex neural networks, while others suggest it may involve nonphysical dimensions. This ongoing inquiry continues to challenge our understanding of human cognition.

Explanation

The missing words are completed using both philosophical context and sentence structure. Words like **refers** and **thoughts** help define the concept of consciousness and its components. These choices are guided by the topic and the descriptive flow of ideas.

Function words such as **the**, **of**, and **and** support sentence cohesion and clarify relationships between ideas. **Philosophers**, **long**, and **whether** introduce the debate and its duration, while **can** and **fully** reflect the central question of whether consciousness can be explained through physical means.

11. B — This is a **Factual question**, which asks you to identify a detail explicitly stated in the post. The second paragraph mentions that “local artists, including students here at the university, have decorated each piano, using paints to make each one a unique piece of art.” This confirms that artists have contributed to the project by painting the pianos. Choice B is therefore correct.

- Choice A is incorrect because music lessons are not mentioned in the post.
- Choice C is incorrect because the post does not mention any contest.
- Choice D is incorrect because the post does not mention a registration requirement.

12. C — This is a **Vocabulary question**. The word “impromptu” appears in the sentence describing a jazz session that happened unexpectedly at Willow Square. The context suggests that the music was unplanned and informal. “Spontaneous,” Choice C, is therefore correct.

- Choices A, B, and D — “scheduled,” “private,” and “competitive” — are incorrect because they do not fit the context and would misrepresent the nature of the event; they are also not synonymous with “impromptu”.

13. D — This is a **Rhetorical Purpose question**, which asks why the author included a specific detail. The mention of the retired professor and her lullaby illustrates how the piano project encourages meaningful interactions and emotional connections. The correct answer, choice D, reflects this purpose.

- Choice A is incorrect because the post does not compare the project to music performed in concert halls.
- Choice B is incorrect because the post emphasizes that there is no restriction on participation in the project.
- Choice C is incorrect because the project described in the post is not a formal music workshop.

14. A — This is a **Factual question** that asks about the main idea of the passage. The passage focuses on Frederick Winslow Taylor's time-and-motion studies and how they influenced industrial management, particularly in increasing productivity and reducing labor costs. It describes Taylor's observations, his scientific methods, and their impact on factory operations. The correct answer, choice A, summarizes this central theme.

- Choice B is incorrect because it neglects to mention the innovations of Frederick Winslow Taylor and thus misrepresents the focus of the passage.
- Choice C is incorrect because while the passage mentions that skilled workers originally controlled the rhythms of labor, it does not explore the reasons managers restricted workers' autonomy or focus on improving quality. The idea is too narrow and not supported by the text.
- Choice D is incorrect because it merely focuses on one example in the passage, not the overall point of the passage.

15. B — This is an **Inference question**, which asks you to identify information implied but not directly stated. The passage explains that managers were designing tasks to increase worker output and reduce inefficiency, aligning with Taylor's principles. This suggests that standardization and cost-efficiency were key priorities. Choice B is therefore correct.

- Choice A is incorrect because the passage never mentions morale or worker satisfaction.
- Choice C is incorrect because the passage indicates the opposite; Taylor's system restricted worker autonomy by the early twentieth century.
- Choice D is incorrect because the passage indicates that managers embraced Taylor's time-and-motion studies.

16. D — This is a **Reference question**, which asks you to identify what the word “whose” refers to. The sentence begins by naming Taylor as the leading supporter of productivity, and the clause “whose time-and-motion studies...” provides more information about him. Therefore, “whose” refers to Frederick Winslow Taylor, and therefore choice D is correct.

- Choices A, B, and C are incorrect because they are mentioned later in the sentence and are not the subject being described.

17. A — This is a **Sentence Simplification question**, which asks you to choose the option that best captures the essential meaning of the highlighted sentence: “The company thereupon fired the ‘excess’ shovelers, cutting its ore-shoveling costs by half.” The correct answer, choice A, preserves both key ideas: the dismissal of excess workers and the resulting cost reduction.

- Choice B is incorrect because it distorts the meaning in stating that all shovelers were fired.
- Choice C is incorrect because it also distorts the meaning by reversing the action.
- Choice D is incorrect because it summarizes a different sentence — the one that follows the highlighted sentence.

18. B — This is an **Insert Text question**, which asks where a new sentence best fits in the passage. The sentence expresses Taylor’s belief that skilled workers should not control production decisions. Choice B is correct because it follows a sentence describing Taylor’s belief in scientific study to improve efficiency, making it the most logical place to insert a sentence that elaborates on his critique of traditional labor practices.

- Choice A is wrong because the sentence that follows focuses on what Taylor saw, not why he objected to what he saw.
- Choices C and D are incorrect because the sentences that follow are about the shovel experiment and results — too far into the example for the inserted sentence to fit without breaking the flow.

Practice Set 6

Fill in the missing letters in the paragraph.

(Questions 1–10)

Industrialization marked a significant turning point in modern history, leading to profound social and economic changes. As fact _____ emerged, cit _____ expanded rap _____, drawing peo _____ from ru _____ areas. Th _____ urban migr _____ brought n _____ challenges, incl _____ overcrowded liv _____ conditions and environmental pollution. The industrial era also sparked technological innovations that transformed transportation and communication. Despite these advances, the period prompted critical debates over workers' rights and the ethical implications of industrial growth.

Read a review.

Review: *Night at the Table*

Looking for an unforgettable evening on campus? Once a month, Night at the Table turns dining into theater inside the university's historic main dining hall. This innovative dinner-theater, developed and staffed by students from the drama department, invites guests to become part of an unfolding story. Costumed hosts guide visitors into a candlelit hall, where each table serves as a stage.

The evening unfolds over a five-course meal, each dish tied to a different act. Actors move among the tables, delivering lines and engaging guests, who are drawn into the plot. The menu complements the drama, with each course introduced by a theatrical monologue.

Guests enjoy a suspenseful "hidden clue" game between courses and a climactic scene that transforms the entire dining room into a dramatic setting. The cast's improvisations enhance the interactions, ensuring a memorable evening for all. Proceeds from ticket sales help support new productions in our acclaimed drama program.

Directions: Now answer the questions.

11. In the sentence “This innovative dinner-theater, developed and staffed by students from the drama department, invites guests to become part of an unfolding story.” what does the word “This” refer to?

- A. The university campus
- B. The candlelit hall where guests are seated
- C. Night at the Table
- D. The “hidden clue” game

12. What is implied about the menu at Night at the Table?

- A. It is an integral element of the show’s storytelling.
- B. It is limited to three courses chosen à la carte.
- C. It changes every night based on guest suggestions.
- D. It is served before any performance begins.

13. Why does the reviewer mention a “hidden clue” game between courses?

- A. To argue that the meal service is unusually slow
- B. To warn readers that audience participation is mandatory
- C. To compare this venue’s games to those at other theaters
- D. To provide an example of the interactive elements that engage guests

The Distribution of Plants and Animals

There is a much greater similarity between the flowering-plant floras of different continents—South America, Africa, Asia, and Australia—than between the mammalian faunas (animals) of these regions. Only in the comparison between Africa and Asia do the plant and animal **figures**, in terms of diversity and presence, reach a comparable level. Three factors seem to have caused these differences. **[A]** First, the families of flowering plants evolved and dispersed earlier than the families of mammals. **[B]** Secondly, there has been more extinction and replacement during the history of mammals than during that of flowering plants. **[C]** Finally, of course, not all floral similarities were merely the result of early dispersal across insignificant barriers rather than a later colonization across wider gaps. **[D]** The extent of the spread of flowering plants across the Pacific shows clearly that they can cross even quite wide stretches of ocean, especially where intermediate island stepping stones were available.

For all these reasons, it is not surprising that the floras of the different continents show more similarities to one another than do their mammalian faunas. **This contrast between plant and animal distributions underscores the importance of evolutionary timing and dispersal mechanisms in shaping global biodiversity patterns.**

Directions: Now answer the questions.

14. What is this passage mainly about?

- A. Why flowering plants show greater cross-continental similarity than mammals
- B. Why mammals evolved differently on separate continents
- C. How island chains facilitate plant dispersal across oceans
- D. How extinction events have eliminated mammals more often than plants

15. Which continent is NOT listed among those being compared for flowering-plant floras?

- A. South America
- B. Africa
- C. Australia
- D. Europe

16. The word “figures” in the passage is closest in meaning to

- A. people
- B. shapes
- C. numbers
- D. illustrations

17. Identify the sentence in paragraph 1 that provides evidence that floral similarities can result from long-distance dispersal.

- A. Sentence A
- B. Sentence B
- C. Sentence C
- D. Sentence D

18. Which of the following sentences best expresses the essential information in the highlighted sentence? Incorrect choices change the meaning in important ways or leave out essential information.

- A. Differences in plant and animal distributions show that biodiversity is shaped by many factors.
- B. The way plants and animals are distributed highlights how the timing of evolution and the ways species spread affect biodiversity worldwide.
- C. Plant and animal distributions are similar because they evolved at the same time and spread in the same way.
- D. Global biodiversity patterns are determined only by the extinction of animal species.

Practice Set 6 Answers and Explanations

Questions 1–10

Industrialization marked a significant turning point in modern history, leading to profound social and economic changes. As **factories** emerged, **cities** expanded **rapidly**, drawing **people** from **rural** areas. **This** urban **migration** brought **new** challenges, **including** overcrowded **living** conditions and environmental pollution. The industrial era also sparked technological innovations that transformed transportation and communication. Despite these advances, the period prompted critical debates over workers' rights and the ethical implications of industrial growth.

Explanation

The missing words in this paragraph are completed using a mix of contextual meaning and grammatical structure. Words like **factories**, **cities**, **rapidly**, and **people** reflect the historical setting and describe the pace and direction of change. **Rural** contrasts with urban expansion and helps clarify the source of migration.

This and **migration** work together to refer back to the movement described earlier, maintaining cohesion across sentences. Toward the end, **new**, **including**, and **living** introduce the consequences of industrial growth, supported by the sentence's structure and the buildup of ideas.

11. C — This is a **Reference question**, which asks you to identify what a pronoun refers to in context. The sentence appears at the beginning of the review, immediately after the name of the dinner theater experience, "Night at the Table." The phrase "This innovative dinner theater" clearly refers to the named experience, with the demonstrative adjective "This," in particular, pointing to the entire event. Choice C is therefore correct.

- Choice A is incorrect because it refers to the broader location of the dinner theater experience, not the dinner theater itself.
- Choice B is incorrect because it refers to the specific location of the dinner theater experience, not the dinner theater itself.
- Choice D is incorrect because it refers to a specific activity within the dinner theater, not the entire event itself.

12. A — This is an **Inference question**, which asks you to identify information that is implied but not directly stated. The review explains that each course is inspired by a different act in the story, with actors saying their lines as they move among the tables. This suggests that the menu is not just food — it is part of the performance. The correct answer, choice A, reflects this integration.

- Choice B is incorrect because it contradicts information in the passage; the menu is five courses, not three.
- Choice C is incorrect because the passage does not indicate that the menu changes every night based on guest input.
- Choice D is incorrect because it contradicts information in the passage; the menu items are served during the performance.

13. D — This is a **Rhetorical Purpose question**, which asks why the author included a specific detail. The “hidden clue” game is described as one of the highlights of the evening, occurring between courses and contributing to the immersive experience. It exemplifies how guests are actively involved in the unfolding drama. The correct answer, choice D, reflects this purpose.

- Choice A is incorrect because the passage does not criticize the pacing of the meal; the game is presented as a feature, not a complaint.
- Choice B is wrong because there is no tone of warning in the passage, and nothing suggests that participation is required.
- Choice C is wrong because the passage does not mention other theaters or make comparisons.

14. A — This is a **Factual question** that asks about the main idea of the passage. The passage compares the global distribution of flowering plants and mammals and explains why plants tend to be more similar across continents. It presents three reasons for this pattern: earlier evolution and dispersal of plants, lower extinction rates, and the ability of plants to cross oceans. The correct answer, choice A, summarizes this central theme.

- Choice B is wrong because it is too narrow; the passage mentions mammals only to contrast with plants, not to explain their evolution in detail.
- Choice C is wrong because it is too specific; it provides one example, not the overall point; the passage mentions island chains and ocean crossings as an illustration of one factor.
- Choice D is also wrong because it is too specific; the passage mentions extinction and replacement in mammals as one of three factors, but the main idea is broader.

15. D — This is a **Negative Factual question**. The first sentence of the passage lists South America, Africa, Asia, and Australia as the continents being compared. Europe is not mentioned. Therefore, the correct answer is Europe, choice D.

- Choices, A, B, and C — “South America,” “Africa,” and “Australia” — are incorrect because they are all explicitly named in the passage.

16. C — This is a **Vocabulary question**. The sentence says that “Only in the comparison between Africa and Asia do the plant and animal figures, in terms of diversity and presence, reach a comparable level.” In this context, “figures” refers to statistical data or quantities being compared — specifically, the number of plant and animal families. “Numbers,” choice C, is therefore correct because it is best synonym.

- Choices A, B, and D — “people,” “shapes,” and “illustrations” — are incorrect because they do not fit the context and are therefore not contextually synonymous with figures.

17. D — This is a **Select the Sentence question**. Sentence C introduces the idea that some floral similarities may be the result of flowering plants moving across wide areas into new regions. Sentence D then provides the specific evidence: “The extent of the spread of flowering plants across the Pacific shows clearly that they can cross even quite wide stretches of ocean, especially where intermediate island stepping stones were available.” Since sentence D provides direct evidence that floral similarities can result from long-distance dispersal, choice D correct.

- Choice A is incorrect because the sentence talks about early evolution and dispersal, not long-distance dispersal.
- Choice B is incorrect because it focuses on extinction and replacement in mammals.
- Choice C is incorrect because it introduces the idea that similarities are not only from early dispersal, but it does not give concrete evidence of long-distance dispersal.

18. B — This is a **Sentence Simplification question**. Choice B is correct because it preserves both key ideas: (1) the contrast in distribution patterns and (2) the role of evolutionary timing and dispersal in shaping biodiversity.

- Choice A is incorrect because it oversimplifies the highlighted sentence by not mentioning timing and dispersal.
- Choice C is incorrect because it contradicts the main point of the highlighted sentence: the contrast between plant and animal distributions.
- Choice D is incorrect because it focuses only on extinction, ignoring timing and dispersal, thus misrepresenting the highlighted sentence.



CHAPTER 3

Listening Section

Chapter 3: Listening Section

Read this chapter to learn

- The 4 types of TOEFL Listening tasks
- The 6 types of TOEFL Listening questions
- Strategies for answering each Listening question type
- Strategies for preparing for the Listening section

The **Listening** section of the TOEFL iBT® test evaluates how well you understand spoken English in both academic and everyday campus situations. In this section of the test, you will hear a variety of audio recordings — from classroom lectures and campus announcements to casual conversations and student interactions. The goal is to assess your ability to follow spoken language, interpret meaning, and respond to what you hear.

This section uses a multistage adaptive format, which means your performance on the first set of tasks (or “module”) determines the difficulty level of the second set. This adaptive design helps ensure that the test reflects your actual listening ability and provides a more precise measure of your skills.

You will answer 32 questions in the first module and 15 questions in the second module, for a total of 47 questions.

Listening Tasks

The **Listening** section includes 4 task types, each designed to assess different listening skills. These tasks reflect the kinds of listening you do in academic environments and daily life.

Task Type	Goal
Listen and Choose a Response	Select appropriate replies in short spoken exchanges
Listen to a Conversation	Understand informal interactions in everyday campus-based situations
Listen to an Announcement	Interpret short messages delivered in academic settings
Listen to an Academic Talk	Comprehend structured presentations on academic subjects

All **Listening** questions are multiple-choice questions with a single best answer. The conversations, announcements, and academic talks are followed by sets of questions that assess a range of listening skills. The specific skills are described later in this chapter.

Listen and Choose a Response

The *Listen and Choose a Response* task measures your ability to understand short spoken exchanges. This task assesses your ability to:

- interpret everyday spoken English
- understand common vocabulary and conversational patterns
- recognize implied meaning and speaker intent
- choose socially appropriate responses in context

For each *Listen and Choose a Response* question, you will hear a brief spoken question or statement. The audio is played only once, and the text is not shown on screen. You will then choose the most appropriate reply from 4 written options. The correct response should form a natural and meaningful exchange with the original question or statement.

You will encounter multiple *Listen and Choose a Response* questions throughout the **Listening** section. Each question consists of 1 audio prompt and 4 written options.

Common Characteristics of Listen and Choose a Response Tasks

- The spoken prompt reflects everyday speech in campus and social settings.
- Only one response is correct; it must be both contextually and socially appropriate.
- The task may include informal language, contractions, hesitations, or digressions.
- Responses may be direct (explicit answers) or indirect (contextually appropriate replies). A response may be in the form of a question or statement and may not be a complete sentence.

This task focuses on your ability to interpret short spoken exchanges and respond appropriately. Success depends on understanding both the literal meaning and the social function of the prompt. Exposure to authentic spoken English in everyday contexts is the best way to build these skills.

Strategies for Listen and Choose a Response Questions

- **Listen carefully to the prompt.** Pay attention to tone, intonation, and key words that signal the speaker's intent.
- **Identify the purpose of the spoken prompt.** Is it a question, a request, an offer, or a comment? Understanding the speaker's goal helps you choose the correct response.
- **Consider the social context.** Think about the relationship between speakers and the setting. A response that's grammatically correct may still be inappropriate if it does not fit the situation.
- **Use elimination strategies.** Rule out options that are off-topic, illogical, or socially awkward.
- **Think about implied meaning.** Sometimes the best response is not a direct answer but one that acknowledges or builds on what was said.

The key to success is recognizing how meaning is conveyed in everyday speech — not just through words, but through tone, context, and convention.

Example

Man: Would you mind giving me a hand arranging these desks before the lecture begins?

- A. Oh, sure, I'll help you out.
- B. Well, the lecture was very interesting.
- C. Excuse me, do you know what time the lecture ends?
- D. Thank you, but I'm heading to the library now.

Correct Answer: A

Explanation

The speaker asks, "Would you mind giving me a hand arranging these desks before the lecture begins?" This is a request — asking for help with a time-sensitive task. The correct response is choice A: "Oh, sure, I'll help you out." This response is socially appropriate, directly acknowledges the request, and shows willingness to assist, making it a natural and cooperative reply in context.

- Choice B, "Well, the lecture was very interesting," is incorrect because it refers to a past event and does not respond to the request for help.
- Choice C, "Excuse me, do you know what time the lecture ends?" is also incorrect because, while it remains on the topic of the lecture, it ignores the speaker's question.
- Choice D, "Thank you, but I'm heading to the library now," is incorrect because the first speaker is asking for help instead of offering to help.

Listen to a Conversation

This task features short dialogues (typically up to 100 words) between 2 speakers in everyday campus or social settings. For each conversation, you will answer 2 multiple-choice questions that assess your ability to understand informal spoken language, identify key ideas, interpret details, and make logical inferences.

In the **Listening** section, you may encounter multiple *Listen to a Conversation* tasks, each with 2 single-selection multiple-choice questions.

Strategies for the Listen to a Conversation Task

- **Recognize the setting and participants.** Understanding who is speaking and where the conversation is taking place will help you anticipate the kind of information that may be exchanged. Campus conversations often involve topics like classes, schedules, or student services.
- **Identify the main purpose of the exchange.** Ask yourself: “Why are these two people talking?” Are they making a request, solving a problem, sharing information, or planning something? Knowing the purpose helps you focus on the most relevant parts of the dialogue.
- **Listen for key details.** Pay attention to specific facts such as times, locations, actions, or decisions. These details are often central to the questions and may be stated directly or implied.
- **Use the questions to guide your focus.** Even if you do not remember every word, the questions will point you toward important parts of the conversation. Be prepared to match ideas rather than relying on exact wording.

To perform well on *Listen to a Conversation* sets, focus on how speakers exchange information, respond to one another, and reveal meaning through tone, context, and language.

Listen to an Announcement

This task presents short spoken messages (typically up to 85 words) that reflect the kinds of announcements you might hear in academic settings. These may include updates from instructors, notices from campus offices, or messages shared through student media. For each announcement, you will answer 2 multiple-choice questions that assess your ability to identify key information, understand context, and make inferences.

In the **Listening** section, you may encounter several *Listen to an Announcement* tasks. Each one includes 2 single-selection multiple-choice questions.

Strategies for the Listen to an Announcement Task

- **Determine the purpose of the message.** Ask yourself: “Why is this announcement being made?” Is the speaker informing, reminding, inviting, or requesting something? Understanding the speaker’s intent helps you focus on the most relevant parts of the message.
- **Identify the setting and speaker.** Recognizing who is speaking and where the announcement is taking place provides useful context. Is the speaker a professor, administrator, or student leader? Is the setting a classroom, event, or campus office?
- **Listen for specific details.** Pay close attention to names, dates, times, locations, and requirements. These details are often central to the questions and may be stated directly or implied.
- **Notice how ideas are connected.** Transitional phrases like “first,” “also,” “so,” or “please remember” help you follow the flow of information and understand how different parts of the message relate to each other.
- **Use the questions to guide your focus.** Even if you do not recall every word, the questions will point you toward key ideas. Be prepared to match meaning rather than rely on exact wording.

Success on *Listen to an Announcement* tasks depends on your ability to understand the speaker’s intent and extract key details from a concise, purpose-driven message.

Listen to an Academic Talk

This task features short academic presentations (typically up to 250 words) on topics drawn from a variety of disciplines, such as history, science, business, and the arts. The talks are designed to resemble podcast-style lectures or classroom discussions. For each academic talk, you will answer 4 multiple-choice questions that assess your ability to identify main ideas, understand supporting details, infer meaning, interpret vocabulary in context, and recognize how ideas are organized.

In the **Listening** section, you may encounter multiple *Listen to an Academic Talk* tasks, each with 4 single-selection multiple-choice questions.

Strategies for the Listen to an Academic Talk Task

- **Identify the central topic and structure.** Pay close attention to how the speaker introduces the subject. Then listen for clues about how the talk is organized — by sequence, comparison, cause and effect, or another pattern.
- **Distinguish between main points and supporting examples.** Academic talks often include illustrative details, analogies, or brief digressions. Focus on the speaker's key claims and how they are supported.
- **Listen for transitions and signal phrases.** Expressions like “Let’s take a look at...,” “Another example is...,” or “This brings us to...” help you follow the speaker’s logic and anticipate shifts in focus.
- **Use context to interpret unfamiliar terms.** If you hear a word you do not recognize, consider how it is used in the sentence and what the speaker says before and after. Often, the meaning can be inferred from surrounding information.
- **Take notes strategically.** Jot down main ideas, key terms, and how concepts relate to one another. Do not try to write everything — focus on what will help you answer questions about structure, meaning, and details.

Success on *Listen to an Academic Talk* tasks depends on recognizing how ideas are introduced, developed, and connected throughout the presentation.

Listening Questions

The **Listening** section of the TOEFL iBT® includes 6 distinct types of questions. These questions appear in the *Listen to a Conversation*, *Listen to an Announcement*, and *Listen to an Academic Talk* tasks. Each question type targets a specific listening skill and is designed to assess how well you understand and interact with spoken English in various contexts.

TOEFL iBT® Listening Question Types

1. Main Idea questions
2. Factual questions
3. Inference questions
4. Purpose questions
5. Method questions
6. Attitude questions

The following sections will explain each of these question types in depth. You will also find strategies that can help you answer each **Listening** question type and see examples of each type — complete with explanations.

Type 1: Main Idea Questions

Main Idea questions assess your understanding of the central focus of a **Listening** passage.

These questions:

- ask about the overall topic or purpose of the passage
- test your ability to identify the main point of a conversation, announcement, or academic talk
- may require you to synthesize information across multiple parts of the passage to determine what the speaker is primarily trying to convey

Common Main Idea questions may begin with or include the following:

- What is the conversation mainly about?
- What is the announcement primarily intended to do?
- What is the main topic of the talk?
- What is the speaker's main point?

Although phrased differently depending on the task type, these questions all target the same skill: understanding the speaker's primary message. Recognizing the main idea is essential to interpreting spoken English in academic and everyday contexts.

Strategies for Answering Main Idea Questions

- **Listen for key phrases that signal the speaker's intent.** While the main idea may not be stated directly, speakers often use expressions like “Let’s focus on...” or “What I want to highlight is...” to introduce or emphasize central points.
- **Distinguish between central ideas and supporting details.** The correct answer will reflect the speaker’s overall message, not a minor point or example. Be cautious of choices that mention something from the passage but misrepresent its importance.
- **Expect paraphrasing.** The correct answer may not repeat the speaker’s exact words. Instead, it will restate the main idea using different language. Focus on meaning rather than matching specific phrases.
- **Ask yourself: “Why is the speaker giving this talk or making this announcement?”** Consider what the speaker is trying to convey or accomplish. This can help you identify the main point even when the topic is complex or the structure is indirect.

Example

Narrator: Listen to a conversation.

Woman: What in the world is happening in the lobby of our dormitory now?

Man: You mean all the plastic sheets? I think they’re going to paint.

Woman: Again? It was just repainted last year. It’s one project after another around here.

Man: Tell me about it. They just finished retiling the bathrooms, and now we’re going to be stepping around ladders and paint cans for days.

Woman: I suppose we should be glad that at least some of the money we pay goes to these improvements.

Man: I’d prefer fewer upgrades and a cheaper tuition.

Woman: Hah! I wouldn’t count on that happening anytime soon.

What is the main topic of the conversation?

- A. A university's plan to raise tuition
- B. Students' reactions to renovations in their dormitory
- C. The budget to repaint a dormitory hallway
- D. Complaints about the appearance of some bathrooms

Correct Answer: B**Explanation**

This conversation is between two students and centers on their reactions to ongoing renovations in their dormitory. The speakers discuss the painting taking place in the lobby and the recent work done on the bathrooms. Their discussion includes references to their tuition/housing payments and reveals a mix of annoyance with the frequent work being done and acceptance of this fact. Choice B correctly identifies the main topic: The dialogue is about how students respond to the renovation work in their dormitory.

- Choice A is incorrect because while the conversation mentions tuition, it does not describe any plan by the university to increase it.
- Choice C is incorrect since a budget for renovations is never discussed and the painting is occurring in the dormitory lobby, not in any hallway.
- Choice D is also incorrect because, while bathrooms are mentioned, there is no reference to the appearance of these bathrooms.

This Main Idea question requires attention to the overall context and the speakers' attitudes toward the renovations.

SMART TIP

Recognizing the main idea or topic is essential to **Listening** comprehension. These questions reward your ability to identify the speaker's central message and distinguish it from supporting details.

Type 2: Factual Questions

Factual questions assess your understanding of specific information stated in a listening passage.

These questions:

- ask about details that are explicitly mentioned by the speaker
- may focus on a single fact, a supporting example, or a clearly stated explanation
- sometimes require you to combine information from more than one part of the passage to arrive at the correct answer

Factual questions may appear in any of the following task types:

- *Listen to a Conversation*
- *Listen to an Announcement*
- *Listen to an Academic Talk*

Common Factual Question Formats

Factual questions may begin with or include phrases such as:

- According to the speaker...
- What does the professor say about...?
- What does the woman mention about...?
- What point does the man make about...?

Although the wording may vary depending on the context, these questions all ask the same thing:
What did the speaker say?

Strategies for Answering Factual Questions

- **Listen for clearly stated information.** Factual questions are based on what is directly said, not what is implied. Pay attention to definitions, examples, explanations, and specific details.
- **Expect paraphrasing.** The correct answer may not repeat the speaker's exact words. Instead, it will restate the idea using different language. Focus on meaning rather than matching phrases.
- **Be cautious of answers that distort or misrepresent.** Incorrect choices often refer to the same topic as the question but change the meaning or exaggerate what was said.
- **Use your notes to locate relevant details.** If you have noted a name, date, process, or example, revisit that part of your notes to confirm what was actually said.
- **Avoid choosing minor or unrelated details.** The correct answer will be relevant to the question and accurately reflect the speaker's point. Distractors may be true but irrelevant, or they may misstate the speaker's meaning.

SMART TIP

Accurate understanding of what speakers say is fundamental to listening comprehension. Factual questions reward careful attention to detail and clarity of recall.

Example

Narrator: Listen to an announcement at a university fundraising event.

Announcer: Good evening, everyone, and welcome to our annual fundraiser. We are delighted to see you here tonight in support of our campus scholarship fund. Throughout the evening, you'll have the opportunity to participate in a silent auction featuring artwork from local artists. All proceeds will go directly toward scholarships for students facing financial hardship. In addition to the auction, we invite you to sample a variety of international cuisines prepared by our culinary club. Everything they've prepared looks delicious!

According to the announcement, what can attendees do at the event besides participate in the silent auction?

- A. Take a tour of the campus
- B. Meet a famous artist
- C. Try food from different countries
- D. Attend a workshop about scholarships

Correct Answer: C

Explanation

The question asks you to identify a specific activity mentioned in the announcement that attendees can do at the fundraiser, apart from participating in the silent auction. In the announcement, the speaker invites guests to sample a variety of international cuisines prepared by the culinary club. Choice C is correct because trying some food is explicitly stated as part of the event.

- Choice A is incorrect because a campus tour is not mentioned anywhere in the announcement.
- Choice B is incorrect because, although there is mention of artists, the speaker never indicates that any of these people are present at the event.
- Choice D is also incorrect because the announcement does not mention any workshops.

Type 3: Inference Questions

Inference questions assess your ability to understand meaning that is implied but not directly stated in a listening passage. These questions:

- ask you to draw logical conclusions based on what the speaker says
- test your ability to interpret tone, intent, and context
- may require you to combine clues from different parts of the passage to determine what the speaker suggests, believes, or will likely do

Inference questions may appear in any of the following task types:

- *Listen to a Conversation*
- *Listen to an Announcement*
- *Listen to an Academic Talk*

Common Inference Question Formats

Inference questions may begin with or include phrases such as:

- What does the speaker imply about...?
- What can be inferred from the conversation?
- What is the professor likely to do next?
- What does the speaker suggest about...?

Although phrased differently depending on the context, these questions all ask the same thing: What conclusion can be made based on what the speakers have said?

Strategies for Answering Inference Questions

- **Listen for tone and context.** The speaker's attitude, level of certainty, or emotional cues can help you understand what is implied. Pay attention to pauses, hesitations, or emphasis.
- **Focus on clues that suggest intent.** A speaker may not say something directly but may hint at it through word choice, phrasing, or what they choose to emphasize or omit.
- **Expect paraphrasing.** The correct answer will restate the implied meaning using different language. Avoid relying on exact word matches.

- **Avoid overinterpretation.** The correct answer must be supported by the passage. Distractors may sound plausible but go beyond what the speaker actually suggests.
- **Ask yourself: “What does the speaker really mean?”** Consider what the speaker is trying to communicate indirectly. What assumptions or conclusions are reasonable based on what was said?

SMART TIP

Inference questions test your ability to go beyond the literal meaning of what is said. **They reward careful attention to context, tone, and implication** — skills that are essential for interpreting spoken English in real-world situations.

Example

Narrator: Listen to a talk in an art history class.

Speaker: The early-twentieth-century art movement known as Dada is often considered under the broader category of fantasy. It's one of the early directions in the fantasy style. The term “Dada” itself is a nonsense word—it has no meaning, and where the word originated isn't known. The “philosophy” behind the Dada movement was to create works that conveyed the concept of absurdity—the artwork was meant to shock the public by presenting ridiculous, absurd concepts. Dada artists rejected reason—or rational thought. They did not believe that rational thought would help solve social problems.

When the renowned French-American artist Marcel Duchamp turned to Dada, he quit painting and devoted himself to making a type of sculpture he referred to as “ready-made,” probably because the sculptures were constructed of readily available objects. At the time, many people reacted to Dadaism by saying that the works were not art at all, and in fact, that's exactly how Duchamp and others conceived of it—as a form of “non-art,” or anti-art.

Duchamp also took a reproduction of Leonardo da Vinci's famous painting the Mona Lisa and drew a mustache and goatee on the subject's face. Treating this masterpiece with such disrespect was another way Duchamp was challenging the established cultural standards of his day.

What does the professor imply about the philosophy of the Dada movement?

- A. It was not taken seriously by most artists.
- B. It varied from one country to another.
- C. It challenged people's concept of what art is.
- D. It was based on a realistic style of art.

Correct Answer: C

Explanation

Note the end of the second paragraph of the talk. You can see that Dadaism was meant to challenge the public's conception of what art was meant to be. The correct answer to the question is choice C.

- Choice A is incorrect because there is no indication in the talk that artists did not take the Dada movement itself seriously.
- Choice B is incorrect because, although the talk mentions a famous French-American artist, there is no discussion of how Dada principles varied from country to country.
- Choice D is incorrect because the talk emphasizes Dada as a form of fantasy, the opposite of realism.

Type 4: Purpose Questions

Purpose questions assess your ability to understand why a speaker says something. These questions:

- ask about the speaker's intent behind a particular statement or example
- test your ability to interpret how a specific part of the passage contributes to the overall message
- may focus on a short excerpt and require you to consider its function within the broader context

Purpose questions may appear in any of the following task types:

- *Listen to a Conversation*
- *Listen to an Announcement*
- *Listen to an Academic Talk*

Common Purpose Question Formats

Purpose questions may begin with or include phrases such as:

- Why does the speaker mention...?
- What is the purpose of the speaker's comment about...?
- Why does the professor describe...?

Although phrased differently depending on the context, these questions all ask the same thing: What is the speaker trying to accomplish by saying that?

Strategies for Answering Purpose Questions

- **Listen for signal phrases.** Speakers may use expressions like “Let me give you an example...” or “This brings me to...” to indicate that they are shifting focus or clarifying a point.
- **Consider the function of the statement.** Ask yourself whether the speaker is introducing a topic, giving an example, contrasting ideas, clarifying a misunderstanding, or emphasizing a key point.
- **Use context to interpret intent.** The meaning of a statement often depends on what was said before and after. Think about how the excerpt fits into the speaker's overall message.

- **Expect paraphrasing.** The correct answer will restate the speaker's intent using different language. Avoid relying on exact word matches.
- **Avoid answers that misidentify the function.** Incorrect choices may describe what the speaker said but misunderstand why it was said.

SMART TIP

Purpose questions reward your ability to interpret how speakers structure their message and guide listeners through key ideas. Understanding intent is essential for following spoken English in academic and everyday contexts.

Example

Narrator: Listen to a conversation.

Woman: What are your thoughts about the campus art contest?

Man: My artistic talents peaked with stick figures.

Woman: Oh, come on. You once sketched the dean as a superhero on a napkin.

Man: That was more satire than skill. Besides, I'm swamped with lab reports.

Woman: I was hoping we could work together. I could use your "creative interpretation."

Man: Tempting, but I'll have to pass. My schedule's a masterpiece of chaos right now.

Woman: Fair enough. If you change your mind, the offer stands.

Man: I'll keep my pencils handy—just in case inspiration strikes.

Why does the man mention that his schedule is "a masterpiece of chaos right now"?

- A. To criticize the timing of the contest
- B. To suggest that he prefers working alone
- C. To encourage the woman to choose his artwork
- D. To explain why he cannot participate in the contest

Correct Answer: D

Explanation

In this conversation, the man mentions that his schedule is “a masterpiece of chaos right now” to explain why he cannot participate in the art contest. The woman invites him to join her, referencing his past creative efforts and expressing interest in his “creative interpretation.” However, the man responds with humor, emphasizing that his current workload is overwhelming and prevents him from taking on additional commitments. Choice D correctly identifies his purpose: He is providing a reason for declining the invitation, making it clear that his busy schedule is the obstacle.

- Choice A is incorrect because he does not criticize the timing of the contest; instead, he focuses on his own availability.
- Choice B is incorrect, since he does not suggest a preference for working alone but rather cites his lack of time.
- Choice C is also incorrect because the woman is not a judge for the contest; she plans to participate in it.

This Purpose question requires attention to the speaker’s intent and the context of the exchange, highlighting how conversational cues are used to communicate reasons for decisions.

Type 5: Method Questions

Method questions assess your ability to understand how a speaker presents or explains information. These questions:

- ask about the speaker's approach to organizing or delivering ideas
- test your ability to recognize patterns of explanation, such as comparison, categorization, or sequencing
- may focus on how a specific concept is introduced, clarified, or supported

Method questions may appear in any of the following task types:

- *Listen to a Conversation*
- *Listen to an Announcement*
- *Listen to an Academic Talk*

Common Method Question Formats

Method questions may begin with or include phrases such as:

- How does the speaker explain...?
- How does the professor introduce the topic of...?
- What approach does the speaker use to describe...?
- How does the speaker organize the discussion of...?

Although phrased differently depending on the context, these questions all ask the same thing: How does the speaker organize what they say to help the listener understand it?

Strategies for Answering Method Questions

- **Listen for structural cues.** Pay attention to phrases like “Let’s compare...,” “Here’s another example...,” or “First, we’ll look at...” These signal how the speaker is organizing the material.
- **Identify the speaker’s explanatory strategy.** Consider whether the speaker is using examples, comparisons, classifications, analogies, or step-by-step descriptions to make the content clear.

- **Use context to interpret the method.** Think about how the explanation fits into the larger passage. Is the speaker building on a previous point, clarifying a complex idea, or contrasting two perspectives?
- **Expect paraphrasing.** The correct answer may describe the speaker's method using different language than what was used in the passage. Focus on the function, not the phrasing.
- **Avoid answers that misidentify the approach.** Incorrect choices may mention the topic accurately but misunderstand how the speaker presents it.

SMART TIP

Method questions assess the ability to understand how speakers structure explanations and guide listeners through material.

Example

Narrator: Listen to an announcement on a university campus.

Announcer: Attention all students. The registration period for the upcoming semester will open next Monday at eight a.m. and remain available until Friday at five p.m. During this time, you must log in to the university portal to select your courses and finalize your schedule. Please note that some high-demand classes may fill up quickly, so it's best to register as early as possible. Otherwise, you may miss out on your preferred classes. For detailed instructions, check the step-by-step guide posted on the portal's homepage.

How does the announcer communicate the urgency of registering for classes early?

- A. By warning that students who delay may not get the classes they want
- B. By explaining the step-by-step process to register
- C. By describing the subjects of the most popular classes
- D. By listing all the available courses for the semester

Correct Answer: A

Explanation

The question asks you to identify how the announcer conveys the importance of acting quickly when registering for classes. In the announcement, the speaker points out that some courses are in high demand and may fill up before the registration period ends. Rather than simply stating a rule or listing steps, the announcer highlights the risk that students who wait too long might not be able to enroll in their preferred classes. Choice A is correct because it captures the announcer's strategy: warning about the consequences of delaying registration. "Otherwise" is used effectively here as a warning because it signals a clear consequence if students do not act promptly.

- Choice B is incorrect because, while the announcement mentions a step-by-step process, the listener is directed to another source and this information is not used to communicate urgency.
- Choice C is incorrect because the subject of the most popular classes is not discussed.
- Choice D is incorrect because the announcement does not provide a list of available courses.

Type 6: Attitude Questions

Attitude questions Attitude questions assess your ability to understand how a speaker feels about a topic or how strongly they believe what they are saying. These questions:

- ask about the speaker's emotional stance, level of certainty, or personal opinion
- test your ability to interpret tone, emphasis, and evaluative language
- may require you to consider both what is said and how it is said

Attitude questions may appear in any of the following task types:

- *Listen to a Conversation*
- *Listen to an Announcement*
- *Listen to an Academic Talk*

Common Attitude Question Formats

Attitude questions may begin with or include phrases such as:

- What is the speaker's attitude toward...?
- How does the professor feel about...?
- What does the speaker think about...?
- How certain is the speaker that...?

Although phrased differently depending on the context, these questions all ask the same thing: What does the speaker's tone or language reveal about their feelings or perspective?

Strategies for Answering Attitude Questions

- **Listen for tone and delivery.** The speaker's voice may sound enthusiastic, uncertain, frustrated, amused, or neutral. These cues may reveal attitude more clearly than the words themselves.
- **Pay attention to evaluative language.** Words like “interesting,” “unfortunately,” “remarkable,” or “I’m not sure” can signal approval, disapproval, doubt, or confidence.
- **Consider the speaker’s level of engagement.** Does the speaker seem invested in the topic, or are they simply presenting information? Emotional involvement often indicates a stronger attitude.
- **Expect paraphrasing.** The correct answer may summarize the speaker’s attitude using different language. Focus on the meaning conveyed, not the exact words used.
- **Avoid answers that misinterpret tone.** Incorrect choices may describe the topic accurately but misunderstand how the speaker feels about it.

SMART TIP

To answer Attitude questions, you need to detect tone, interpret emotional cues, and understand how speakers express opinions or uncertainty in spoken English.

Example

Narrator: Listen to a talk in an economics class.

Speaker: When you think about the price of a cup of coffee, you might picture the beans, the café, and maybe the barista’s skill. But behind every cup is a global network that determines how much you pay. Today, I want to talk about how supply chains and market forces shape the price of everyday goods.

Let’s start with coffee beans. Most are grown in countries with warm climates, then shipped across continents to be roasted and sold. The price farmers receive depends on weather, crop yields, and international demand. If a drought hits Brazil, one of the world’s largest producers, global prices can spike. On the other hand, if there’s a bumper crop, prices may fall and farmers earn less.

But that’s just the beginning. Once beans arrive at a roaster, costs like transportation, labor, and packaging come into play. Each step adds value—and expense. Cafés must also consider rent, wages, and competition. If a trendy new shop opens nearby, prices might drop to attract customers.

There are benefits to this system: Consumers get variety and competitive prices, and businesses can innovate by creating unique blends and brewing techniques. However, there are drawbacks too. Small farmers often struggle with unstable incomes, and sudden changes in supply or demand can disrupt the whole chain.

So, next time you buy a cup of coffee, remember it's not just about taste—it's about a complex web of decisions and events that connect people around the world.

What is the speaker's attitude toward the global system that determines the price of a cup of coffee?

- A. The speaker appreciates how supply chains connect people and encourage innovation.
- B. The speaker is frustrated by the instability faced by small farmers.
- C. The speaker is skeptical that consumers benefit from competitive pricing.
- D. The speaker is disappointed by the lack of variety in the marketplace.

Correct Answer: A

Explanation

The speaker highlights that the global supply chain allows consumers to enjoy variety and competitive prices and notes that businesses can innovate. While drawbacks are mentioned, such as unstable incomes for small farmers, the overall tone is appreciative of how the system connects people and supports innovation. The general appreciation is made most clear in the speaker's final sentence, where the speaker invites students to marvel at the "complex web" of connectedness. Therefore, choice A is correct.

- Choice B is incorrect because, although the speaker mentions instability for small farmers, frustration is not expressed.
- Choice C is not supported, as the speaker describes competitive pricing as a benefit.
- Choice D is incorrect because the speaker emphasizes variety, not a lack of it.

Strategies for Preparing for and Taking the Listening Section

Time Management

The **Listening** section is timed and includes audio that plays automatically, so effective time management involves staying focused and making quick, confident decisions.

The **Listening** section includes a series of listening tasks, each either a spoken monologue or dialogue audio passage. You will hear each of these passages only once, and you must respond to the questions within a limited time. You cannot pause or replay the audio, and you cannot return to previous questions once you have moved on.

The following strategies will help you manage your time well:

- **Stay focused when the audio plays.** Listen actively and avoid distractions, as you will not have a chance to hear the audio again.
- **Take efficient notes.** Capture key ideas, transitions, and speaker attitudes to support your answers.
- **Answer steadily.** Work through the questions at a consistent pace without lingering too long on any single question.
- **Do not second-guess.** Make confident decisions based on your notes and memory, and then move forward.
- **Use elimination strategies.** Narrow down choices quickly when unsure of the correct answer.

If you find that you need to work more quickly:

- **make educated guesses** when uncertain — there is no penalty for incorrect answers
- **focus on main ideas and key details** rather than trying to recall every word
- **trust your notes** and avoid rereading questions multiple times

Remember, the key to success in the **Listening** section is **focused attention during the audio** and **efficient answering afterward**.

Strategies for the Listening Section

Use the following general strategies to prepare for the TOEFL iBT® **Listening** section:

- **Practice with authentic audio materials.** Listen to academic lectures, podcasts, interviews, and everyday conversations in English to build familiarity with spoken language in various contexts.
- **Develop your note-taking system.** Use abbreviations, symbols, and structured formats to record key points quickly and clearly.
- **Improve your listening stamina.** Build your ability to stay focused during longer audio passages by practicing with extended listening materials.
- **Be familiar with all question types.** Understand what each question is asking — such as main idea, detail, inference, or speaker attitude — to respond more effectively.
- **Recognize speaker attitudes and transitions.** Pay attention to tone, emphasis, and signal words that indicate changes in topic, opinion, or emphasis.
- **Understand the adaptive format.** Aim for accuracy throughout the section, because early performance may influence later question difficulty.
- **Master elimination techniques.** Learn to identify and eliminate obviously incorrect answer choices to improve your chances on challenging questions.

Listening Practice Sets**Practice Set 1**

Listen to each audio track, then choose the best response to the question or questions that follow.

1. Listen to track 1.

- A. Did you see the group photo they posted?
- B. Oh, are you busy all week?
- C. I got stuck at work late and just couldn't make it in time.
- D. After a long time.

2. Listen to track 2.

- A. Excuse me, do you know if they offer evening sessions?
- B. Did you find the ending as confusing as I did?
- C. The theater sometimes shows documentaries in the afternoon.
- D. I heard the director likes to travel by train.

3. Listen to track 3.

- A. I always check the live updates before I leave the dormitory.
- B. I ran into my roommate on the train.
- C. My cousin prefers to drive to work.
- D. There's a new café near the train station.

4. Listen to track 4.

- A. I go to the café for lunch.
- B. What time does the café open on Sundays?
- C. Let's ask the server for a dessert menu.
- D. Maybe we should ask the staff for some recommendations.

Listen to track 5. 

5. What is the main topic of the conversation?

- A. The benefits of composting on campus
- B. Confusion about new compost bins and signage
- C. The environmental impact of coffee cups
- D. How to improve recycling programs

6. What is the woman's attitude toward the new compost bins?

- A. She is enthusiastic about the environmental initiative.
- B. She is critical of students who misuse the bins.
- C. She is frustrated by the unclear instructions.
- D. She is indifferent to the changes.

Listen to track 6. 

7. What will happen if students attempt to participate in the activity without signing up in advance?

- A. They will be required to pay a higher registration fee.
- B. They may not be able to join the event as planned.
- C. They will be given priority for equipment rental.
- D. They can only attend the environmental-stewardship workshop.

8. According to the speaker, what is included in the registration?

- A. Food and transportation
- B. Membership in a club
- C. A voucher for special hiking equipment
- D. A free T-shirt

Listen to track 7. 

9. What is the main focus of the talk?

- A. How airports manage passenger traffic and the challenges involved in coordinating large numbers of travelers
- B. How companies evaluate and select suppliers to ensure smooth business operations
- C. How global crises and unexpected events can disrupt established systems in travel and commerce
- D. How timing and coordination strategies can transform business operations

10. According to the speaker, what does just-in-time (JIT) inventory management involve?

- A. Selling products before they are manufactured
- B. Delivering goods to customers by air
- C. Receiving materials only when they are needed
- D. Keeping large amounts of goods in warehouses

11. Why does the speaker mention an auto manufacturer getting car parts?

- A. To show how JIT can reduce waste
- B. To illustrate how JIT works in practice
- C. To compare JIT with traditional inventory systems
- D. To explain why some companies prefer warehouses

12. What can be inferred about companies that use just-in-time inventory management?

- A. They must rely on dependable suppliers.
- B. They never experience delays in production.
- C. They avoid communicating with their suppliers.
- D. They always keep extra stock on hand.

Practice Set 1 Listening Scripts, Answers, and Explanations

Listening Scripts

Track 1:

Man: Why did you skip our pottery class after talking about it all week?

Track 2:

Woman: I watched that documentary our professor recommended, and I'm not sure what to make of it.

Track 3:

Man: When I tried to catch the early train into town, I ended up waiting on the platform for an hour.

Track 4:

Woman: How do you decide what to order at the campus café when the menu has a hundred different choices?

Track 5:

Narrator: Listen to a conversation.

Woman: I noticed that there are new compost bins outside the dining hall.

Man: I almost tossed my coffee cup in, but then I realized it wasn't compostable.

Woman: The signs are a bit cryptic. I saw someone trying to decipher the icons for five minutes. He just gave up!

Man: At least the university is trying to recycle all this food waste.

Woman: True. Still, I wish they'd just use words instead of hieroglyphics.

Man: Maybe it's a test of our environmental literacy.

Woman: If so, I'm barely passing. I might have to make myself a cheat sheet.

Track 6:

Narrator: Listen to an announcement at a university outdoor recreation center.

Announcer: The Outdoor Recreation Center is excited to announce the launch of our new "Guided Hikes Weekend" program next month at Pine Ridge State Park. Registration includes transportation and meals. Please note that spaces are limited, so sign up now before it's too late. If you're hoping to just show up the morning of the event, you may find yourself out of luck. For more details, visit the Outdoor Recreation Center website or stop by our office in the Student Union.

Track 7:

Narrator: Listen to a talk at a business-management seminar.

Speaker: Picture yourself at a busy airport, watching travelers move from gate to gate. Now, imagine that every person is a tiny piece of information, and the airport is a company's supply chain. The way

goods and data flow through a business can be just as complex as air traffic. Today, I want to introduce you to the concept of “just-in-time” inventory management—a strategy that’s changed the way companies operate.

Just-in-time, or JIT, means that businesses keep only the inventory they need for immediate production or sales. Instead of stockpiling goods in warehouses, companies receive materials right when they’re needed. This approach can save money, reduce waste, and make operations more efficient. For example, an auto manufacturer using JIT might get car parts delivered the same day they’re needed on the assembly line.

But JIT isn’t without its challenges. If a shipment is delayed—even by a few hours—production can grind to a halt. That’s why companies using JIT must have reliable suppliers and strong communication systems. During unexpected events, like a sudden storm or a global crisis, JIT systems can be vulnerable. Some businesses have responded by building backup plans or keeping a small emergency stock.

JIT has inspired other industries, too—from restaurants to tech firms. It’s a reminder that timing and coordination are as important in business as they are in travel.

Answers and Explanations

1. C — The speaker is asking for a reason why the listener did not attend the pottery class despite previously expressing interest. The correct response is choice C: “I got stuck at work late and just couldn’t make it in time.” This response is appropriate because it directly answers the question with a clear and socially relevant explanation. It acknowledges the speaker’s curiosity and provides a plausible reason for missing the class.

- Choice A, “Did you see the group photo they posted?”, shifts the topic and doesn’t address the question.
- Choice B, “Oh, are you busy all week?”, doesn’t explain the listener’s own absence.
- Choice D, “After a long time,” is vague and doesn’t clearly communicate why the listener did not attend the class.

2. B — The speaker is expressing uncertainty or confusion after watching a documentary. The correct response is choice B: “Did you find the ending as confusing as I did?” This reply is appropriate because it acknowledges the speaker’s experience and engages with the topic by referencing a specific part of the documentary — the ending. It shows empathy and shared experience, making it a natural follow-up in conversation.

- Choice A, “Excuse me, do you know if they offer evening sessions?”, is unrelated and shifts the topic.

- Choice C, “The theater sometimes shows documentaries in the afternoon,” is factual but does not respond to the speaker’s statement.
- Choice D, “I heard the director likes to travel by train,” introduces irrelevant information.

3. A — The speaker is sharing a frustrating experience with train delays. The correct response is choice A: “I always check the live updates before I leave the dormitory.” This response is appropriate because it acknowledges the speaker’s experience and offers a practical tip based on shared understanding. It’s conversational and socially relevant, showing empathy and providing a solution.

- Choice B, “I ran into my roommate on the train,” is general and does not directly respond to the speaker’s specific situation.
- Choice C, “My cousin prefers to drive to work,” is unrelated and shifts the topic.
- Choice D, “There’s a new café near the train station,” introduces a new subject that does not address the issue of waiting.

4. D — The speaker is expressing indecision and a sense of feeling overwhelmed when faced with too many menu options. The correct response is choice D: “Maybe we should ask the staff for some recommendations.” This reply is appropriate because it offers a helpful and socially relevant suggestion in response to the speaker’s question. It is conversational and fits the context of dining out, showing consideration and engagement.

- Choice A, “I go to the café for lunch,” is loosely related but does not answer the question directly.
- Choice B, “What time does the café open on Sundays?”, is unrelated.
- Choice C, “Let’s ask the server for a dessert menu,” shifts the topic and does not address the challenge of choosing from a large menu.

5. B — This is a **Main Idea question**. The question asks you to identify the overall topic discussed by the speakers. In this conversation, both the woman and the man talk about the new compost bins outside the dining hall, focusing on the confusion caused by unclear signage and the challenges of figuring out what belongs in the bins. They share personal anecdotes about nearly making mistakes and observing others struggle with the icons. Choice B is correct because it captures the central theme: confusion about the new compost bins and their signage.

- Choice A is incorrect, because, although composting is mentioned, the benefits are not discussed.
- Choice C is incorrect since the environmental impact of coffee cups is only briefly referenced and not the main focus.
- Choice D is also incorrect because the conversation does not center on how to improve recycling programs.

6. C — This is an **Attitude question**. An attitude question asks you to determine how a speaker feels about a topic based on their words and tone. In this exchange, the woman expresses frustration with the cryptic signs on the compost bins, describing how someone struggled to interpret the icons and eventually gave up. She jokes about needing a cheat sheet and wishes for clearer instructions, indicating that she finds the current system confusing and inconvenient. Choice C is correct because it reflects her frustration with the unclear instructions.

- Choice A is incorrect because she does not show enthusiasm for the environmental initiative.
- Choice B is incorrect, since she does not criticize other students but rather the signage itself.
- Choice D is incorrect because she is clearly engaged with the issue and not indifferent to the changes.

7. B — This is a **Factual question**. The announcement makes it clear that registration is required and that spaces are limited. It also warns that students who simply show up on the day of the event may be out of luck. This means that those who do not sign up ahead of time are likely to be turned away or unable to participate as they hoped. Choice B is correct because it reflects the practical consequence for students who do not register in advance.

- Choice A is incorrect because there is no mention of an increased fee for latecomers.
- Choice C is incorrect because priority for equipment is not discussed.
- Choice D is incorrect because the announcement does not mention any workshops.

8. A — This is a **Factual question**. The question asks you to identify a specific piece of explicit information. Choice A is correct because this is almost exactly what is stated by the announcer, who uses the term “meals” instead of “food.”

- Choice B is incorrect because, while a university organization is mentioned, membership in this group is not discussed.
- Choice C is incorrect because, while the activity discussed is hiking, there is no mention of any special equipment needed.
- Choice D is incorrect because the announcement does not mention any kind of clothing.

9. D — This is a **Main Idea question**. The talk centers on how timing and coordination — specifically through just-in-time inventory management — can transform the way businesses operate. The speaker uses analogies, examples, and discussion of benefits and challenges to show how this strategy impacts efficiency and adaptability in various industries. Therefore, choice D is correct because it captures the broader theme of the talk, not just a specific detail.

- Choice A can be eliminated because the airport analogy is used only as an introduction, not as the main topic.

- Choice B is incorrect since supplier selection is mentioned as a detail, not the central theme.
- Choice C is not supported, as global crises are discussed only as a challenge to JIT, not as the main topic.

10. C — This is a **Factual question**. The speaker states that just-in-time (JIT) inventory management involves businesses receiving materials only when they are needed for immediate production or sales, rather than stockpiling goods. This is described as the core feature of JIT. Therefore, choice C is correct.

- Choice A is not mentioned in the talk; companies do not sell products before manufacturing them.
- Choice B is incorrect because the delivery method (by air) is not specified as a feature of JIT.
- Choice D is incorrect because it describes the opposite of JIT.

11. B — This is a **Purpose question**. The speaker mentions an auto manufacturer getting car parts delivered the same day they are needed to provide a concrete example of how JIT works in practice. This helps listeners visualize the concept and understand its application. Therefore, choice B is correct.

- Choice A is incorrect because, while JIT can reduce waste, the example is used to illustrate the process, not the benefit.
- Choice C is incorrect because the speaker does not directly compare JIT with traditional inventory systems in this example.
- Choice D is not supported, as the example does not explain why some companies prefer warehouses.

12. A — This is an **Inference question**. The speaker explains that companies using JIT must have reliable suppliers and strong communication systems, since any delay can halt production. From this, we can infer that companies using JIT rely on dependable suppliers. Therefore, choice A is correct.

- Choice B can be eliminated because the talk mentions that delays can occur.
- Choice C is incorrect since communication is emphasized as important, not avoided.
- Choice D is not supported, as the speaker says some companies keep a small emergency stock, but this is not always the case.

Practice Set 2

Listen to each audio track, then choose the best response to the question or questions that follow.

1. Listen to track 8.

- A. The semester just ended.
- B. I meet regularly with the teaching assistant.
- C. Oh, the weather was too nice for studying.
- D. I actually prefer to study in the library.

2. Listen to track 9.

- A. Have you ever tried their sourdough bread?
- B. I just watched a show about baking last night.
- C. Did you live there very long?
- D. Yes, there are many options for the class project.

3. Listen to track 10.

- A. Probably one day next week.
- B. No, my dorm is not in the center of campus.
- C. It's much better than the old, noisy environment.
- D. I can't find my keys, so I'm going to be late.

4. Listen to track 11.

- A. Did you know there's a state park near campus?
- B. I just checked the weather.
- C. I like to go on Sundays when it's not very busy.
- D. Yes, I would love to go with you.

Listen to track 12. 

5. What can be inferred about the man's experience on the shuttle this morning?

- A. He was surprised by an unusual event.
- B. He is used to the shuttle running late.
- C. He thinks the new driver will be replaced soon.
- D. He felt the delays were out of the driver's control.

6. How did the man feel about the new bus driver?

- A. He was happy to meet the new driver.
- B. He agreed with the new driver's opinion.
- C. He was concerned about the new driver's feelings.
- D. He was confused by the new driver's actions.

Listen to track 13. 

7. What is the primary focus of the announcement?

- A. To encourage students to submit their own artwork for an upcoming competition
- B. To inform the university community about an international art exhibition and related events
- C. To announce changes to the art gallery's opening hours for the semester
- D. To recruit volunteers for the campus art club

8. Why does the speaker mention a promise made by the University Art Gallery?

- A. To express frustration with the gallery's decision
- B. To suggest a reason for selecting an artist
- C. To encourage attendance at the workshops
- D. To inform students about the exhibition design features

Listen to track 14. 

9. What is the main focus of the talk?

- A. How statues are designed to withstand weather and pollution
- B. How city leaders select locations for new statues and fountains
- C. How public monuments have shaped urban development and city identity in Europe
- D. How controversies over monuments have led to changes in city policies

10. According to the speaker, what is one challenge cities face when maintaining public monuments?

- A. Deciding which monuments should be relocated to new locations
- B. Managing the cost and expertise required for restoration projects
- C. Determining which historical figures deserve recognition
- D. Preventing monuments from being used as market hubs

11. What is the speaker's attitude toward the role of public monuments in cities?

- A. The speaker appreciates how monuments connect past and present and contribute to city life.
- B. The speaker is frustrated by the cost and difficulty of maintaining monuments.
- C. The speaker is skeptical about the value of monuments in modern society.
- D. The speaker is disappointed that monuments often become sources of controversy.

12. What can be inferred about the future of public monuments in European cities?

- A. Cities will likely continue to invest in preserving monuments despite challenges.
- B. Most monuments will be removed due to changing social values.
- C. Statues will no longer be placed in central plazas.
- D. Restoration projects will become unnecessary as new materials are used.

Practice Set 2 Listening Scripts, Answers, and Explanations

Listening Scripts

Track 8:

Woman: How did you manage to do so well on the exam without studying?

Track 9:

Man: The bakery on Main Street is a good breakfast option for students.

Track 10:

Woman: The new student center has a really calming atmosphere.

Track 11:

Man: Where do you usually go on the weekends?

Track 12:

Narrator: Listen to a conversation.

Woman: How was the shuttle ride to campus this morning?

Man: It was running late, so I missed my first class.

Woman: That's frustrating. Was it the usual driver?

Man: No, someone new. And he made a few extra stops, for some reason.

Woman: Maybe he's still learning the route.

Man: Possibly. But here's the odd part—halfway through, the shuttle pulled over, and a city parade passed right in front of us.

Woman: A parade? On a Tuesday morning?

Man: Right? I still don't know what it was for.

Track 13:

Narrator: Listen to an announcement on a university radio station.

Announcer: The University Art Gallery is pleased to announce the opening of the "Art Across Borders" exhibition, which will run from April tenth through May second. This special event features contemporary works by artists from over a dozen countries, exploring themes of migration, identity, and cultural exchange. In addition to the main exhibition, there will be a series of interactive workshops throughout the month, which we promise you will love. See you there.

Track 14:

Narrator: Listen to a talk in a history class.

Speaker: In the heart of many cities, a statue stands quietly in the middle of a busy square. Most people pass by without a second glance, but that statue might hold a story that shaped the city itself. Today, I want to talk about how public monuments have influenced urban development in Europe.

Centuries ago, city leaders began placing statues, fountains, and memorials in prominent locations—not just to honor famous individuals, but to guide how people used public spaces. For example, a monument in a central plaza often became a meeting point, a place for celebrations, or even a market hub. Over time, these landmarks helped define the city’s identity and encouraged growth around them.

But monuments aren’t just about pride or beauty. They can also be sources of controversy. Sometimes, a statue’s meaning changes as society evolves. A monument that once symbolized unity might later be seen as divisive, especially if it represents a figure whose legacy is debated. In some cases, cities have chosen to relocate or reinterpret monuments to reflect new values.

One challenge with public monuments is maintenance. Weather, pollution, and even pigeons can damage stone and metal over the years. Restoration projects can be expensive and require specialized skills. Still, many cities invest in preserving these landmarks because they connect past and present, offering a sense of continuity in a changing world.

Answers and Explanations

1.B — The speaker is asking for an explanation of how the listener could be so successful despite limited preparation. The correct response is choice B: “I meet regularly with the teaching assistant.” This answer is appropriate because it directly addresses the question with a plausible strategy that could help someone learn class material. It is relevant, conversational, and socially appropriate.

- Choice A, “The semester just ended,” is unrelated and does not explain how the listener managed to do well on the exam.
- Choice C, “Oh, the weather was too nice for studying,” while on topic, does not respond to the speaker’s question.
- Choice D, “I actually prefer to study in the library,” while on topic, does not respond to the speaker’s question.

2.A — The speaker is making an observation about a local business. The correct response is choice A: “Have you ever tried their sourdough bread?” This reply is appropriate because it continues the topic naturally by referencing a specific item from the bakery, showing interest and engagement. It is a socially appropriate follow-up that fits the context of a casual conversation.

- Choice B, “I just watched a show about baking last night,” is loosely related but does not respond directly to the speaker’s comment.
- Choice C, “Did you live there very long?,” is unrelated to the topic of good places for students to eat breakfast.
- Choice D, “Yes, there are many options for the class project,” shifts the topic and is an illogical reply to the speaker.

3. C — The speaker is sharing a positive impression of a new student center. The correct response is choice C: “It’s much better than the old, noisy environment.” This reply is appropriate because it expresses agreement through a contrast with the previous situation. It’s conversational, relevant, and socially appropriate.

- Choice A, “Probably one day next week,” is vague and doesn’t respond to the speaker’s observation.
- Choice B, “No, my dorm is not in the center of campus,” shifts the topic and is not an appropriate response to the speaker’s comment.
- Choice D, “I can’t find my keys, so I’m going to be late,” is completely unrelated to the topic of the calming atmosphere at the new student center.

4. A — The speaker is asking for a personal preference or habit related to spending time outdoors. The correct response is choice A: “Did you know there’s a state park near campus?” This reply is appropriate because it reflects on the speaker’s question, keeping the conversation focused on the topic of weekend destinations. It is socially appropriate and encourages further discussion.

- Choice B, “I just checked the weather,” does not provide a logical or reasonable response to the question.
- Choice C, “I like to go on Sundays when it’s not very busy,” provides a time preference but not a location, which is what the question asked.
- Choice D, “Yes, I would love to go with you,” assumes an invitation that was not made and does not answer the question.

5. A — This is an **Inference question**. An **Inference question** asks you to draw a conclusion based on information that is implied but not directly stated in the conversation. In this exchange, the man describes several unexpected events: the shuttle was late, the driver was new and stopped frequently, and most surprisingly, a city parade interrupted the route. Choice A is correct because it captures the sense of surprise at the unusual event — the city parade — during his commute.

- Choice B is incorrect because, although the shuttle was late, the man does not indicate that this is a regular occurrence for him.
- Choice C is incorrect since he does not express an opinion about the new driver being replaced.
- Choice D is incorrect because, while he describes delays, he does not specifically attribute them to factors outside the driver’s control.

6. D — This is an **Attitude question**. The man describes his own surprise at the unusual stops the new bus driver makes and then indicates he does not understand why this is happening. Therefore, choice D is correct.

- Choice A is incorrect because the speaker never suggests this kind of positive feeling about any aspect of the bus trip.
- Choice B is not supported, as the speaker never mentions the driver saying anything.
- Choice C is incorrect because, while the man does acknowledge the woman's empathy for the driver, he does not report on the driver's feelings.

7. B — This is a **Main Idea question**. The question asks you to identify the central topic of the announcement. The speaker describes the "Art Across Borders" exhibition, highlighting its international scope, the themes explored by the artists, and the additional workshops. The announcement is intended to inform students and faculty about the exhibition and encourage participation in related activities. Choice B is correct because it captures the main purpose: sharing information about the exhibition and its associated events.

- Choice A is incorrect because the announcement does not mention a competition or call for submissions.
- Choice C is incorrect because there is no mention of changes to gallery hours.
- Choice D is incorrect because the announcement does not focus on recruiting volunteers.

8. C — This is a **Purpose question**. The question asks you to determine why the speaker makes a specific reference. In the announcement, the speaker uses this expression to encourage the listeners and motivate them to attend the workshops. Therefore, choice C is correct.

- Choice A is incorrect because the announcer is not frustrated with the gallery; he represents them in this announcement.
- Choice B is incorrect because the speaker is not trying to give a rationale for any action.
- Choice D is incorrect because the speaker does not give any details about the exhibit design.

9. C — This is a **Main Idea question**. The talk centers on the influence of public monuments on urban development and city identity in Europe. The speaker discusses how monuments guide public space usage, become meeting points, and help define cities, as well as their challenges and changing meanings. Therefore, choice C is correct.

- Choice A can be eliminated because the design of statues is not the main topic.
- Choice B is incorrect since location selection is mentioned only as part of the broader theme.

- Choice D is not supported, as controversies are discussed as one aspect, not as the central focus.

10. B — This is a **Factual question**. The speaker states that restoration projects for public monuments can be expensive and require specialized skills. This is described as a significant challenge for cities. Therefore, choice B is correct.

- Choice A is incorrect because relocation is mentioned as a response to controversy, not as a maintenance challenge.
- Choice C is not supported, as the talk does not focus on the selection of historical figures for monuments.
- Choice D is incorrect because the use of monuments as market hubs is described as a historical function, not as a maintenance issue.

11. A — This is an **Attitude question**. The speaker describes monuments as connecting past and present and offering a sense of continuity in a changing world, which shows appreciation for their role in city life. Therefore, choice A is correct.

- Choice B is incorrect because, although maintenance challenges are mentioned, the speaker does not express frustration.
- Choice C is not supported, as the speaker highlights positive contributions of monuments.
- Choice D is incorrect because the speaker discusses controversy factually, not with disappointment.

12. A — This is an **Inference question**. The speaker notes that many cities invest in preserving monuments because they connect past and present, despite the expense and difficulty. Choice A is correct because it presents a scenario that is supported by the talk.

- Choice B is incorrect because, while some monuments are relocated or reinterpreted, removal is not presented as the norm.
- Choice C is not supported, as the placement of statues in central plazas is described as a tradition, not something that will end.
- Choice D can be eliminated because, while cities do invest in preservation, the talk does not suggest that restoration will become unnecessary.

Practice Set 3

Listen to each audio track, then choose the best response to the question or questions that follow.

1. Listen to track 15.

- A. My father grows mint in his yard.
- B. Extremely cold and wet this year.
- C. I returned the library book about gardening.
- D. I kept it on a sunny windowsill.

2. Listen to track 16.

- A. Are you planning to check it out?
- B. I'll just have a tea, please.
- C. Do you want to see that new movie with me?
- D. I enjoyed it quite a bit.

3. Listen to track 17.

- A. Oh no, that's too bad.
- B. We should stop there on the way to class.
- C. A materials science and engineering major.
- D. My sister and I went to the zoo just the other day.

4. Listen to track 18.

- A. Make sure you bring your textbook to class next week.
- B. Did you hear that the exam will be graded on a curve?
- C. Aren't they all on the student portal?
- D. My grades have improved—thanks.

Listen to track 19. 

5. Why does the woman mention finding blueprints in her computer bag?

- A. To explain why the computer needs more repairs
- B. To show that she is interested in architecture
- C. To share an unexpected discovery after the repair
- D. To complain about the technician's work

6. What can be inferred about the woman's reaction to finding the blueprints?

- A. She is worried about the security breach.
- B. She plans to return the documents immediately.
- C. She wants to build a greenhouse.
- D. She is amused by the mix-up.

Listen to track 20. 

7. What is the main focus of the announcement?

- A. To explain changes to the gym's operating hours
- B. To recruit volunteers for the university's fitness center
- C. To inform students about a new research study on nutrition
- D. To encourage participation in the new campus-wide wellness program

8. What can be inferred about students who try to participate in the Spring Wellness Challenge without attending the orientation session?

- A. They will be allowed to join group classes but not workshops.
- B. They will not be permitted to participate in the program.
- C. They will be required to pay an additional fee.
- D. They can only compete for prizes if they attend the orientation.

Listen to track 21. 

9. What is the speaker's attitude toward the phenomenon of diel vertical migration in the ocean?

- A. The speaker is fascinated by its scale and importance for the planet.
- B. The speaker is skeptical about its impact on marine ecosystems.
- C. The speaker is indifferent to the challenges faced by marine organisms.
- D. The speaker is disappointed by the lack of research on the topic.

10. Why does the speaker mention that these marine organisms travel “up and down through the water column—often covering hundreds of meters—every single day”?

- A. To explain why ocean temperatures are rising
- B. To illustrate the remarkable scale and regularity of vertical migration
- C. To compare marine migration with land animal migration
- D. To highlight the dangers of deep-sea exploration

11. How does the speaker help listeners understand the importance of diel vertical migration?

- A. By comparing it to the migration of birds and wildebeest
- B. By listing the scientific names of all participating species
- C. By focusing solely on the challenges of ocean pollution
- D. By describing the feeding and hiding behaviors of marine organisms

12. According to the talk, what role does diel vertical migration play in the ocean's carbon cycle?

- A. It increases the amount of oxygen at the surface.
- B. It causes a decrease in ocean temperature.
- C. It helps transport carbon from the surface to deeper waters.
- D. It prevents predators from hunting at night.

Practice Set 3 Listening Scripts, Answers, and Explanations

Listening Scripts

Track 15:

Man: How did you manage to keep your plant alive in your dorm room?

Track 16:

Woman: The new university pool opens next week.

Track 17:

Man: The top floor of the engineering building is supposed to have amazing views.

Track 18:

Woman: How do I access my grades?

Track 19:

Narrator: Listen to a conversation.

Man: How did your laptop repairs turn out?

Woman: The campus tech bar replaced the battery and updated the software.

Man: That's a relief. So everything is working as expected?

Woman: Mostly, but when I opened my computer bag, I found a folder containing a set of blueprints for a campus greenhouse.

Man: Blueprints? That's odd.

Woman: I double-checked—they definitely weren't mine. The technician said they must have accidentally swapped computer bags with another repair.

Man: Well, maybe you've inherited a secret project.

Woman: If I start getting emails about plant growth, I'll let you know.

Track 20:

Narrator: Listen to an announcement at a university fitness center.

Announcer: The fitness center is excited to introduce the "Spring Wellness Challenge," a four-week program designed to help you build healthy habits on campus. Participants will receive a personalized fitness plan, access to weekly classes, and nutrition workshops. Registration is open now and will close next Friday. Please note that you must attend an orientation session before participating. To reiterate: Attendance at an orientation session is mandatory! For more information or to sign up, visit the fitness center website.

Track 21:

Narrator: Listen to a talk in a biology class.

Speaker: When you think of animal migration, you might picture birds flying south for the winter or wildebeest crossing the Serengeti. But today, we'll discuss a lesser-known phenomenon: vertical migration in the ocean. This daily movement, known as diel vertical migration, involves billions of marine organisms traveling up and down through the water column—often covering hundreds of meters—every single day.

At dusk, tiny creatures like zooplankton, shrimp, and some fish rise from the deep, dark waters to the ocean's surface to feed on microscopic algae. By dawn, they retreat back to the depths, escaping predators that rely on daylight to hunt. This massive migration is considered the largest animal movement on Earth by biomass, yet it happens mostly unnoticed, beneath the waves.

Why do these organisms go to such lengths? The answer lies in survival. By feeding at the surface under the cover of darkness and hiding in the depths during the day, they reduce their risk of being eaten. This behavior also plays a crucial role in the ocean's carbon cycle. As these animals feed and excrete waste, they transport carbon from the surface to deeper waters, helping to regulate the planet's climate.

However, this migration isn't without challenges. Changes in ocean temperature, light pollution from ships, and declining oxygen levels can disrupt these patterns, with unknown consequences for marine ecosystems. Studying vertical migration not only reveals the hidden rhythms of the ocean but also highlights the delicate balance that sustains life on our planet.

Answers and Explanations

1. D — The speaker is asking for a specific method or strategy used to keep a plant alive in a dorm room, where it seems it typically struggles. The correct response is choice D: "I kept it on a sunny windowsill." This answer is appropriate because it provides a clear and relevant explanation that directly addresses the question. It offers a practical solution that aligns with the context.

- Choice A, "My father grows mint in his yard," is unrelated and shifts the topic to someone else's gardening habits.
- Choice B, "Extremely cold and wet this year," is unclear and does not explain how the plant was kept alive in the dorm room.
- Choice C, "I returned the library book about gardening," is off-topic and does not provide any actionable information.

2. A — The speaker is sharing a piece of news about a campus facility. The correct response is choice A: "Are you planning to check it out?" This reply is appropriate because it acknowledges the speaker's

comment and continues the conversation by expressing interest and prompting further discussion. It is socially appropriate and fits naturally in a casual exchange.

- Choice B, “I’ll just have a tea, please,” is completely unrelated and contextually inappropriate.
- Choice C, “Do you want to see that new movie with me?” shifts the topic to a different activity and does not respond to the speaker’s comment.
- Choice D, “I enjoyed it quite a bit,” assumes prior experience with the pool, which has not opened yet.

3. B — The speaker is sharing a positive observation about a campus facility, likely suggesting it is worth visiting. The correct response is choice B: “We should stop there on the way to class.” This reply is appropriate because it builds on the speaker’s comment with a suggestion to take action, showing interest and enthusiasm. It is conversational, socially appropriate, and stays on topic.

- Choice A, “Oh no, that’s too bad,” contradicts the speaker’s positive tone and does not make sense in context.
- Choice C, “A materials science and engineering major,” is vague and is an illogical response to the speaker.
- Choice D, “My sister and I went to the zoo just the other day,” shifts the topic entirely and does not acknowledge the speaker’s observation.

4. C — The speaker is asking for help finding some of her academic records. The correct response is choice C: “Aren’t they all on the student portal?” This reply is appropriate because it offers a practical and relevant suggestion that directly addresses the speaker’s question. It is helpful, socially appropriate, and fits the context of troubleshooting or providing assistance.

- Choice A, “Make sure you bring your textbook to class next week,” is unrelated and does not address the issue of account access.
- Choice B, “Did you hear that the exam will be graded on a curve?” shifts the topic entirely to a future event.
- Choice D, “My grades have improved, thanks,” is not an appropriate response to the speaker’s question, and the use of “thanks” here is unclear.

5. C — This is a **Purpose question**. A **Purpose question** asks you to determine why a speaker brings up a particular detail or topic in the conversation. In this exchange, the woman mentions the blueprints for a campus greenhouse to share an unexpected discovery she made after her laptop was repaired. She explains that the files were not hers and that the technician suggested they came from another repair job, highlighting the unusual and surprising nature of the situation. Choice C is correct because it reflects her intent to share something unexpected and odd that happened as a result of the repair.

- Choice A is incorrect because she does not indicate that her computer needs further repairs.
- Choice B is incorrect since she does not express interest in architecture; the blueprints are simply a mix-up.
- Choice D is incorrect because, while she mentions the technician, she does not complain about the quality of the work.

6. D — This is an **Inference question**. An **Inference question** asks you to draw a conclusion about a speaker's feelings or attitude based on what is said and how it is said. In this conversation, the woman describes the discovery of the blueprints as odd and jokes about inheriting a secret project and receiving emails about plant growth. Her tone is lighthearted and playful, suggesting that she is amused by the mix-up rather than upset or concerned. Choice D is correct because it best captures her amused reaction.

- Choice A is incorrect because she does not express worry about data security.
- Choice B is incorrect since she does not mention returning the documents.
- Choice C is incorrect because she does not show any intention to build a greenhouse; she treats the situation as a humorous mistake.

7. D — This is a **Main Idea question**. The question asks you to identify the central purpose of the announcement. The speaker describes the Spring Wellness Challenge, including its duration, activities, requirements, and how to sign up. The announcement is designed to motivate students to join the new wellness program and highlights the benefits of participating. Choice D is correct because it captures the main intent: encouraging students to take part in the campus-wide wellness initiative.

- Choice A is incorrect because the announcement does not discuss changes to gym hours.
- Choice B is incorrect because the announcement is not about recruiting volunteers.
- Choice C is incorrect because, although nutrition is mentioned as part of the program, the announcement is not about a research study but about a multi-week challenge.

8. B — This is an **Inference question**. The question asks you to draw a logical conclusion based on the information in the announcement. The speaker states that attending an orientation session is required before participating, emphasizing that it is mandatory. This suggests that students who do not attend orientation may not be allowed to take part in the challenge at all. Choice B is correct because it reflects the likely consequence for students who do not fulfill the orientation requirement.

- Choice A is incorrect because there is no mention of partial participation.
- Choice C is incorrect because no additional fee is discussed.
- Choice D is incorrect because the announcement does not mention prizes.

9. A — This is an **Attitude question**. The speaker describes diel vertical migration as “the largest animal movement on Earth by biomass” and highlights its crucial role in the ocean’s carbon cycle and climate regulation. Phrases like “reveals the hidden rhythms of the ocean” and “highlights the delicate balance that sustains life” show fascination and appreciation. Therefore, choice A is correct.

- Choices B and C are incorrect because the speaker emphasizes the importance and complexity of the phenomenon, not skepticism or indifference.
- Choice D is not supported, as the speaker discusses ongoing research and the significance of studying this migration.

10. B — This is a **Purpose question**. The speaker describes the daily movement of marine organisms to emphasize how extensive and regular diel vertical migration is, calling it “the largest animal movement on Earth by biomass.” This detail helps listeners appreciate the phenomenon’s scale and significance. Therefore, choice B is correct.

- Choice A is incorrect because the focus is not on temperature.
- Choice C is not supported, as the comparison to land migration is only briefly mentioned.
- Choice D is not relevant to the speaker’s intent.

11. D — This is a **Method question**. The speaker explains diel vertical migration by narrating the behaviors of marine organisms — how they rise to the surface at night to feed and retreat to the depths by day to avoid predators. This narrative approach helps listeners visualize the process and understand its ecological importance. Therefore, choice D is correct.

- Choice A is incorrect because the comparison is used as a hook, not as the main explanatory method.
- Choice B is not supported, as the speaker does not list scientific names.
- Choice C is incorrect because the talk covers more than just pollution.

12. C — This is a **Factual question**. The speaker states that as marine animals feed at the surface and excrete waste, they “transport carbon from the surface to deeper waters, helping to regulate the planet’s climate.” Therefore, choice C is correct.

- Choice A is incorrect because it is not mentioned.
- Choice B is incorrect because it is not discussed in the talk.
- Choice D is incorrect because it is a detail about predator avoidance but not about the carbon cycle.

Practice Set 4

Listen to each audio track, then choose the best response to the question or questions that follow.

1. Listen to track 22.

- A. The bookstore closes at six p.m.
- B. It should offer some fun design challenges.
- C. I'll reschedule the meeting since so many cannot attend.
- D. It's a book about robots.

2. Listen to track 23.

- A. Would you like some tomatoes?
- B. I never realized how far it was.
- C. Are you sure that was just last month?
- D. On the next street over.

3. Listen to track 24.

- A. Thank you—that was so helpful.
- B. Have you ordered yet?
- C. I barely found a spot to sit—there were so many people.
- D. Do you have to study this weekend?

4. Listen to track 25.

- A. You can get free editing services there.
- B. Yes, I am available to join you.
- C. I prefer evening classes to morning classes.
- D. Have you met with your advisor yet?

Listen to track 26. 

5. What happened to the man's library book?

- A. It was lost in the local library.
- B. It was sent to the wrong university's library.
- C. It was damaged.
- D. It was immediately checked out by someone else.

6. What is the woman's attitude toward the situation with the library book?

- A. She thinks the man should be worried about his library account.
- B. She feels sad that she cannot check out the book.
- C. She thinks the unusual turn of events is funny.
- D. She is annoyed by the inconvenience.

Listen to track 27. 

7. How does the announcer help students prepare for the emergency drill?

- A. By describing the history of past emergencies on campus
- B. By offering extra credit to those who participate
- C. By listing the names of the campus safety officers
- D. By inviting students to review posted evacuation maps

8. Which of the following can be inferred about classes following the emergency drill?

- A. Classes will resume at approximately 2:30 p.m.
- B. Classes will be canceled until Thursday morning.
- C. Classes will resume after students receive an email from the Office of Emergency Management.
- D. Classes will be held outside for the rest of the day.

Listen to track 28. 

9. What is the main topic of the talk?

- A. How proprioception develops in children
- B. The role of proprioception in emotional regulation
- C. The concept and significance of proprioception
- D. How proprioception works in conjunction with other senses

10. Why does the speaker mention closing your eyes and touching your nose with your finger?

- A. To compare proprioception with other senses
- B. To introduce the concept of balance
- C. To highlight the importance of conscious thought in movement
- D. To illustrate how proprioception works without visual input

11. How does the speaker explain the importance of proprioception in daily life?

- A. By describing its benefits for athletes, dancers, and rehabilitation
- B. By listing and explaining the five traditional senses
- C. By providing evidence from recent scientific studies
- D. By comparing human proprioception to animal instincts

12. How does the speaker feel about the potential of technology to enhance proprioceptive abilities?

- A. The speaker is skeptical that technology can help most people.
- B. The speaker acknowledges both the promise and the challenges of technological interventions.
- C. The speaker is enthusiastic about replacing natural skills with technology.
- D. The speaker is indifferent to technological advances in this area.

Practice Set 4 Listening Scripts, Answers, and Explanations

Listening Scripts

Track 22:

Woman: Why did you decide to join the robotics club?

Track 23:

Man: The walk to the grocery store was a lot longer than I expected.

Track 24:

Woman: The outdoor concert drew a much bigger crowd compared to last year.

Track 25:

Man: How do I register for classes?

Track 26:

Narrator: Listen to a conversation.

Woman: Hey, did you ever get that library book you ordered?

Man: No! After the interlibrary loan service mistakenly sent it to a university in Toronto, that university library returned it to the sender in Vancouver!

Woman: All the way back to Vancouver?

Man: Exactly. Apparently, they couldn't just forward it here.

Woman: That's funny. So what happens now?

Man: The librarian said Vancouver will resend it and it should be here in a few days.

Woman: That book's seen more of Canada than I have.

Track 27:

Narrator: Listen to an announcement on a university campus.

Announcer: The university will be conducting an emergency preparedness drill next Wednesday at 2 p.m. During the drill, all campus buildings will be evacuated, and everyone must proceed to the designated assembly areas outside. Please review the evacuation maps posted at building exits and familiarize yourself with the nearest routes. The drill is expected to last approximately 30 minutes, and classes or activities scheduled during this time will be temporarily paused. If you require assistance, notify your instructor in advance so arrangements can be made.

Track 28:

Narrator: Listen to a talk in a social sciences class.

Speaker: When we think about the senses, most of us focus on sight, hearing, taste, touch, and smell. But there's another sense that quietly shapes our daily lives: proprioception, sometimes called the "sixth sense." Proprioception is our body's ability to sense its own position, movement, and balance without conscious thought.

Imagine closing your eyes and touching your nose with your finger. You don't need to see your hand to know where it is—that's proprioception at work. Specialized nerve endings in our muscles, tendons, and joints constantly send information to the brain about limb position and movement. Proprioception allows us to walk without looking at our feet, type on a keyboard without watching our fingers, or catch a ball on instinct.

The benefits are immense. Proprioception enables athletes to perform complex maneuvers, helps dancers maintain posture, and allows everyone to move safely. However, it can be disrupted by injury, neurological conditions, or fatigue, leading to clumsiness or loss of coordination. Rehabilitation for stroke patients, for example, often includes exercises to retrain proprioceptive awareness.

Researchers are now exploring how technology—like virtual reality and wearable sensors—can enhance or restore proprioceptive abilities. Yet, there are challenges: over reliance on technology might reduce our natural skills, and not all interventions work equally well for everyone.

Understanding proprioception not only deepens our appreciation for the body's hidden abilities but also opens new avenues for therapy, sports, and robotics, where mimicking this “sixth sense” could revolutionize how machines interact with the world.

Answers and Explanations

1. B — The speaker is asking for a reason behind the decision to join the robotics club. The correct response is choice B: “It should offer some fun design challenges.” This reply is appropriate because it directly answers the question with a personal motivation that aligns with the context of joining a club.

- Choice A, “The bookstore closes at six p.m.”, is unrelated and does not explain the decision to join the club.
- Choice C, “I’ll reschedule the meeting since so many cannot attend,” shifts the topic to scheduling and does not address the speaker’s question.
- Choice D, “It’s a book about robots,” makes an unclear reference to a book, which is never mentioned by the speaker.

2. B — The speaker is expressing surprise about the length of a walk. The correct response is choice B: “I never realized how far it was.” This reply is appropriate because it acknowledges a shared experience and shows agreement. It is conversational and socially appropriate.

- Choice A, “Would you like some tomatoes?”, is an illogical offer. This is not a socially appropriate reply to the speaker.
- Choice C, “Are you sure that was just last month?”, introduces confusion and does not build on the speaker’s observation.

- Choice D, “On the next street over,” is vague and does not address the speaker’s experience.

3. C — The speaker is commenting on the unexpectedly large turnout at an event. The correct response is choice C: “I barely found a spot to sit — there were so many people.” This reply is appropriate because it reinforces the speaker’s observation with a personal experience that illustrates the crowd size. It is conversational, relevant, and socially appropriate.

- Choice A, “Thank you — that was so helpful,” is unrelated and does not respond to the speaker’s comment.
- Choice B, “Have you ordered yet?,” shifts the topic entirely.
- Choice D, “Do you have to study this weekend?,” is off-topic and does not acknowledge the speaker’s remark.

4. D — The speaker is asking for help with a specific process — registering for classes. The correct response is choice D: “Have you met with your advisor yet?” This reply is appropriate because it offers a logical and helpful next step in the registration process. It is relevant, socially appropriate, and encourages further action.

- Choice A, “You can get free editing services there,” is unrelated and does not address the question.
- Choice B, “Yes, I am available to join you,” is vague and does not respond to the topic of class registration.
- Choice C, “I prefer evening classes to morning classes,” introduces a new topic and does not help with the registration process.

5. B — This is a **Factual question**. A **Factual question** asks you to identify specific information that is directly stated in the conversation. In this exchange, the man explains that his book was mistakenly shipped from a library in Vancouver to one at a university in Toronto, rather than to the library at the speakers’ university. Choice B is correct because it accurately reflects what happened: the book was sent to a library in another city by mistake.

- Choice A is incorrect because the book was not lost in the local library.
- Choice C is incorrect since there is no mention of any damage to the book.
- Choice D is incorrect because there is no mention of the book being checked out by someone else.

6. C — This is an **Attitude question**. An **Attitude question** asks you to determine how a speaker feels about a situation based on their words and tone. In this conversation, the woman reacts to the story of the library book ending up back in Vancouver with surprise and humor, joking that the book has “seen

more of Canada than I have.” Her comments show that she finds the unusual turn of events funny, rather than worrying about the man’s library account, feeling sad about not being able to check out the book, or being annoyed by the inconvenience. Choice C is correct because it best captures her amused and lighthearted attitude.

- Choice A is incorrect because she does not suggest that the man should be worried about his account.
- Choice B is incorrect since she does not mention wanting to check out the book herself.
- Choice D is incorrect because she does not show annoyance about the situation.

7. D — This is a **Method question**. The question asks you to identify how the announcer guides students to get ready for the emergency drill. In the announcement, the speaker tells students to look at the evacuation maps posted near building exits and to become familiar with the nearest routes. This approach gives students a clear, practical step to take in advance, ensuring they know what to do and where to go during the drill. Choice D is correct because it reflects the announcer’s strategy of encouraging students to actively review important safety information before the event.

- Choice A is incorrect because the announcement does not mention past emergencies.
- Choice B is incorrect because there is no mention of extra credit for participation.
- Choice C is incorrect because the speaker does not list the names of safety officers.

8. A — This is an **Inference question**. The question asks you to draw a logical conclusion about what will happen to classes after the emergency drill. The announcement states that the drill will begin at 2 p.m., is expected to last about 30 minutes, and that classes or activities scheduled during this time will be temporarily paused. Although the announcement does not state the exact time classes will resume, it is reasonable to infer that classes will continue once the drill ends, which would be around 2:30 p.m. Choice A is correct because it reflects the most likely scenario based on the duration of the drill.

- Choice B is incorrect because there is no indication that classes will be canceled for the rest of the day or until the next morning.
- Choice C is incorrect because the announcement does not mention waiting for an email before resuming classes.
- Choice D is incorrect because there is no suggestion that classes will be held outside after the drill.

9. C — This is a **Main Idea question**. The speaker introduces proprioception as a “sixth sense” and explains its role in sensing body position, movement, and balance. Throughout the talk, the speaker describes how proprioception works, along with its benefits, challenges, and applications in therapy, sports, and robotics. Therefore, choice C is correct because the central focus of the talk is the concept and significance of proprioception.

- Choice A is incorrect because the speaker never talks about how proprioception develops in children.
- Choice B is incorrect because emotions are never mentioned in the passage.
- Choice D is not supported because the speaker never explicitly discusses how proprioception works in conjunction with other senses.

10. D — This is a **Purpose question**. The speaker asks listeners to imagine closing their eyes and touching their nose to illustrate proprioception in action — how the body senses limb position without visual input. This example helps clarify the concept for the audience by providing a relatable scenario. Therefore, choice D is correct.

- Choice A is incorrect because the example does not compare proprioception with other senses.
- Choice B is not supported, as balance is mentioned elsewhere but not the focus of this example.
- Choice C is incorrect because the speaker emphasizes unconscious movement, not conscious thought.

11. A — This is a **Method question**. The speaker explains the importance of proprioception by describing its benefits for athletes, dancers, and rehabilitation patients, and by highlighting how it enables safe movement for everyone. This approach uses practical examples to show the relevance of proprioception in daily life. Therefore, Choice A is correct.

- Choice B is incorrect because listing the five senses is only used to introduce the topic.
- Choice C is not supported, as the speaker does not quote scientific studies.
- Choice D is incorrect because animal instincts are not discussed.

12. B — This is an **Attitude question**. The speaker discusses how technology like virtual reality and wearable sensors may enhance or restore proprioceptive abilities but also notes challenges such as over reliance and variable effectiveness. The speaker's language acknowledges both the promise and the limitations of technological interventions, showing a balanced and thoughtful perspective. Therefore, choice B is correct.

- Choice A is incorrect because the speaker does not express skepticism about technology's usefulness for most people.
- Choice C is not supported, as the speaker does not advocate replacing natural skills with technology.
- Choice D is incorrect because the speaker is clearly engaged with the topic.

Practice Set 5

Listen to each audio track, then choose the best response to the question or questions that follow.

1. Listen to track 29.

- A. I decided to walk instead of taking the bus.
- B. What day is your project due this week?
- C. Usually sparkling water, why?
- D. I think it starts at 8 p.m.

2. Listen to track 30.

- A. Can I help you with that?
- B. No, but I can cook.
- C. Isn't it about time?
- D. I usually have lunch around noon.

3. Listen to track 31.

- A. The professor's office is on the third floor.
- B. The grocery store closes at eleven p.m.
- C. My chemistry professor this semester is the best.
- D. It's never crowded during the weekend.

4. Listen to track 32.

- A. I did well on that exam.
- B. I don't think it's been published yet.
- C. He said that he had trouble concentrating.
- D. Every Monday morning at nine.

Listen to track 33. 

5. What is the main topic of the conversation?

- A. The woman's new backpack
- B. The benefits of carrying a backpack
- C. How to purchase the right backpack
- D. A mix-up involving two similar backpacks

6. How did the woman help the man understand how the event occurred?

- A. By describing similarities between the two backpacks
- B. By quoting her neighbor's reaction
- C. By showing a picture of the backpacks
- D. By explaining the contents of each backpack

Listen to track 34. 

7. What is one way students can get involved in the Campus Green Initiative?

- A. By applying for a leadership position as an event coordinator
- B. By enrolling in a for-credit sustainability course
- C. By attending a club-sponsored study abroad trip
- D. By purchasing tickets for the annual fundraising gala

8. How does the announcer feel about student participation in the Campus Green Initiative?

- A. The announcer is indifferent about whether students join.
- B. The announcer is enthusiastic, encouraging all students to get involved.
- C. The announcer is concerned that only experienced members will participate.
- D. The announcer is frustrated by past low turnout at events.

Listen to track 35. 

9. Why does the speaker mention reheating leftover lasagna?

- A. To compare microwave ovens with conventional ovens
- B. To explain how electromagnetic waves are generated
- C. To illustrate how resonance affects everyday experiences
- D. To show how to cook food more efficiently

10. What does the speaker say is the reason food sometimes heats unevenly in a microwave?

- A. Some parts of the food absorb more energy than others.
- B. The microwave oven is not cleaned regularly.
- C. The timer is set incorrectly.
- D. The oven uses too much energy.

11. What does the speaker imply about resonance in bridges?

- A. Resonance only occurs in old bridges.
- B. Wind cannot cause resonance in bridges.
- C. Engineers rarely consider resonance when designing bridges.
- D. Engineers must design bridges to avoid dangerous vibrations.

12. How does the speaker feel about resonance as a physical phenomenon?

- A. The speaker is frustrated by its drawbacks.
- B. The speaker sees it as a fascinating and fundamental principle in physics.
- C. The speaker is indifferent to its effects in daily life.
- D. The speaker believes it should be avoided whenever possible.

Practice Set 5 Listening Scripts, Answers, and Explanations

Listening Scripts

Track 29:

Man: Why did you leave early for class today?

Track 30:

Woman: Our dining hall just started selling more vegetarian options.

Track 31:

Man: The chemistry lab is open every Saturday morning.

Track 32:

Woman: Have you seen the final exam schedule?

Track 33:

Narrator: Listen to a conversation.

Woman: I was halfway to class this morning when I realized I'd grabbed my roommate's backpack instead of mine.

Man: Seriously? How did that happen?

Woman: We both leave our backpacks by the door, and hers looks almost identical to mine. I didn't notice until I tried to find my headphones and found a pair of ballet shoes instead.

Man: That's awkward.

Woman: It gets better. When I got back to my dorm, my roommate was waiting outside with my backpack. She'd made it all the way to her class before realizing what had happened.

Man: At least you both got a good story out of it.

Track 34:

Narrator: Listen to an announcement in a university student center.

Announcer: The Environmental Action Club is excited to announce our "Campus Green Initiative," launching next month. We'll be organizing weekly clean-up events, tree-planting days, and educational workshops on sustainability. All students are welcome to participate, regardless of prior experience. Refreshments will be provided at each event. If you're interested in a leadership role, applications for event coordinators are now open and can be submitted through our club website. We will need all the help we can get! For more details, please visit our website.

Track 35:

Narrator: Listen to a talk in a physics class.

Speaker: Have you ever noticed how a microwave oven heats your food unevenly—sometimes the edges are piping hot, while the center is still cold? It's a small mystery that's actually tied to a much bigger concept in physics: resonance.

Let me tell you about a time I tried to reheat leftover lasagna. I set the timer for two minutes, but when I took it out, the cheese on top was bubbling, while the noodles underneath were barely warm. That's because microwaves use a specific frequency of electromagnetic waves to excite water molecules in food. When those waves hit the right spot, the molecules vibrate more, generating heat. But if the food isn't spread out evenly, or if it's too thick, some parts absorb more energy than others.

This idea of resonance isn't just for kitchen appliances. It's everywhere. Bridges, for example, can wobble dangerously if wind or footsteps match their natural frequency. That's why engineers design them to avoid resonance disasters. Even musical instruments rely on resonance—think of how a guitar string vibrates to produce a clear note.

Of course, resonance has its drawbacks. In microwaves, it means you sometimes get uneven heating. In buildings, it can lead to structural problems. But it's also the reason we can tune radios, play music, and even use medical imaging.

So next time you're waiting for your lunch to finish spinning in the microwave, remember: You're witnessing a fundamental principle of physics in action.

Answers and Explanations

1. A — The speaker is asking for a reason behind the decision to leave early for class. The correct response is Choice A: "I decided to walk instead of taking the bus." This reply is appropriate because it provides a clear and relevant explanation — walking typically takes longer than taking the bus, which justifies leaving early. It is conversational and directly answers the question.

- Choice B, "What day is your project due this week?", is unrelated and shifts the topic.
- Choice C, "Usually sparkling water, why?", is completely off-topic in this context.
- Choice D, "I think it starts at 8 p.m.," refers to a class time but does not explain why the speaker left early. This task tests the ability to respond to a request for reasoning with a contextually appropriate and logical answer.

2. C — The speaker is sharing a piece of news about a new offering at the dining hall. The correct response is choice C: "Isn't it about time?" This reply is appropriate because it continues the topic naturally, commenting on the timing of the change.

- Choice A, "Can I help you with that?", is vague and does not relate to the speaker's observation.
- Choice B, "No, but I can cook," shifts the topic to personal abilities and does not connect to the speaker's observation about the dining hall.

- Choice D, “I usually have lunch around noon,” is off-topic and does not acknowledge or build on the speaker’s comment.

3. D — The speaker is sharing a factual statement about the schedule of a campus facility. The correct response is choice D: “It’s never crowded during the weekend.” This reply is appropriate because it acknowledges the speaker’s comment by adding more detail, likely from personal experience. It is conversational and socially appropriate.

- Choice A, “The professor’s office is on the third floor,” is unrelated.
- Choice B, “The grocery store closes at eleven p.m.,” shifts the topic entirely.
- Choice C, “My chemistry professor this semester is the best,” is loosely related but does not directly respond to the speaker’s comment about the lab schedule.

4. B — The speaker is asking a direct question about the listener’s experience and knowledge. The correct response is choice B: “I don’t think it’s been published yet.” This reply is appropriate because it offers an indirect reply by explaining why the listener is not aware of the schedule. It is conversational and contextually relevant.

- Choice A, “I did well on that exam,” is topically related, but refers to a past event and does not address the question.
- Choice C, “He said that he had trouble concentrating,” is off-topic.
- Choice D, “Every Monday morning at nine,” does describe a schedule but is illogical in the context of an upcoming exam, and it does not answer the speaker’s question.

5. D — This is a **Main Idea question**. A **Main Idea question** asks you to identify the overall topic discussed by the speakers. In this conversation, the woman describes accidentally taking her roommate’s backpack instead of her own and then describes how the mix-up affected her and her roommate’s morning routines. Choice D is correct because it captures the central theme: a mix-up involving two similar backpacks.

- Choice A is incorrect because the woman does not talk about any backpack being “new.”
- Choice B is incorrect since the benefits of using a backpack are not discussed.
- Choice C is incorrect because the conversation does not mention shopping for anything.

6. A — This is a **Method question**. A **Method question** asks you to identify how a speaker explains or clarifies something in the conversation. In this case, the woman helps the man understand the mix-up by describing the similarities between her backpack and her roommate’s — both are left by the door and look almost identical. She recounts how she only realized the mistake when she found ballet shoes instead of headphones, illustrating the confusion through specific details. Choice A is correct because she explains the situation by describing the similarities between the two backpacks.

- Choice B is incorrect because she does not quote her neighbor's reaction to the mix-up.
- Choice C is incorrect since she does not show a picture of the backpacks.
- Choice D is incorrect because, although she mentions the contents, her main method is to highlight the backpacks' appearance and placement.

7. A — This is a **Factual question**. The question asks you to identify a specific way students can participate in the Campus Green Initiative. The announcement states that students can apply for event coordinator positions if they are interested in leadership roles. Choice A is correct because it directly reflects this opportunity.

- Choice B is incorrect because the announcement does not mention a for-credit course.
- Choice C is incorrect because there is no mention of a study abroad trip.
- Choice D is incorrect because the announcement does not mention a fundraising gala.

8. B — This is an **Attitude question**. The question asks you to interpret the announcer's feelings about student involvement. Throughout the announcement, the speaker uses positive language, welcomes all students regardless of experience, and expresses hope that many will join in making a difference. Choice B is correct because it reflects the announcer's enthusiastic and encouraging attitude.

- Choice A is incorrect because the announcer clearly cares about participation.
- Choice C is incorrect because the announcer specifically says all students are welcome, not just experienced members.
- Choice D is incorrect because there is no mention of frustration or past low turnout.

9. C — This is a **Purpose question**. The speaker shares a personal story about reheating lasagna to illustrate how resonance — specifically, the way microwaves excite water molecules — affects everyday experiences like heating food. Therefore, choice C is correct.

- Choice A is incorrect because the speaker does not compare oven types.
- Choice B is not supported, as the generation of electromagnetic waves is not explained.
- Choice D is incorrect because the focus is not on cooking efficiency.

10. A — This is a **Factual question**. The speaker explains that microwaves use electromagnetic waves to excite water molecules, and if the food isn't spread out evenly or is too thick, some parts absorb more energy than others. This results in uneven heating. Therefore, choice A is correct.

- Choice B is incorrect because cleanliness is not mentioned as a factor.
- Choice C is not supported, as the timer setting is not discussed as a cause.
- Choice D is incorrect because the amount of energy used is not identified as the reason for uneven heating.

11. D — This is an **Inference question**. The speaker mentions that bridges can wobble dangerously if wind or footsteps match their natural frequency, and that engineers design them to avoid resonance disasters. This implies that engineers must actively design bridges to prevent dangerous vibrations caused by resonance. Therefore, choice D is correct.

- Choices A and B are incorrect because the speaker does not limit resonance to old bridges or exclude wind as a cause.
- Choice C is not supported, as the speaker emphasizes the importance of considering resonance.

12. B — This is an **Attitude question**. The speaker describes resonance as a fundamental principle of physics, noting its role in microwaves, bridges, musical instruments, and more. The speaker's tone is engaging and appreciative, encouraging listeners to recognize resonance in everyday life. Therefore, choice B is correct.

- Choice A is incorrect because, while drawbacks are mentioned, the speaker is not frustrated.
- Choice C is not supported, as the speaker is clearly interested in the topic.
- Choice D is incorrect because the speaker discusses both benefits and drawbacks, not avoidance.



CHAPTER 4

Writing Section

Chapter 4: Writing Section

Read this chapter to learn

- The 3 types of TOEFL Writing tasks
- How your written responses are evaluated
- Strategies for answering each Writing task type
- Strategies for preparing for the Writing section

The **Writing** section of the TOEFL iBT® test measures foundational language skills and your ability to communicate effectively in written English across academic and everyday campus contexts. To do well in the **Writing** section, you will need to construct grammatically correct sentences, communicate clearly in everyday written contexts, develop and support ideas in an academic discussion, use appropriate vocabulary and mechanics, and organize your writing effectively.

Unlike the **Reading** and **Listening** sections of the test, the **Writing** section follows a linear format. This means that all test takers receive the same set of tasks regardless of their performance on previous tasks.

You will answer approximately 12 **Writing** questions.

Writing Tasks

The **Writing** section includes 3 distinct task types, each designed to evaluate different writing skills. These tasks reflect foundational writing skills as well as the kinds of writing you do in campus life and academic settings.

Task Type	Goal
Build a Sentence	Use grammar and meaning together to build a sentence that fits the situation
Write an Email	Communicate information in everyday campus contexts
Write for an Academic Discussion	Contribute meaningfully to a written discussion

This chapter discusses each of the **Writing** tasks and the scoring criteria used to evaluate your writing. It includes samples of each task, sample responses to each task, and specific advice on how to approach writing your own responses.

For both the *Write an Email* and *Write for an Academic Discussion* tasks, the scoring criteria recognize that your response is a first draft. You are not expected to produce a well-researched, comprehensive, and perfect response. Rest assured that you can receive a high score for a response that contains some errors.

SMART TIP

It is critical to use your own words rather than memorized sentences and examples in your responses. Responses that appear to include memorized text will receive a lower score.

Build a Sentence

The *Build a Sentence* task measures the following key skills:

- Your knowledge of sentence-level grammar
- Your ability to construct appropriate responses in short interactions

Each task presents a short exchange between 2 speakers. These exchanges may come from a variety of academic and campus life contexts.

The first sentence of the exchange is complete, while the second sentence contains several blanks. Along with the blanks, you will see words or phrases presented in an incorrect order. Your job is to rearrange these words or phrases to complete the second sentence so that it is both grammatically correct and contextually appropriate. **Note that, in some questions, there is an extra word or phrase that you will NOT use.**

Each *Build a Sentence* question has 3 to 7 blanks, and the **Writing** section contains approximately 10 *Build a Sentence* questions. Each question is scored as either correct or incorrect; no partial credit is awarded.

Example 1



I'm thinking about volunteering at the city animal shelter this summer.



_____ there?

volunteers / usually / have / responsibilities / do / what

Correct answer:

What responsibilities do volunteers usually have there?

Explanation

The sentence “What responsibilities do volunteers usually have there?” demonstrates proper sentence-level grammar and contextual appropriateness. Grammatically, it is structured as a question, beginning with the interrogative word “What,” followed by the auxiliary verb “do,” the plural subject “volunteers,” and the main verb “have.” The adverb “usually” is correctly placed between the auxiliary verb and main verb to indicate frequency, and “there” appropriately concludes the sentence by specifying the location. This structure adheres to standard English question formation rules.

Contextually, the sentence is a natural and relevant follow-up to the preceding statement, “I’m thinking about volunteering at the city animal shelter this summer.” It seeks information about typical duties at the shelter, aligning with the social and academic context of the exchange. The question is clear, concise, and appropriately framed for the situation, making it both grammatically correct and contextually suitable.

Example 2



Are you joining the debate club meeting tonight?



I _____
_____ today.

the lab report / finish / due / that's / I / will / if

Correct answer:

I will if I finish the lab report that's due today.

Explanation

The sentence “I will if I finish the lab report that’s due today.” demonstrates correct sentence-level grammar and contextual appropriateness. Grammatically, the sentence is a complex conditional structure composed of two clauses: the main clause “I will” and the conditional clause “if I finish the lab report that’s due today.” The auxiliary verb “will” correctly indicates future intention, while the conditional “if” introduces the requirement for that intention to occur. The subject “I” is consistent across both clauses. The verb “finish” is in its base form, which is appropriate after “if.” The phrase “the lab report that’s due today” includes a relative clause (“that’s due today”) modifying “lab report,” adding specificity and clarity.

Contextually, the sentence is an appropriate response to the question “Are you joining the debate club meeting tonight?” because it explains that attendance depends on completing an academic task. The tone is conversational and relevant to the scenario, making the sentence both grammatically correct and contextually suitable.

Example 3



I'm heading to the library to work on my literature paper.



Didn't _____ for
renovations?

the library / not / is / closed / hear / you

Correct answer:

Didn't you hear the library is closed for renovations?

Explanation

The sentence “Didn’t you hear the library is closed for renovations?” demonstrates proper sentence-level grammar and contextual appropriateness. Grammatically, the sentence is an interrogative in the form of a negative question, beginning with the contracted auxiliary verb “Didn’t,” followed by the subject “you” and the main verb “hear.” This structure correctly conveys surprise or emphasis. The object of the verb “hear” is a full clause — “the library is closed for renovations” — which includes its own subject (“the library”) and verb (“is closed”), forming a reported statement within the question. The phrase “for renovations” functions as a prepositional phrase explaining the reason for closure. **Note that the word “not” does not fit grammatically or contextually and is therefore an extra word that can be eliminated.**

Contextually, the sentence is an appropriate and natural response to the preceding statement, “I’m heading to the library to work on my literature paper,” because it alerts the speaker that the library is unavailable due to renovations. The tone is conversational and informative, making the sentence both grammatically correct and contextually suitable.

Example 4



I can't open the files you sent me.



I'm not sure _____ .

you don't / access / because / why / have

Correct answer:

I'm not sure why you don't have access.

Explanation

The sentence “I’m not sure why you don’t have access.” demonstrates correct sentence-level grammar and contextual appropriateness. Grammatically, the sentence is a declarative statement expressing uncertainty, beginning with the subject “I” and the verb phrase “am not sure,” which introduces an embedded clause. The embedded clause “why you don’t have access” functions as the object of “sure” and follows standard English word order: the interrogative word “why,” the subject “you,” the auxiliary verb “don’t,” and the main verb phrase “have access.”

Note that the subordinating conjunction “because” does not fit grammatically or contextually and is therefore an extra word that can be eliminated.

Contextually, the sentence is an appropriate response to the preceding statement, “I can’t open the files you sent me,” because it acknowledges the issue and expresses confusion about the cause. The tone is conversational and relevant to the exchange, making the sentence both grammatically correct and contextually suitable.

Strategies for Build a Sentence Tasks

- **Identify the sentence type.** Start by recognizing whether the sentence is a question, statement, or command. This helps determine the correct word order and grammatical structure. For example, questions often begin with words like “what”, “where”, “how”, or “why” and follow specific patterns.
- **Locate the subject and verb.** Find the subject (who or what the sentence is about) and the main verb (what the subject is doing). This anchors the sentence and helps organize the remaining words around it.
- **Use clues from the first sentence.** The first sentence in the exchange provides context. Use it to understand the setting, tone, and topic so you can choose words that are contextually appropriate.
- **Rearrange words logically.** Look at the jumbled words and mentally test different arrangements. Use your knowledge of English syntax (e.g., subject-verb-object order, placement of adverbs) to find a grammatically correct structure.
- **Eliminate extra words.** Remember that some tasks include an extra word or phrase that doesn’t fit. If a word seems redundant or grammatically incompatible, consider leaving it out.
- **Read the sentence aloud.** Once you have arranged the words, read the sentence aloud (or silently) to check for natural flow and correctness. If it sounds awkward or confusing, try a different arrangement.
- **Practice common patterns.** Familiarize yourself with common sentence structures, especially for questions and short exchanges. This builds intuition and speeds up your response time during the test.

Write an Email

The *Write an Email* task measures your ability to do the following:

- Write an email that clearly meets the goal and follows normal social rules.
- Explain your ideas well and make the email easy to follow.
- Use correct grammar and vocabulary.
- Follow basic writing rules for spelling, punctuation, and capitalization.

Each task presents a short scenario in a campus life context — situations that arise on a university campus but do not involve academic content directly. You are asked to write an email for a specific purpose, such as providing advice, extending an invitation, or suggesting a solution to a problem.

Example

You attended a campus event last week where several new food trucks were serving meals. You tried a food truck that offered a variety of international dishes and were impressed by the quality and price. Your classmate Riley had mentioned wanting to find new lunch options on campus.

Write an email to Riley. In your email, do the following.

- Describe the food truck and the types of dishes it offers.
- Explain why you think Riley would enjoy trying this food truck.
- Recommend a specific dish for Riley to try and explain your choice.

Write as much as you can and in complete sentences.

Your Response:

To: Riley

Subject: New food truck recommendation

Strategies for Write an Email Tasks

- **Read the prompt carefully.** Identify all required points in the instructions (e.g., suggest, explain, request). Mentally note each action so you do not miss any part of the task.
- **Plan before writing.** Spend 1–2 minutes outlining your email. Include a greeting, subject line, and 3 main ideas in logical order. Add one or two details for each point to make your email complete.
- **Organize clearly.** Start with a friendly greeting, then write a message that flows logically: introduce the purpose, elaborate with details, and end with a request or question. Finish with a closing line and your name.
- **Use varied language.** Include different sentence types (statements, questions, conditionals) and idiomatic phrases like “sounds good” or “let me know.” This shows range as well as an understanding of natural tone.
- **Add specific examples.** Support your ideas with details (e.g., “In general, I thought that the food truck prices were reasonable” or “The chicken tikka wrap was spicy but not too hot”).
- **Check your work.** Leave at least 1 minute to review coverage of all points and basic grammar. Minor typos are OK, but avoid errors that confuse meaning.

How Responses Are Scored

Raters will judge the quality of your writing. They will consider whether your email is a relevant and clearly expressed response to the scenario described in the prompt and whether it demonstrates consistent facility in the use of language, both in terms of the variety of grammatical structure and vocabulary and in how correctly and accurately you use language.

Addressing the purpose of the email and responding to all required points in the instructions is a very important criterion used to evaluate your response. You do not have to write a lengthy message, but your response should not ignore any part of the prompt. For example, if you are asked to describe, explain, and recommend, your email should touch on each of these actions. At the same time, writing a successful email does not necessarily mean coming up with a lot of new ideas or details. You can write a concise message as long as it is complete, relevant, and clearly organized. However, make sure that you do not simply repeat the prompt or rely on memorized phrases — use your own words and your own voice and elaborate on your ideas in a way that is natural for the situation.

Raters are looking for ideas that are clear and well-supported by reasons, explanations, or examples. Since your response represents an email, it does not need to be organized into separate paragraphs, but your ideas need to **be well connected, coherent, and easy to follow**. If you use a lot of words and sentences that are not well connected, do not support each other, or do not add up to a clear message, or if you develop empty ideas, you will receive a low score.

Another important criterion used by raters is **variety in the use of language**. Raters are looking for evidence that you can use a variety of structures and vocabulary appropriate for everyday written communication. If you use very simple sentences and very basic vocabulary, you will probably not be able to express more complex or precise ideas. However, the variety of grammatical structures and vocabulary should be natural and should support your message. If you try to use varied structures or vocabulary without a good reason, that will not help you get a high score.

The final criterion is the **correct use of language**. It is important that your use of grammar is strong and consistent, that your word choices are correct and appropriate, and that your spelling, punctuation, and capitalization are accurate. Your writing does not have to be absolutely perfect to receive a top score, but any minor mistakes should be typical of competent writers working under timed conditions. If you make a lot of grammatical errors and those errors make it hard to understand your meaning, you will get a lower score. In general, if your language is hard to follow, your sentences are overly simple, and your vocabulary is limited, you may score no higher than a 3, no matter how well you address the communication goals of the prompt.

Write an Email Scoring Guide

Score	General Description
5	A fully successful response The response is effective, is clearly expressed, and shows consistent facility in the use of language. A typical response displays the following: • Elaboration that effectively supports the communicative purpose • Effective syntactic variety and precise, idiomatic word choice • Consistent use of appropriate social conventions (e.g., politeness, register, organization of information, and formulation of actions such as requests, refusals, criticisms, etc.) • Almost no lexical or grammatical errors other than those expected from a competent writer writing under timed conditions (e.g., common typos or common misspellings or substitutions like there/their)
4	A generally successful response The response is mostly effective and easily understood. Language facility is adequate to the task. A typical response displays the following: • Adequate elaboration to support the communicative purpose • Syntactic variety and appropriate word choice • Mostly appropriate social conventions • Few lexical or grammatical errors
3	A partially successful response The response generally accomplishes the task. Limitations in language facility may prevent parts of the message from being fully clear and effective. A typical response displays the following: • Elaboration that partially supports the communicative purpose • A moderate range of syntax and vocabulary • Some noticeable errors in structure, word forms, use of idiomatic language and/or social conventions
2	A mostly unsuccessful response The response reflects an attempt to address the task, but it is mostly ineffective. The message may be limited or difficult to interpret. A typical response displays the following: • Limited or irrelevant elaboration • Some connected sentence-level language, with a limited range of syntax and vocabulary • An accumulation of errors in sentence structure and/or language use
1	An unsuccessful response The response reflects an ineffective attempt to address the task. The message may be limited to the point of being unintelligible. A typical response displays the following: • Very little elaboration, if any • Telegraphic language (i.e., short and/or disconnected phrases and sentences) with a very limited range of vocabulary • Serious and frequent errors in the use of language • Minimal original language; any coherent language is mostly borrowed from the stimulus
0	The response is blank, rejects the topic, is not in English, is entirely copied from the prompt, is entirely unconnected to the prompt or consists of arbitrary keystrokes.

Sample Response

The following was written in response to the example task on page 205.

To: Riley

Subject: New food truck recommendation

Hi Riley,

I wanted to tell you about the food truck I tried last week at a campus event. They served all sorts of international foods, including dishes from India, Mexico, Thailand, and more. The food was really tasty and did not cost too much. I think you would like it because you always say you want to try new lunches and this place have many options. I think you should try the chicken tikka wrap, it was spicy but not too much and the chicken was very soft and juicy. I think you will enjoy it alot. Let me know if you want to go together next time, maybe on Tuesday?

See you,

Zhenya

Explanation

This response is clear, well organized, and fully addresses the task requirements. The writer elaborates on all 3 points: describing the food truck and its international dishes, explaining why Riley would enjoy it, and recommending a specific dish with reasons. The ideas are logically connected and expressed in complete sentences, showing effective syntactic variety and appropriate idiomatic expressions such as “go together” and “all sorts of.” The tone is polite and consistent with social conventions for an email. While the response contains minor grammatical and lexical errors typical of timed writing (e.g., “alot,” “lunchs”), these do not interfere with meaning. Overall, the message is coherent, communicative, and demonstrates strong control of language, meeting the criteria for a fully successful response.

Practice Topics for Responding to the Write an Email Task

The *Write an Email* task involves responding to a short scenario set in a campus life context — situations that arise on a university campus but do not involve academic content directly. If you wish to practice writing an email for this task, you can use the prompts in the list below; these prompts reflect common campus experiences such as requesting information, solving logistical problems, or communicating about campus resources. Keep in mind that this list is only a starting point for practicing how to respond to the *Write an Email* task; in the actual test, you should read the prompt carefully, identify every required action (for example, describe, explain, recommend, request), and plan a response that addresses each part of the instructions. Your email should use your own words, include enough detail to make your message clear and complete, and reflect appropriate social conventions for email (greeting, tone, and closing).

What should you do with this list of topics?

To prepare for the test, choose a topic and practice writing an email. Make sure your message is easy to follow, that it directly achieves the purpose of the email, and that it includes specific details where helpful. Better yet, have a friend or teacher give you feedback using the **Scoring Guide** for the *Write an Email* task, focusing on whether your response fulfills the prompt, is clearly organized, is well-supported with reasons or examples, uses a variety of language naturally, and remains accurate in grammar and mechanics. Remember that raters will not consider formulaic language or text that appears to include memorized phrases to represent your own writing.

To strengthen your ability to successfully complete this task on the actual test, practice by timing yourself strictly: include a brief plan, write your email, and reserve at least a minute to review for clarity and basic errors. You will develop the habits that lead to a clear, relevant, and well-supported response within the allotted time.

Topic List

- Your campus parking permit is about to expire. Write an email to the campus parking office describing your situation, explaining why you need a renewal, and requesting information about the renewal process.
- You saw a notice about a lost-and-found service in the student center. Write an email to the student center staff describing an item you lost, explaining when and where you last had it, and requesting help locating it.
- You want to attend a campus club fair but are unsure about the location and schedule. Write an email to the student activities office asking for details, explaining your interest, and requesting recommendations for clubs to visit.
- You need to reserve a study room in the library for a group project. Write an email to the library staff describing your group's needs, explaining the preferred time, and requesting instructions for booking a room.
- You are interested in volunteering for a campus event but do not know how to sign up. Write an email to the event coordinator asking about volunteer opportunities, explaining your availability, and requesting next steps.
- You read about a new dining option in the campus newspaper. Write an email to a friend describing what you learned, explaining why you think they would enjoy it, and suggesting a time to try it together.
- You need to purchase a transit pass for campus shuttles. Write an email to the transportation office describing your commute, explaining why you need the pass, and requesting information about where and how to buy one.
- You want to request an extension for a campus-housing application deadline. Write an email to the housing office describing your situation, explaining why you need more time, and requesting an extension.
- You are planning to attend a campus orientation session but have questions about the schedule. Write an email to the orientation coordinator asking for details, explaining your interest, and requesting advice for new students.

Write for an Academic Discussion

The third task in the **Writing** section is the *Write for an Academic Discussion* task. You will read an online discussion in which a professor has posed a question and two students have shared their ideas. You will write a response that contributes to the discussion.

An effective response typically contains at least 100 words. Experience has shown that responses shorter than 100 words typically do not demonstrate the development of ideas and variety of grammatical structures and vocabulary needed to earn a score of 5. There is no maximum word limit. You may write as much as you wish in the time allotted, but it is wise to set aside some time at the end to review what you have written and correct any mistakes. Also, do not write just to be writing; write with the goal of clearly and effectively contributing to the discussion. The number of ideas you express is important, but it is the quality of your ideas and the effectiveness with which you express them that will be most valued by the raters

Example

Your professor is teaching a class on education. Write a post responding to the professor's question.

In your response, you should do the following:

- Express and support your opinion
- Make a contribution to the discussion in your own words

An effective response will contain at least 100 words.



Dr. Achebe

This week we analyzed some aspects of current educational systems. One type of school system we discussed was boarding schools, which, as the name suggests, is a type of school where students live during the school year. I would like you to discuss whether you consider boarding schools beneficial for students' education or whether you think day schools, or schools where students do not live at the schools, are better for most students. Explain why you think so.



Claire

I would have loved to have attended a boarding school. I feel like boarding schools would have helped me establish a strict daily routine and helped me become more disciplined. Also, being in a boarding school means that you are with friends and classmates around the clock, and I would have loved such an opportunity.



Andrew

I personally do not support the boarding school system, as I believe it can lead to many psychological problems. In fact, I have heard about what is referred to as "boarding school syndrome," which, in simple terms, suggests that some students who attend boarding schools at a very young age can have long-term emotional or behavioral challenges. So why take that risk if most students can just go to day schools?

In this prompt, the professor asks the class whether boarding schools or day schools are better for students, and 2 discussion participants give their opinions. The first argues in favor of boarding schools, pointing out that they teach students discipline and provide them with companionship. The second argues against boarding schools, explaining that they create difficult psychological challenges for their students.

Test takers are expected to contribute to this discussion and provide their opinions about boarding schools and day schools, taking the existing posts as points of departure or coming up with completely new ideas. Some test takers, for example, might write more about the ideas of discipline and companionship that were brought up by Claire; others might elaborate on the psychological challenges brought up by Andrew. Still others might focus on the economic aspects of attending boarding schools and day schools, respectively; on the quality of the education in the 2 types of schools; or on the age at which boarding might be appropriate.

Strategies for Write for an Academic Discussion Tasks

- **Read carefully** what the professor is asking the students to write about as well as the points made in the other posts. This should guide you in coming up with ideas to contribute to the discussion. You can spend a few moments brainstorming what you want to write about, but do not spend too much time planning your response. Decide what you want to write about and start writing
- In your response, **clearly state your viewpoint** on the professor's question. You can agree with the ideas in the other posts, disagree with them, or develop entirely new ideas that are relevant to the topic of the discussion, but always make sure to use your own words and your own voice as much as you can. Copying a lot of words and phrases from the other posts will not help you get a good score.
- **Use precise language**, not words that are too general. Also, do not use examples or reasons that you previously memorized word for word (at school, for example). Raters will not consider examples or reasons expressed in what seems like completely memorized language to represent your own writing, and your response will receive a lower score.
- Save a little time to **proofread your work**.

How Responses Are Scored

Raters will judge the quality of your writing. They will consider whether the response is a relevant and clearly expressed contribution to the online discussion and whether it demonstrates consistent facility in the use of language, both in terms of the variety of grammatical structure and vocabulary and of how correctly and accurately you use language.

Contribution to the discussion is a very important criterion used to evaluate your response. Remember that the discussion includes the professor's question as well as the posts by other students. You do not have to respond to the posts by the other students, but your response should not ignore what the other posts say. For example, if you want to use ideas that the other students have already mentioned, do not make it seem as though you are the first person in the discussion to raise them. At the same time, contributing to a discussion does not necessarily mean coming up with a lot of new ideas. One can also contribute to a discussion by agreeing with what someone else has already written. In that case, however, make sure that you do not just repeat what someone else has written — use your own words and your own voice and elaborate on the ideas in your own way. Of course, other very effective ways of making your own contribution to the discussion are disagreeing with what the other posts say or introducing entirely new ideas as long as they are relevant to the topic of the discussion.

Raters are looking for ideas that are clear and well-supported by reasons and examples. Since your response represents an online post, it does not need to be organized into separate paragraphs. However, your ideas need to **be well connected, coherent, and clear**. If you use a lot of words and sentences that are not well connected and do not support each other or that do not add up to a clear point of view or if you develop empty ideas, you will receive a low score.

Another important criterion used by raters is **variety in the use of language**. The raters are looking for evidence that you can use a variety of structures and varied vocabulary. If you use very simple sentences and very basic vocabulary, you will probably not be able to express very complex or precise ideas. However, the variety of grammatical structures and vocabulary should be natural and support your ideas. If you try to use varied structures or vocabulary without a good reason, that will not help you get a high score.

The final criterion is the **correct use of language**. It is important that your use of grammar is strong and consistent, that your word choices are correct and appropriate, and that your spelling, punctuation, and capitalization are correct. Your writing does not have to be absolutely perfect to get a top score, but the few small mistakes you may leave behind have to be typical of competent writers writing under timed conditions. If you make a lot of grammatical errors and if those errors make it hard to understand your meaning, you will get a lower score. In general, if your language is hard to follow, your sentences are overly simple, and your vocabulary is limited, you may score no higher than a 3 no matter how impressive your ideas may be.

Lastly, a cautionary reminder: Avoid using memorized or formulaic language or other strategies that are not helpful in composing successful responses. **Do not try to add words to your response by using long, memorized introductory or concluding phrases and sentences.** They represent neither authentic writing nor the type of writing used in online discussions.

Raters will not look favorably on wordy introductions or conclusions such as the following:

The importance of the issue raised by the posed statement, namely creating a new holiday for people, cannot be underestimated, as it concerns the very fabric of society. As it stands, the issue of creating a new holiday raises profound implications for the future. However, although the subject matter in general cannot be dismissed lightheartedly, the perspective of the issue as presented by the statement raises certain qualms regarding practical application.

In conclusion, although I have to accept that it is imperative that something be done about creating a new holiday for people and find the underlying thrust of the implied proposal utterly convincing, I cannot help but feel wary of taking such irrevocable steps and personally feel that a more measured approach would be more rewarding.

Similarly, do not use other memorized sentences and examples in your response. Extended stretches of memorized text do not represent the writer's true academic writing skills. Responses that appear to include memorized examples, arguments, or formulaic references to sources will receive considerably lower scores than responses containing the writer's own words. Here is an example of an extensive use of memorized text:

Professor's question in brief: Is honesty an important quality for a leader?

By taking in mind the honesty, we can learn proper social behavior. in addition to my personal experience, there is a research that confirms my opinion. A poll, conducted by the New York times, stated an overwhelming 72% who did not think the honesty lack the code of conduct in society. however, people who did regularly comtemplate the importance of not lying were better regulating themselves in the societies. the major characteristic were that they do not lie in their daily life and seve honesty is the most important value in the societies because there is a order for people's lives. therefore it helps one abiltiy to be successful either in business or in academia. it helps people to strive and achieve their goal and making them successful in life.

All the writing in this example has been memorized from a prepared text and repeated in the essay. This includes a formulaic reference to a poll in *The New York Times*. This is not genuine development and will not be credited by raters. Responses with this type of writing often receive a low score.

Likewise, raters will not look favorably on paragraphs like the following one, which uses a lot of words but fails to develop any real ideas:

At the heart of any discussion regarding an issue pertaining to creating a new holiday, it has to be borne in mind that a delicate line has to be trod when dealing with such matters. The human resources involved in such matters cannot be guaranteed regardless of all the good intentions that may be lavished. While it is true that creating a new holiday might be a viable and laudable remedy, it is transparently clear that applied wrongly such a course of action could be calamitous and compound the problem rather than provide a solution.

In your writing, make sure you develop some solid ideas about the given topic. Do not just use a lot of words merely to state that a particular issue exists. Your response may be 100 or even 200 words long, but if it consists mainly of the sorts of empty or content-free expressions as shown previously, you will probably earn a score of just 1 or 2.

Score	General Description
5	A fully successful response The response is a relevant and very clearly expressed contribution to the online discussion, and it demonstrates consistent facility in the use of language. A typical response displays the following: • Relevant and well-elaborated explanations, exemplifications, and/or details • Effective use of a variety of syntactic structures and precise, idiomatic word choice • Almost no lexical or grammatical errors other than those expected from a competent writer writing under timed conditions (e.g., common typos or common misspellings or substitutions like there/their)
4	A generally successful response The response is a relevant contribution to the online discussion, and facility in the use of language allows the writer's ideas to be easily understood. A typical response displays the following: • Relevant and adequately elaborated explanations, exemplifications, and/or details • A variety of syntactic structures and appropriate word choice • Few lexical or grammatical errors
3	A partially successful response The response is a mostly relevant and mostly understandable contribution to the online discussion, and there is some facility in the use of language. A typical response displays the following: • Elaboration in which part of an explanation, example, or detail may be missing, unclear, or irrelevant • Some variety in syntactic structures and a range of vocabulary • Some noticeable lexical and grammatical errors in sentence structure, word form, or use of idiomatic language
2	A mostly unsuccessful response The response reflects an attempt to contribute to the online discussion, but limitations in the use of language may make ideas hard to follow. A typical response displays the following: • Ideas that may be poorly elaborated or only partially relevant • A limited range of syntactic structures and vocabulary • An accumulation of errors in sentence structure, word forms, or use
1	An unsuccessful response The response reflects an ineffective attempt to contribute to the online discussion, and limitations in the use of language may prevent the expression of ideas. A typical response displays the following: • Words and phrases that indicate an attempt to address the task but with few or no coherent ideas • Severely limited range of syntactic structures and vocabulary • Serious and frequent errors in the use of language • Minimal original language; any coherent language is mostly borrowed from the stimulus
0	The response is blank, rejects the topic, is not in English, is entirely copied from the prompt, is entirely unconnected to the prompt, or consists of arbitrary keystrokes.

Sample Response

The following was written in response to the example task on pages 212-213.

I am more inclined to agree that a boarding school system is beneficial. Firstly, a boarding school is a place where you can make friends with your classmates. The “roommate” relationship is somewhat strong that you may remember forever, as you wake up, eat meals, study, and go to sleep together with your roommates on every school days. Secondly, a boarding school is usually close to your school campus, which means that you do not need to commute to and from school every day. Thirdly, a boarding school is not a place merely for a disciplined life; it often conducts various activities to help you get immersed in the living environment and make your life more colorful, which cannot be experienced at home. I personally do not agree with Andrew’s point that boarding school places high mental pressure on students, as boarding schools are not prisons and students are still free to leave on weekends to bond with their family and pursue their interests.

Explanation

The writer has composed a successful contribution to the online discussion, demonstrating consistent facility with language. The writer clearly states a preference for boarding schools and offers several arguments to support it. The post praises the intense friendships with classmates that boarding schools foster, leaving a student with memories for a lifetime. It points out that boarding schools take commuting out of the equation and that they offer various activities for students. Finally, the post takes issue with Andrew’s concerns about psychological problems, explaining that boarding-school students are not prisoners and can visit their families and bond with them on weekends. The writer uses an effective variety of structures and precise word choices, especially as the response moves past its opening sentences. **The few errors we can find at the beginning (“is somewhat strong that you may remember forever” and “on every school days”) can be expected from a very competent non-native speaker writing under timed conditions that leave little time for editing and correcting all of one’s slips and stumbles.**

Note that high-level responses are not required to provide several arguments or reasons, as this response does. Many fully successful responses offer 1 extended argument or reason that is detailed and well elaborated.

Practice Topics for Responding to the Write for an Academic Discussion Task

The *Write for an Academic Discussion* task involves responding to a professor's question in an online discussion forum.

If you wish to practice writing a response to a professor's question, you can use questions from this list; the questions are similar to those that a professor might ask as part of an online discussion post. Keep in mind that this is just a starting point for practicing how to respond to the *Write for an Academic Discussion* task; in the actual test, writing a response that responds only to the professor's question is only one part of the task. In the actual test, you should read the professor's and students' posts carefully before planning what to write in your own post. Your response should make a contribution to the discussion, which means that it should take into consideration how the students' posts respond to the professor's question.

It does not matter whether you agree or disagree with the students' posts in your response, which represents your own contribution to the discussion; raters of responses to the *Write for an Academic Discussion* task are trained to accept many varieties of contributions to the discussion. What matters is your ability to respond to the professor's question, to make a relevant and very clearly expressed contribution to the discussion, and to write with consistent facility in the use of language. Remember that raters will not consider contributions to the discussion that are expressed in completely memorized language to represent your own writing.

Write for an Academic Discussion responses do not require specialized knowledge or reference to specialized knowledge. In the actual test, the professor's questions address general topics, and the provided topic list follows that model: The topics are based on common experiences of people in general and students in particular.

What should you do with this list of topics?

To prepare for the test, choose topics from the list and practice writing responses. Additionally, have a friend or teacher give you feedback on how well you have responded to the professor's question and on whether your response displays consistent facility in the use of language.

Topic List

- The expression “Never, never give up” means to keep trying and never stop working for your goals. Do you agree or disagree with this statement? Use specific reasons and examples to support your answer.
- Why do you think some people are attracted to dangerous sports or other dangerous activities? Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? Grades (marks) encourage students to learn. Use specific reasons and examples to support your opinion.
- Describe a custom from your country that you would like people from other countries to adopt. Explain your choice, using specific reasons and examples.
- Do you agree or disagree with the following statement? “Technology has made the world a better place.” Use specific reasons and examples to support your opinion.
- Do you agree or disagree with the following statement? “The content of advertisements in a particular country can tell you a lot about that country.” Use specific reasons and examples to support your answer.
- A foreign visitor has only one day to spend in your country. Where should this visitor go on that day? Why? Use specific reasons and details to support your choice.
- Do you agree or disagree with the following statement? “Dancing plays an important role in a culture.” Use specific reasons and examples to support your answer.
- Some teachers give students large assignments that students have a month or longer to complete. What are the advantages of completing a large assignment gradually by working on it a little bit each day, compared to completing the work quickly by working on it intensively for three or four days? Why?

Strategies for Preparing for and Taking the Writing Section

Because the **Writing** section is timed, effective time management is essential for demonstrating your best writing skills. The section includes a variety of tasks, each with its own time limit. You should plan to spend a few moments organizing your thoughts before you begin writing, but avoid spending too much time on any single task. Monitor your progress throughout the section and adjust your pace as needed to ensure that you have enough time to complete each response. If you find yourself stuck on a particular idea, move forward and return to it if time allows. Remember, there is no penalty for minor errors, so focus on communicating your ideas clearly and completely rather than striving for perfection.

To prepare for the **Writing** section of the TOEFL iBT®, you should read a wide range of academic and everyday texts in English. This will help you expand your vocabulary and deepen your understanding of grammar and sentence structure. Practice writing emails and discussion posts in English, focusing on expressing your ideas in your own words rather than relying on memorized templates or formulaic language. Familiarize yourself with the **Scoring Guides** for both the *Write an Email* and *Write for Academic Discussion* tasks so you understand what raters are looking for in high-scoring responses.

SMART TIP

Editing is a key skill for success in the **Writing** section. Regularly review and revise texts you or your peers have written, paying attention to clarity, coherence, grammar, and mechanics. Look for ways to improve organization, strengthen your arguments, and correct errors in spelling, punctuation, and capitalization. Practicing these editing skills will help you produce more polished and effective responses under timed conditions.

During the test, use the time provided to plan, write, and review each response. Briefly organize your ideas before you begin writing and make sure you address all parts of the prompt. As you write, use a variety of sentence structures and vocabulary to express your ideas precisely and naturally. After you finish, take a few moments to review your work for any errors or unclear passages. Even minor improvements can make a difference in your score.

Above all, focus on communicating your ideas clearly, supporting them with relevant details and examples, and writing in your own authentic voice. By preparing thoughtfully and managing your time effectively, you can showcase your writing skills and achieve your best possible score on the TOEFL iBT **Writing** section.



CHAPTER 5

Speaking Section

Chapter 5: Speaking Section

Read this chapter to learn

- The 2 types of TOEFL Speaking tasks
- How your spoken responses are evaluated
- Strategies for answering each Speaking task type
- Strategies for preparing for the Speaking section

The **Speaking** section of the TOEFL iBT® test measures both foundational language skills and the ability to communicate meaningfully. Foundational skills, such as the ability to process language and produce fluent and intelligible speech, are measured by a task in which spoken input is repeated. More meaningful communication abilities are measured through a task in which you speak about your opinions and experiences in a simulated conversation.

Unlike the **Reading** and **Listening** sections of the test, the **Speaking** section follows a linear format similar to the **Writing** section. This means that all test takers receive the same set of tasks regardless of their performance on previous tasks. You will answer approximately 11 **Speaking** questions.

SMART TIP

For each question, you are given a time limit to respond. Therefore, when practicing, time your speech accordingly.

All the **Speaking** questions involve listening — you will hear a sentence to repeat or a question to respond to. The **Speaking** section does not include preparation time. The tasks are designed to elicit spontaneous speech. **Note-taking is also NOT recommended.**

You will answer each of the questions by speaking into a microphone. Your responses will be recorded and sent to a center, where they will be scored according to the **Scoring Guides**.

SMART TIP

Familiarize yourself with the **Scoring Guides**. They will help you understand how responses are evaluated.

Your spoken responses will be scored holistically. This means that a single score will be assigned to each response based on the OVERALL skill you display in your answer. Although the scoring criteria vary somewhat depending on the task type, your response will generally be scored with attention to the following features:

- **Delivery:** How clear is the speech? Higher-scoring responses are fluid and clear, with good pronunciation, appropriate pacing, and natural-sounding intonation patterns.
- **Language Use:** How effectively does the test taker use grammar and vocabulary to convey ideas?
- **Elaboration:** How clearly and thoroughly does the test taker support their ideas?

It is important to note that your responses are not expected to be perfect. Since your spoken responses are spontaneous speech, even high-scoring responses can contain occasional errors and minor problems in any of the 3 areas described above.

Use the sample *Listen and Repeat* and *Take an Interview* **Scoring Guides** on pages 232 and 240 to see how responses are scored.

Speaking Tasks

The **Speaking** section includes 2 distinct task types, each designed to evaluate different speaking skills.

Task Type	Goal
Listen and Repeat	Process spoken English, then reproduce speech accurately and intelligibly
Take an Interview	Speak spontaneously and respond meaningfully to questions in an interview format

This chapter discusses each of the **Speaking** tasks and the scoring criteria used to evaluate your speaking. It includes samples of each task and specific advice on how to approach your own spoken responses.

Listen and Repeat

In the *Listen and Repeat* task, you will take part in a realistic scenario, like helping at the campus recycling center or leading a campus tour. You will speak English in a way that reflects everyday communication. The task measures how well you understand spoken language and how clearly and accurately you can repeat it — skills that are essential for success in academic and social settings.

You will hear a series of 7 sentences embedded in a meaningful context. These sentences are carefully crafted to reflect natural speech patterns, and they will increase in complexity as you progress through the task. The first couple of sentences tend to be short and simple, while later ones generally include longer phrases, compound structures, and more nuanced vocabulary. This progression helps measure your ability to handle increasingly sophisticated language.

Each sentence is paired with a visual cue, such as a diagram or image, which reflects the scenario. These visuals are not just decorative — they help ground the task in a real-world setting and guide your understanding of the context. As you move through the task, the image updates to show your progress and reinforces the communicative purpose of each repeated sentence.

You will repeat each sentence **only once**, immediately after hearing it.

SMART TIP

Timing is essential: Wait for the beep before speaking and aim to finish the sentence even if you make a mistake. Note that partial credit is awarded for accurate repetition of any part of the sentence, so do your best to recall and reproduce what you heard.

This task is scored holistically on a scale from 0 to 5 based on 2 key criteria:

- **Intelligibility:** How clearly you pronounce the words and phrases.
- **Accuracy:** How closely your repetition matches the original sentence.

By practicing this task, you are not just preparing for the TOEFL iBT® — you are building essential skills for real-life communication. Whether you are giving directions, explaining a process, or participating in a conversation, the ability to listen carefully and respond clearly is vital.

Types of Questions

Each *Listen and Repeat* task is designed to guide you through a gradual progression of sentence complexity. The exercise begins with **2 short sentences**, each typically containing 9 to 11 syllables. These sentences are simple in structure, often consisting of a single independent clause, and you are given **8 seconds** to repeat each one.

Next, the task introduces **3 medium-length sentences**. These sentences usually range from 14 to 16 syllables and may incorporate prepositional phrases or a dependent clause, adding a layer of syntactic variety. For these, you have **10 seconds** to respond, allowing time to process the slightly more intricate structure.

Finally, the sequence concludes with **2 long sentences**. These are the most challenging, spanning 19 to 23 syllables and featuring complex syntax. They often include multiple modifiers, serial lists, and dependent clauses. You are allotted **12 seconds** to repeat each of these sentences, ensuring that they have sufficient time to manage the increased linguistic demands.

Example

On the real test, you will see the introduction screen first. The narrator will read the scenario aloud.

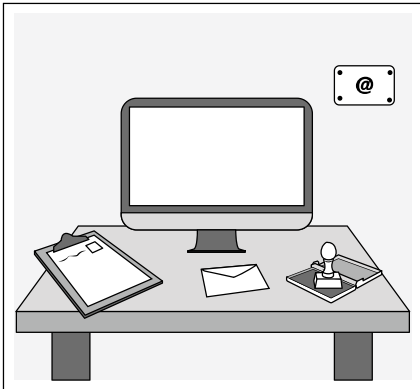
Listen to track 36.

*toefl ibt.

Volume 

Speaking | Question 1 of 11

You are working at the registrar's office. You are being trained to help students request official transcripts for graduate school applications. Listen to your trainer and repeat what he says. Repeat only once.



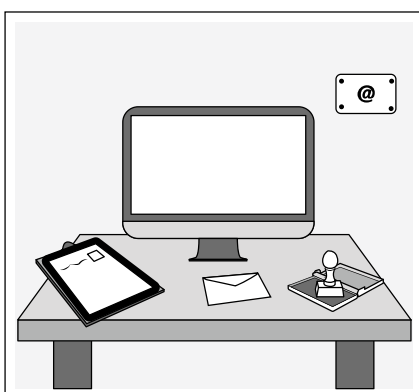
The screen will advance to the first question automatically. Be prepared, as the first sentence will play immediately.

Listen to track 37. 

 Volume 

Speaking | Question 1 of 11

Listen and repeat only once.



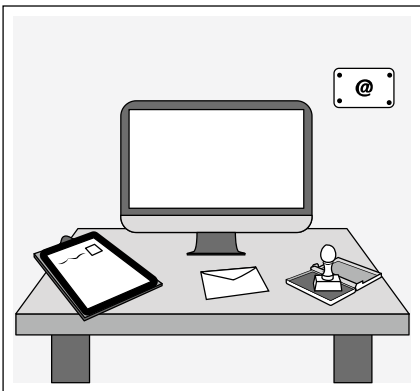
After the first sentence plays, there will be a 2-second pause followed by an audible beep. Start speaking after the beep. A timer on the screen will show how much time you have left to respond.

*toefl ibt.

Volume 🔊

Speaking | Question 1 of 11

Listen and repeat only once.



RESPONSE TIME

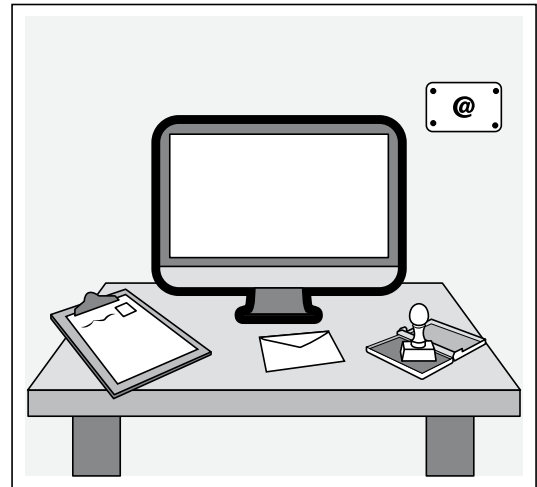
🕒 00:00:05

When the time is up, a pop-up will notify you that the response time has ended and that your response is being saved. The screen will then advance automatically to the next question.

Here are the remaining *Listen and Repeat* sentences in this example task:

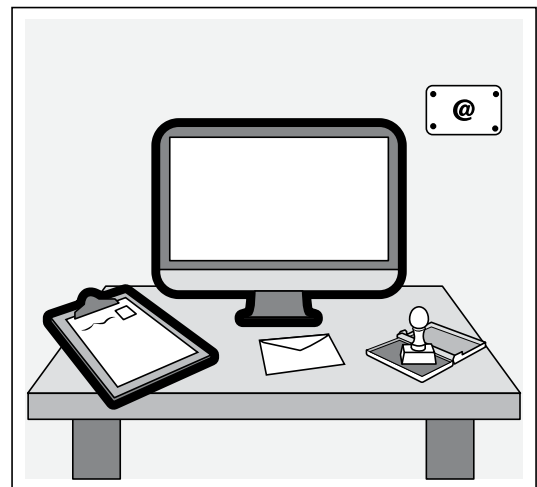
Listen to track 38. 

Repeat only once.



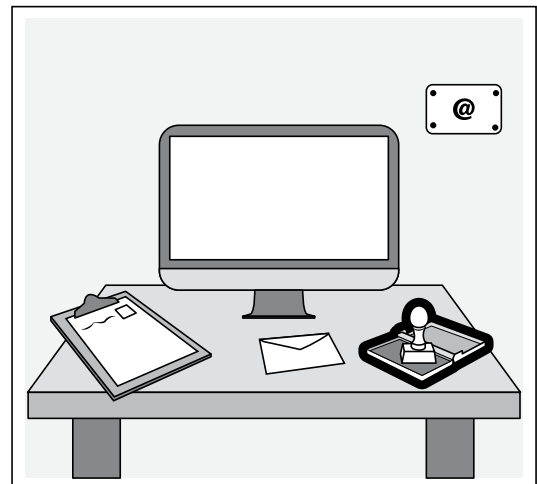
Listen to track 39. 

Repeat only once.



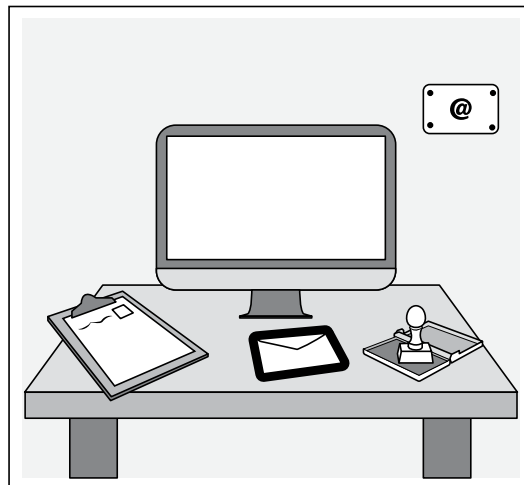
Listen to track 40. 

Repeat only once.



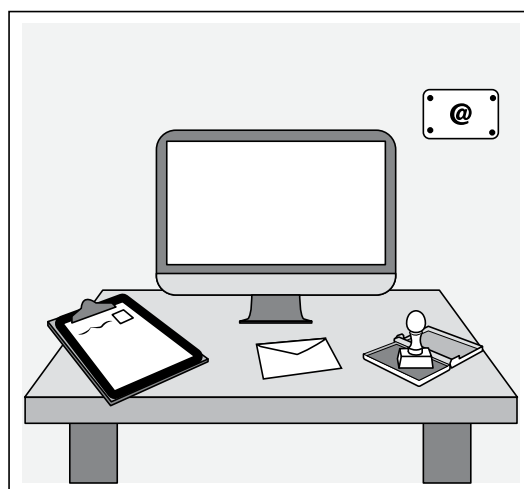
Listen to track 41.

Repeat only once.



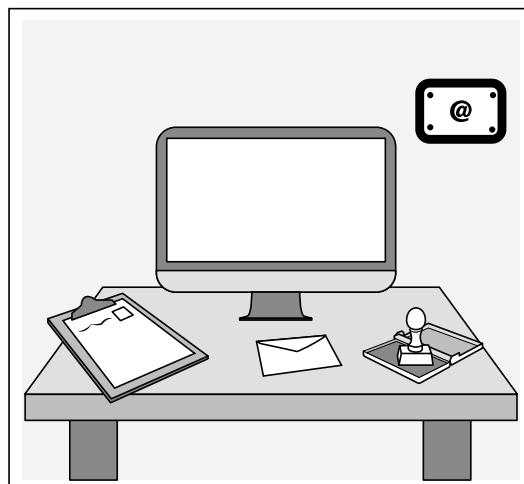
Listen to track 42.

Repeat only once.



Listen to track 43.

Repeat only once.



Listen and Repeat Task Scoring Guide

Score	General Description
5	The response exactly repeats the prompt. A typical response exhibits the following: The response is fully intelligible and is an exact repetition of the prompt.
4	The response captures the meaning expressed in the prompt, but it is not an exact repetition. A typical response exhibits the following: - Minor changes in words or grammar are present that do not substantially change the meaning of the prompt. For example: - One or two function words may be missing or changed. - A content word may be missing (in longer stimuli) or replaced with a related word, - markers of tense/aspect/number may be missing or incorrect, or - two words may be transposed. - One or two content words may be ambiguous because of imprecise pronunciation. The speaker may self-correct, but successfully completes the response
3	The response is essentially full, but it does not accurately capture the original meaning. A typical response exhibits the following: - The response contains a majority of the content words or ideas in the prompt. - Multiple function words may be changed or missing; one or more content words may be missing or substantively changed. - The response is a full sentence. - In some cases, intelligibility issues cause occasional difficulty in understanding meaning. The speaker may struggle over a word or phrase or run words together, reducing intelligibility.
2	The response is missing a significant part of the prompt and/or is highly inaccurate. A typical response exhibits the following: - A large portion of the prompt is missing, and important original meaning is left out. - The speaker may repeat the first part of the sentence. Then the speaker may stop or fill with inaccurate content and/or include the last few words. - The response is not a self-standing sentence; meaning is fragmentary. - Intelligibility is low; the response would be difficult to understand for a listener unfamiliar with the prompt.
1	The response captures very little of the prompt or is largely unintelligible. A typical response exhibits the following: - A minimal response of a few words is made; most of the prompt is missing. - The response is recognizable as an attempt to repeat the prompt, but it is mostly unintelligible.
0	No response OR the response is entirely unintelligible OR there is no English in the response OR the content is entirely unconnected to the prompt (or consists only of phrases such as “I don’t know”).

Transcripts and Explanations

The following transcripts provide the written text for the example task on pages xxx-xxx. Each transcript is followed by an explanation about how each sentence type meets the criteria explained previously.

- **Track 37 Transcript:** “Fill out the form to request your transcript.”
 - **Explanation:** This is a **short** sentence that has **10 syllables**. It has one independent clause with no modifiers or dependent clauses.
- **Track 38 Transcript:** “Log into the portal and check your records.”
 - **Explanation:** This is a **short** sentence that has **11 syllables**. This is a relatively simple sentence with a compound verb phrase joined by “and.”
- **Track 39 Transcript:** “Ensure your name on the form matches the records before submitting.”
 - **Explanation:** This is a **medium-length** sentence that has **17 syllables**. It contains both an independent clause and 2 short prepositional phrases (“on the form” and “before submitting”), which add detail and sequencing.
- **Track 40 Transcript:** “We will stamp your transcript with our seal before mailing it.”
 - **Explanation:** This is a **medium-length** sentence that has **14 syllables**. It contains an independent clause and 2 prepositional phrases (“with our seal” and “before mailing it”), making it slightly more layered than short sentences.
- **Track 41 Transcript:** “Your transcript will be mailed directly to your selected schools.”
 - **Explanation:** This is a **medium-length** sentence that has **15 syllables**. It contains an independent clause with an adverb (“directly”) and a prepositional phrase (“to your selected schools”), making it a moderate length with modifiers for precision.”
- **Track 42 Transcript:** “If you need an unofficial transcript, which you can keep for your own records, check this box.”
 - **Explanation:** This is a **long** sentence that has **22 syllables**. It has multiple clauses and modifiers, including a conditional clause (“If you need...”) plus a relative clause (“which you can keep...”) and a main clause (“check this box”).

- **Track 43 Transcript:** “Email the registrar’s office to resolve issues, such as missing courses, right away.”
 - **Explanation:** This is a **long** sentence that has **22 syllables**. It is an imperative that includes an embedded explanatory phrase (“such as incomplete courses”) and an adverbial phrase (“right away”).

Strategies for Listen and Repeat Tasks

- **Use the image or diagram to help you understand the context.** If you personally do not find the image to be helpful, do not be concerned or let it distract you. Focus on listening to the sentences that need to be repeated.
- **Wait for the beep before repeating the sentence.** This will allow your full response to be recorded.
- **Repeat the prompt only one time.** It is OK to have extra time at the end of the recording after you speak.
- **Continue to the end of the sentence.** If you are aware of making an error, such as a mispronunciation, do not let it distract you from finishing the sentence. Continue to the best of your ability to the end of the sentence.
- **Remember that partial credit is awarded.** If you do not recall the full sentence, do the best you can to repeat what you heard. Partial credit is awarded for any part of the sentence that is repeated accurately.
- **Practice repeating sentences.** The better you understand both simple and complex sentence structures, the easier it will be to recall and repeat the sentences. A good way to improve your skills is to repeat sentences from an audiobook or an online video.

Take an Interview

In the *Take an Interview* task, you will participate in a simulated conversation with a virtual interviewer. These interviews are set in realistic contexts — such as applying for a scholarship or participating in a research study — and are designed to mirror authentic spoken interactions. **It is critical to use your own words rather than memorized sentences and phrases in your responses.** Responses that appear to include memorized language will receive a lower score.

You will respond to 4 questions, each tied to the interview topic. The questions progress in complexity.

- Early questions focus on personal experiences and factual information.
- Later questions ask you to express opinions, speculate, or respond to hypothetical situations.

Each response must be completed within 45 seconds, and there is no preparation time — just like in real-life conversations. This task helps assess your ability to:

- speak clearly and coherently on general and academic topics
- express and support ideas with elaboration
- use a range of vocabulary and grammar effectively
- maintain a natural pace of conversation
- use rhythm and intonation to convey meaning

This task is scored holistically on a scale from 0 to 5, based on the following 4 key dimensions which reflect real-world speaking ability:

- **Relevance:** How well your response addresses the interviewer's question.
- **Elaboration:** How clearly and thoroughly you support your ideas.
- **Delivery:** How natural and fluent your speaking pace is, including pauses and rhythm.
- **Language use:** How accurately and effectively you use grammar and vocabulary.

By practicing this task, you are not just preparing for the TOEFL iBT® — you are developing essential skills for academic discussions, interviews, and everyday conversations. Whether you are sharing your opinion in class, describing a personal experience, or responding to a question in a meeting, the ability to speak clearly, support your ideas, and engage naturally is key to effective communication.

Types of Questions

The *Take an Interview* task typically includes personal questions and abstract or speculative questions. These question types are designed to elicit different communicative functions.

Personal Questions

Question Type	Example
Talk About Personal Experiences	“Can you tell me about a time when your daily routine was disrupted?”
Talk About Personal Plans, Desires, or Goals	“What are your career goals after you graduate?”
Talk About Personal Preferences or Interests	“What is one thing you did in school that you are proud of? Why are you proud of it?”
Make Observations About People Close to You	“How do your friends usually spend their weekends?”

Abstract and Speculative Questions

Question Type	Example
Share Opinions on Current Topics or Trends	“Do you think students learn better in groups or individually? Give reasons for your answer.”
Speculate About the Future	“What do you think will change about how people work in the next ten years? Why?”
Answer Hypothetical Questions (If you were...?)	“Imagine you’re unclear about a concept in class. If you were to ask for help, would you ask a classmate or your professor? Why?”

Example

On the real test, you will see the introduction screen first. The narrator will read the scenario aloud. A photo of the interviewer will be displayed.

Listen to track 44. 

*toefl ibt.

Volume 

Speaking | Question 8 of 11

You have volunteered for a research study at your university about how people make decisions in everyday life. You will have a short online interview with a researcher. The researcher will ask you some questions.



The screen will advance to the first question automatically. Be prepared, as the first sentence will play immediately.

Listen to track 45. 



Volume 

Speaking | Question 8 of 11

Please answer the interviewer's questions.



After the interviewer finishes asking the question, your response time will begin immediately. You will have 45 seconds to respond to each question. A timer on the screen will show how much time you have left to answer. The interviewer will nod and gesture to simulate active listening while you respond.

*toefl ibt.

Volume 🔊

Speaking | Question 8 of 11

Please answer the interviewer's questions.



RESPONSE TIME

 00:00:42

When the time is up, a pop-up will notify you that the response time has ended and that your response is being saved. Then the screen will advance automatically to the next question.

Here are the remaining interview questions in this example task:

Listen to track 46. 

Please answer the interviewer's questions.

Listen to track 47. 

Please answer the interviewer's questions.

Listen to track 48. 

Please answer the interviewer's questions.

Take an Interview Task Scoring Guide

Score	General Description
5	A fully successful response The response fully addresses the question, and it is clear and fluent. A typical response exhibits the following: • The response is on topic and well elaborated. • Good conversational speaking pace is maintained with appropriate and natural use of pauses. • Pronunciation is easily intelligible; rhythm and intonation effectively convey meaning. • A range of accurate grammar and vocabulary allows clear expression of precise meanings.
4	A generally successful response The response addresses the questions, and it is reasonably clear. A typical response exhibits the following: • The response is on topic and elaborated, but it may lack effective sentence-level connectors. • Good speaking pace is generally maintained, with some pausing that may minimally affect flow. • Intelligibility and meaning are not impeded by pronunciation, rhythm and intonation, although occasional words/phrases may require minor effort to understand. • Grammar and vocabulary are adequate to express general meanings most of the time.
3	A partially successful response The response addresses the question but with limited elaboration and/or clarity. A typical response exhibits the following: • The response is generally on topic, but elaboration may be relatively limited. • Frequent or lengthy pauses result in a choppy pace; fill words are frequent. • Intelligibility is sometimes affected by inaccuracies in word-level pronunciation or stress/rhythm. • Limited range and accuracy of grammar and vocabulary noticeably restrict the precision and clarity of meanings.
2	A mostly unsuccessful response The response reflects an attempt to address the question, but it is not supported in a meaningful and/or intelligible way. A typical response exhibits the following: • The response is minimally connected to the interviewer's question, but it has little or no relevant elaboration or consists mainly of language from the question. • Intelligibility is limited; the speaker's intended meaning is often difficult to discern. • The response shows a very limited range of grammar and vocabulary.
1	An unsuccessful response The response minimally addresses the question, and it may demonstrate very limited control of language. A typical response exhibits the following: • The response is only vaguely connected to language in the interviewer's question. • The response is mostly unintelligible. • The response consists of mainly isolated words or phrases.
0	No response OR the response is entirely unintelligible OR there is no English in the response OR the content is entirely unconnected to the prompt (or consists only of phrases such as "I don't know").

Transcripts, Sample Responses, and Explanations

The following speaking samples are responses to the example task on pages 238-239. Each sample response is followed by an explanation for why the response is a fully successful response based on the **Scoring Guide**.

- **Track 45 Transcript:** “Thank you for taking the time to speak with me today. I’d like to ask you some questions about decision-making in daily life. First, when you have a choice to make, do you usually decide quickly or take your time to think it over?”
 - **Sample Response:** Listen to track 49. 
 - **Transcript:** “Um... I think it depends on the situation, but most of the time, I take my time to think before I decide. Like, if it’s something small, I might just choose quickly, but for bigger things, I need to, uh, consider more options. Sometimes I feel a bit... rushed, but I try not to make decisions too fast. For example, when I have to choose a history course to take, I, I ask classmates before I choose. But if it’s just, like, picking a snack, I decide fast. I guess I am not very good at making quick decisions for important things... I prefer to think it over, so I don’t regret later. Uh, yeah, that’s how I usually do.”
 - **Explanation:** This response fully addresses the question by clearly explaining the speaker’s approach to decision-making, distinguishing between quick choices for minor matters and more thoughtful consideration for important ones. The answer is well elaborated, providing specific examples such as selecting a course to take versus picking a snack, which demonstrates the speaker’s ability to express precise meanings. The conversational pace is natural, with appropriate pauses and fillers that reflect authentic spoken English. Pronunciation is easily intelligible throughout, and the rhythm and intonation help convey the speaker’s intent. The grammar and vocabulary used are varied and accurate, with minor slips that are typical of a C1-level speaker and which do not impede understanding.
Overall, the response is clear, fluent, and demonstrates a full and thoughtful engagement with the prompt.
- **Track 46 Transcript:** “Thank you for sharing that. Can you tell me about a simple decision you made recently, such as choosing what to eat or what to wear? What factors did you consider before making your choice?”
 - **Sample Response:** Listen to track 50. 
 - **Transcript:** “Let me think... um, yesterday I had to decide what to eat for lunch. I was... I mean, I was feeling kind of hungry but also tired. So I thought about what was easy to make and also healthy. I looked in the fridge and saw some vegetables and eggs that my suitemate had bought for us, so I made an omelet. I considered, like, how much time I had, because I needed to go out afterward, so I didn’t want to eat something too heavy. Sometimes I just

order food, but yesterday I wanted to save money. I am not on the university's meal plan anymore. So, yeah, I chose omelet because it was quick, healthy, and cheap... That's how I decided."

- **Explanation:** The response is fully successful because it is on topic and well elaborated, describing a recent decision about what to eat for lunch. The speaker considers multiple factors — hunger, tiredness, time, health, and cost — showing a nuanced thought process. The answer includes specific details about the choice and the reasoning behind it, which adds depth and clarity. The conversational pace is maintained with natural pauses and fillers, and the speaker's pronunciation is clear, with minor self-corrections that do not affect intelligibility. The speaker also adds some context about university life to orient the listener to the scenario being described. Grammar and vocabulary are sufficiently varied to express the speaker's ideas precisely, and the response flows smoothly, reflecting a realistic and spontaneous speaking style. These features align with the criteria for a top-scoring response.

- **Track 47 Transcript:** "OK, good. Moving on, sometimes people ask others for advice before making a decision. Can you describe a time when you asked someone for advice about a decision? What was the situation, and how did their advice help you?"
 - **Sample Response:** Listen to track 51. 
 - **Transcript:** "Uh, yeah, I remember last month I had to choose a new phone. There were so many options, and I didn't know which one was best for me. I asked my classmate, he's... uh, he is really good with technology. I told him my budget and what I needed, like good camera and battery. He suggested a model that I didn't think about before. He explained why it was better for my needs and, um, showed me some reviews online. After talking to him, I felt more sure about my choice. I went to the campus computer store and bought the phone he recommended, and I'm happy with it... So, his advice really helped me make a good decision."
 - **Explanation:** This response meets the criteria for a fully successful answer by thoroughly addressing the question and providing a detailed account of a time the speaker sought advice about buying a new phone. The speaker explains the situation, the advice received, and the outcome, demonstrating clear elaboration and relevance. The pace is conversational, with natural fillers and pauses, and the pronunciation is easily intelligible, supported by effective rhythm and intonation. The grammar and vocabulary are varied and accurate, allowing the speaker to convey their experience and reasoning clearly. Minor errors and self-corrections are present but do not impede understanding, and the response remains fluent and well organized throughout.

- **Track 48 Transcript:** “Interesting — thank you. Some people believe that making decisions independently helps build confidence, while others think it’s better to consult with others to avoid mistakes. Do you think people should make decisions on their own or seek the advice of others? Why? Please explain your viewpoint.”
 - **Sample Response:** Listen to track 52. 
 - **Transcript:** “I think both approaches are valuable, but seeking advice is better for important decisions. For example, when I decide alone, sometimes I make mistakes. But if I ask others, like my family or friends, I get different opinions and, uh, more information. When I was choosing my university, I talked to my parents and teachers. They gave me advice about the programs. It helped me feel more confident. But for small things, I decide by myself, like what to wear or what to eat. I think asking advice is very useful because people can share their experience... But also, people need to learn how to trust themselves, and they can start with the easy decisions. So, yeah, overall, I agree more with seeking advice, but I think both ways are important.”
 - **Explanation:** The response is fully successful because it directly addresses the question, clearly stating the speaker’s preference for seeking advice and providing reasons and examples to support this viewpoint. The speaker moves effectively between making general claims about people and using personal experience as a supporting example. The answer is well elaborated, discussing both the benefits of consulting others and the value of making independent decisions, which shows a balanced and thoughtful perspective. The conversational pace is natural, with appropriate pauses, fillers, and varied sentence structures that reflect authentic speech. Pronunciation is clear and easily intelligible, and the speaker uses a range of grammar and vocabulary to express their ideas precisely. Minor slips are present but do not affect the overall clarity or fluency of the response, which remains engaging and relevant to the prompt.

Strategies for Take an Interview Tasks

- **Listen carefully to the interviewer's introduction.** The interview context will be explained at the start. Use this information to help you focus your thoughts and relate your answers to the topic. If you find the scenario unfamiliar, do not let it distract you — draw on your general experiences.
- **Begin thinking of relevant experiences or opinions as soon as the topic is introduced.** There is no preparation time before each question, so use the introduction to quickly recall personal stories, preferences, or viewpoints that fit the topic.
- **Answer each question directly and clearly.** Make sure your response addresses the specific question asked. Avoid going off-topic or giving memorized answers. If you are unsure, do your best to respond based on your own experiences or opinions.
- **Elaborate with details, examples, or reasoning.** Go beyond a simple answer by supporting your ideas. Share a brief story, give a reason for your opinion, or explain your thought process. This helps demonstrate your ability to communicate meaningfully.
- **Speak naturally and fluently.** Maintain a steady pace and clear rhythm. It is normal to use some pauses or filler words (“um,” “you know”) to gather your thoughts, but try to limit them and avoid long gaps.
- **Use varied vocabulary and accurate grammar.** Try to use a range of words and sentence structures. If you make a mistake, do not let it distract you — continue speaking to the end of your response.
- **Use the full 45 seconds to answer each question.** If you finish early, consider adding more details or examples to strengthen your response. If time is running out, move on to your next point to cover as much as possible.
- **Imagine you are having a friendly conversation.** Picture yourself sharing your experiences with a friend or classmate. This can help you relax and speak more comfortably.
- **Remember that partial credit is awarded.** If you cannot think of a complete answer, do your best to respond with what you know. Any relevant information you provide can earn points.
- **Practice timed speaking drills.** Record yourself answering sample interview questions within 45 seconds. Review your responses for clarity, fluency, and completeness. Ask for feedback on your pronunciation and delivery.
- **Do not use memorized language.** For example, avoid using memorized introductory or concluding phrases and sentences to lengthen your responses.

Strategies for Preparing for and Taking the Speaking Section

Preparing for the Speaking Section

- **Familiarize yourself with the updated task types.** The **Speaking** section now includes 2 distinct tasks: *Listen and Repeat* and *Take an Interview*. Each measures different aspects of spoken English — accurate repetition and coherent, spontaneous communication.
- **Practice with authentic scenarios.** Use sample prompts and practice tests that reflect real TOEFL iBT® tasks. For *Listen and Repeat* tasks, focus on accurately repeating sentences of increasing complexity. For *Take an Interview* tasks, practice responding to personal, abstract, and speculative questions within 45 seconds.
- **Record and review your responses.** After each practice session, listen to your recordings and use guiding questions to evaluate your performance.
 - Did I complete the task as instructed?
 - Was my speech clear and intelligible?
 - Did I use accurate grammar and varied vocabulary?
 - Did I organize my ideas logically?
 - Did I provide enough detail and elaboration?
 - Did I use the allotted time effectively?
- **Analyze your strengths and weaknesses.** Periodically reflect on what you do well and where you need improvement. Keep an audio journal to track your progress over time and seek feedback from teachers, tutors, or peers.
- **Monitor your speaking pace and delivery.** After each practice, ask yourself the following questions.
 - Did I speak too quickly or too slowly?
 - Did I pause too often or use too many filler words?
 - Was my pronunciation clear throughout?

SMART TIP

Simulate test conditions. Practice timed speaking drills to get comfortable with the response windows for each task. For *Listen and Repeat* tasks, practice repeating sentences after a beep, and for *Take an Interview* tasks, respond spontaneously to questions without preparation time.

Tips for Test Day

- **Listen carefully to all instructions and prompts.** The **Speaking** section is designed to elicit spontaneous speech, so pay close attention to the scenario and each question.
- **Use visuals and context cues.** For *Listen and Repeat* tasks, use the provided images or diagrams to help you understand the scenario. For *Take an Interview* tasks, use the introduction to focus your thoughts.
- **Speak clearly into the microphone.** Adjust your microphone and volume before starting. Speak at a natural volume — avoid whispering or placing your mouth directly on the microphone.
- **Answer each question as completely as possible.** Use the full time allowed for each response. If you finish early, add details or examples to strengthen your answer.
- **Do not worry about minor errors.** The **Scoring Guides** recognize that spontaneous speech may include occasional mistakes. Focus on communicating your ideas clearly and fluently.
- **Stay relaxed and confident.** Imagine you are having a friendly conversation. This can help you speak more naturally and comfortably.

Frequently Asked Questions About the Speaking Section

1. Why does the TOEFL iBT® test include a Speaking section?

The **Speaking** section assesses your ability to communicate effectively in English, both by accurately repeating spoken language and by expressing opinions and experiences in realistic scenarios. Speaking is a key skill for academic success, alongside **Listening**, **Reading**, and **Writing**.

2. What are the main types of tasks in the Speaking section?

There are 2 task types.

- **Listen and Repeat:** You repeat sentences in context, focusing on pronunciation and accuracy.
- **Take an Interview:** You respond to 4 questions in a simulated interview, demonstrating your ability to communicate meaningfully and spontaneously.

3. How much time do I have for each response?

- For *Listen and Repeat* tasks, response times vary by sentence length (8, 10, or 12 seconds).
- For *Take an Interview* tasks, you have 45 seconds to respond to each question.

Remember that there is NO preparation time for either task.

4. Can I take notes during the Speaking section?

Note-taking is not recommended for the **Speaking** section. The tasks are designed to elicit spontaneous speech, and focusing on listening and speaking will help you perform best. Taking notes may cause you to miss the audible beep prompt and reduce the sense of spontaneity in your responses.

5. How are my responses scored?

Responses are scored holistically, focusing on delivery (clarity, fluency), language use (grammar, vocabulary), elaboration (supporting ideas), and relevance (addressing the question).

6. Will mistakes affect my score?

Minor or occasional errors are expected and do not prevent a high score. Scoring focuses on overall performance, not the number of errors.

7. What if I don't finish my answer in time?

Use the time provided to give a thorough answer, but prioritize clarity and coherence over speed. Practice timed responses to get comfortable with the format.

8. What if I finish my answer before time runs out?

If you finish early, add details or examples to make your response more complete. Avoid repeating yourself; instead, clarify or elaborate on your ideas.

9. Can I go back and change an answer?

No. Each response is recorded and cannot be changed. If you make a mistake, you may correct yourself during your response, but you cannot rerecord.

10. How will my accent and pronunciation affect my score?

A natural accent is expected and does not affect your score unless it interferes with intelligibility. Occasional pronunciation errors are acceptable as long as your response is clear.



CHAPTER 6

TOEFL iBT® Practice Test

In this chapter, you will find a complete TOEFL iBT® **Practice Test**. You should read through the test questions on the following pages and mark your answers in the spaces provided. To hear the listening portions of the test (indicated by an icon), follow the instructions on how to play the numbered audio tracks that accompany this Guide.

Following the test, you will find an **Answer Key** and scoring information. You will also find scripts for the listening and speaking portions. Complete answer explanations, as well as sample spoken and written responses, are also provided.

Chapter 6: TOEFL iBT® Practice Test

— Reading

In this section, you will be able to demonstrate your ability to read and understand written English in both academic and everyday campus life contexts. You will complete a total of 50 questions across two modules — 35 questions in Module 1 and 15 questions in Module 2.

For the Reading section of this Practice Test, you will have approximately 20 minutes to complete Module 1 and approximately 9 minutes to complete Module 2.

Note that the actual test is multistage adaptive. That means the difficulty of Module 2 is determined by your performance on the first test module (Module 1). This **Practice Test** is linear, which means that all test takers receive the same set of questions in Module 2 regardless of their performance on Module 1.

You may review and revise your answers in each module of this section as long as time remains.

At the end of this **Practice Test**, you will find an **Answer Key**, information to help you determine your score, and explanations of the answers.

PRACTICE TEST READING SECTION TIME LIMITS

Module 1: Approximately 20 Minutes

Module 2: Approximately 9 Minutes

Module 1

1–10.

Fill in the missing letters in the paragraph.

The extinction of the golden toad, a brightly colored amphibian once found in the cloud forests of Costa Rica, serves as a poignant example of the fragility of tropical ecosystems. The golden toad's last confirmed sighting was in 1989. Scientists bel____ its dec____ is d____ to hab____ destruction, chan____ weather patt____, and dis____ caused b____ a ty____ of fungus th____ attacks the skin of amphibians. Conservationists study the golden toad's demise to understand how climate factors affect amphibian populations. This case underscores the importance of preserving sensitive habitats and addressing global environmental challenges to protect biodiversity.

11–20.

Fill in the missing letters in the paragraph.

The study of animal behavior, specifically that of insects, provides insight into the complex interactions within ecosystems. Insects exhl____ a br____ range o____ behaviors fr____ foraging a____ mating t____ complex soc____ organization. F____ instance, be____ perform intr____ dances to communicate the location of food sources. Ants communicate using chemical signals called pheromones, which help coordinate complex tasks like defending the colony and locating resources. This cooperative behavior ensures the survival and efficiency of their communities.

Read an email.

Subject:	Cooking class
-----------------	---------------

Maria Lopez,

Thank you for your interest in the Foster Dining Hall cooking class.

There is currently a waiting list for this popular event. To secure your spot, respond to this email to confirm your registration.

There is a \$10 fee for the use of equipment and ingredients, payable when you arrive.

Hair nets will be provided and must be worn at all times in the dining hall kitchen. We have aprons for you to borrow, or you can bring your own.

Best regards,

Michael Brown

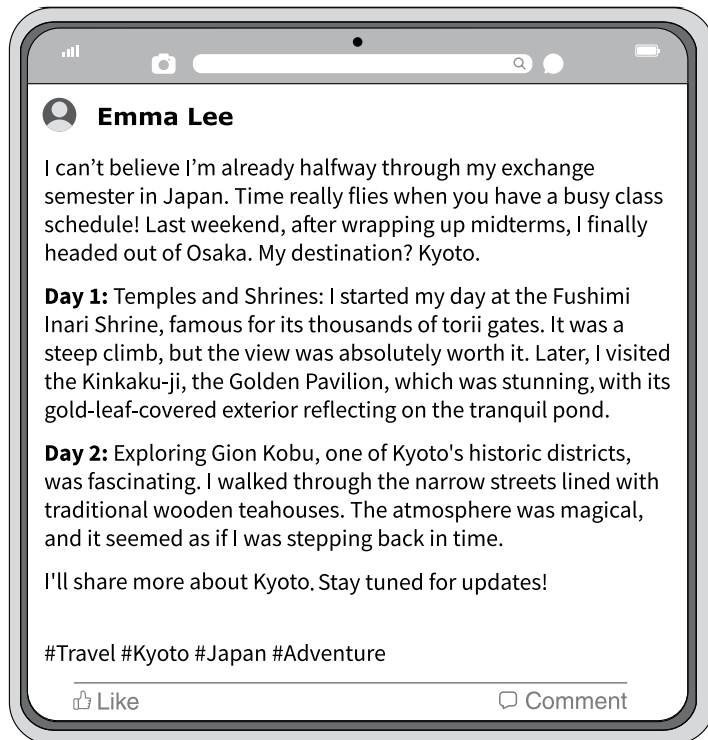
21. What can be inferred about Maria Lopez' spot in the class?

- A. She is currently on the waiting list.
- B. She will lose her spot if she does not respond to this email.
- C. She will secure her spot after she pays a fee.
- D. She has indicated to Michael Brown that she cannot attend.

22. What must Maria Lopez take to the class?

- A. A \$10 payment
- B. Some ingredients
- C. A hair net
- D. An apron

Read a social media post.



23. What is suggested about Emma's semester?

- A. She is studying in Kyoto as an exchange student.
- B. She has visited many cities across Japan in the first half of the semester.
- C. She was too busy with coursework to travel until last weekend.
- D. She has not spent a lot of time preparing for her midterms.

24. What can be inferred about the Kinkaku-ji?

- A. It is located within the Fushimi Inari Shrine.
- B. Its roof is covered with leaves from nearby trees.
- C. It is located next to a small body of water.
- D. It is on top of a hill.

25. Which statement best characterizes Emma's experience in Gion Kobu?

- A. She was excited to view the performances of street magicians.
- B. She felt like she was visiting a different historical period.
- C. She did not have time to see many of the things that she wanted to see there.
- D. She enjoyed drinking tea in the traditional teahouses.

Ancient Aqueducts

Aqueducts are among the most impressive engineering **feats** of ancient civilizations. **[A]** Aqueducts are structures built to transport water from a distant source to cities and towns. **[B]** The Romans, in particular, perfected the construction of aqueducts, using gravity to carry water over long distances. **[C]** Roman aqueducts were made of stone, brick, and concrete and included tunnels, bridges, and pipes. **[D]** The aqueducts were essential to the growth and sustainability of Roman cities. They supplied water for public baths, fountains, households, and agriculture. One famous example is the Pont du Gard in France. Built in the first century A.D., it spans 50 kilometers and features a three-tiered bridge that remains standing today.

Aqueducts were not unique to the Roman Empire. Ancient Greece, Persia, and India also developed systems for water transport. Persian aqueducts, known as qanats, were underground channels tapping groundwater sources. These systems were exceptionally durable and could last for centuries. However, constructing and maintaining aqueducts required significant resources and labor. Despite these challenges, aqueducts were essential investments in ancient infrastructure and played a crucial role in development.

26. The word “feats” in the passage is closest in meaning to

- A. examples
- B. achievements
- C. skills
- D. investments

27. Why does the author mention public baths, fountains, households, and agriculture?

- A. To imply that the construction of Roman aqueducts required a lot of effort
- B. To indicate that Roman cities needed more water than aqueducts could provide
- C. To emphasize the rapid growth and impressive sustainability of Roman cities
- D. To explain the usefulness of Roman aqueducts

28. What specific ancient structure is mentioned in the passage as still existing today?

- A. A tunnel
- B. A bridge
- C. A fountain
- D. A channel

29. What problem with ancient aqueducts is mentioned in the passage?

- A. The environmental damage they caused by using groundwater
- B. The limited amount of water they could provide
- C. Their frequent lack of durability
- D. The cost and effort of building and maintaining them

30. There are four locations in the passage (marked with [A], [B], [C], and [D]) that indicate where the following sentence could be added.

This meant that the source of the water had to be higher than the city to which it was brought.

Where would the sentence best fit?

- A. Location A
- B. Location B
- C. Location C
- D. Location D

Advancements in Renewable Energy Engineering

[A] Photovoltaic (PV) cells that convert sunlight into electricity are one innovative solution to harness renewable energy. **[B]** When sunlight hits the PV cell, it is absorbed by a semiconductor material, usually silicon. The energy from the light knocks electrons loose from atoms, creating a flow of electric current. This current is then captured and can be used to power electrical devices. A common misconception is that, at night, PV cells store energy like a battery. **[C]** In fact, they convert sunlight into electricity in real time; to store energy, a separate energy storage system, like a battery, is required. **[D]** Researchers are also developing what are called moonlight solar panels, which can generate electricity at night, during rain, and under overcast skies. They make renewable energy a more **viable** option in diverse environments.

Floating wind farms are another interesting innovation. Mounted on buoyant platforms tethered to the ocean floor, they can be deployed far from land, where wind speeds are often stronger and more consistent than those on land. Underwater cables transmit electricity they generate back to shore. While challenges such as maintenance and initial costs persist, the long-term benefits are substantial.

31. According to the passage, what does NOT occur inside PV cells?

- A. Silicon or another material absorbs sunlight.
- B. Electrons become less tightly bound to atoms.
- C. A flow of electric current is captured.
- D. Electricity is stored in a battery.

32. What does the author indicate about moonlight solar panels?

- A. They are more efficient and cost-effective than traditional PV cells.
- B. They can function in low-light conditions.
- C. They can be used to store energy over a long period of time.
- D. They do not convert energy in real time.

33. The word “viable” in the passage is closest in meaning to

- A. practical
- B. predictable
- C. valuable
- D. adaptable

34. The passage suggests that, compared to traditional wind farms, what is an advantage of floating wind farms?

- A. They harness wind energy in larger amounts and more consistently.
- B. They are easier to install and maintain.
- C. They use underwater cables, which are more cost-effective than cables installed on land.
- D. They last for a longer time.

35. There are four locations in the passage (marked with [A], [B], [C], and [D]) that indicate where the following sentence could be added.

How do they work?

Where would the sentence best fit?

- A. Location A
- B. Location B
- C. Location C
- D. Location D

STOP.

This is the end of Module 1 of the Reading section of the TOEFL iBT® Practice Test.

Module 2

1–10.

Fill in the missing letters in the paragraph.

Textile weaving is a traditional craft that involves interlacing threads to create fabric. Weavers use looms to hold the threads in place while they work. Nat_____ fibers li_____ wool, cot_____, and si_____ are comm_____ used, tho_____ synthetic mate_____ are al_____ popular. Techn_____ such a_____ plain weave, twill, and satin weave produce different textures and patterns. Textile weaving has been practiced by cultures worldwide, each developing unique styles. Ikat weaving from Indonesia, for example, uses a resist-dye method to create vibrant colors and symbolic motifs that reflect cultural identity and regional traditions.

Urbanization and Social Geography

Urbanization is the transformation of rural areas into urban ones. **[A]** Social geography studies these changes and helps us understand urbanization's implications on human societies. Unlike geography, which examines landscapes, climates, and natural hazards, social geography focuses on the interaction between society and landscapes. The term "social geography" was first used by French geographer Élisée Reclus and by followers of the French sociologist Frédéric Le Play, possibly independently of each other, at the end of the nineteenth century. **[B]**

As cities grow, they attract people from rural areas seeking employment and better living conditions. This migration leads to higher population densities, affecting social relationships and community structures. Dense populations can foster anonymity, as the sheer number of people in urban environments often reduces the likelihood of repeated interactions with the same individuals. **[C]**

Cities offer better access to healthcare, education, and public services than rural areas. **[D]** However, this concentration can lead to **disparities**, with some urban residents benefiting more than others. Social geography seeks solutions to ensure equitable resource distribution.

Cities are melting pots, bringing together people from various backgrounds. This diversity can enrich urban life but also presents challenges in integration and social cohesion. Social geographers analyze cultural dynamics and propose measures to enhance inclusivity.

11. Why does the author mention Élisée Reclus and Frédéric Le Play?

- A. To identify the origins of social geography as a field of study
- B. To suggest that social geography has evolved significantly over the years
- C. To contrast the differences between geography and social geography
- D. To explain the existence of two independent schools of thought within the field of social geography

12. According to the passage, increased population densities result in

- A. sharp declines in living conditions
- B. stronger bonds with people from a common cultural background
- C. fewer opportunities to encounter the same individuals multiple times
- D. a reduction in access to resources like healthcare

13. The word “disparities” in the passage is closest in meaning to

- A. inequalities
- B. difficulties
- C. debates
- D. shortages

14. What is NOT mentioned in the passage as a topic included in social geography?

- A. How society changes as a result of urbanization
- B. How population growth affects employment
- C. How urban resources can be distributed in a fair way
- D. How to ensure that people from various backgrounds coexist in harmony

15. There are four locations in the passage (marked with [A], [B], [C], and [D]) that indicate where the following sentence could be added.

It alters how people interact with the landscape and with each other.

Where would the sentence best fit?

- A. Location A
- B. Location B
- C. Location C
- D. Location D

STOP.

This is the end of Module 2 of the Reading section of the TOEFL iBT® Practice Test.

Chapter 6: TOEFL iBT® Practice Test

— Listening

In this section, you will be able to demonstrate your ability to listen to and understand spoken English in both academic and everyday campus life situations. You will complete a total of 47 questions across two modules — 32 questions in Module 1 and 15 questions in Module 2.

For the Listening section of this Practice Test, you will have approximately 18 minutes to complete Module 1 and approximately 9 minutes to complete Module 2.

Note that the actual test is multistage adaptive. This means the difficulty of Module 2 is determined by your performance on the first test module (Module 1). This **Practice Test** is linear, which means that all test takers receive the same set of questions in Module 2 regardless of their performance on Module 1.

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

Answer the questions based on what is stated or implied by the speakers.

In some questions, you will see this icon: . This means that you will listen to an audio track to hear, but not see, the question.

In the actual test, you must answer all questions IN ORDER. You will not be able to return to previous questions or replay an audio track.

At the end of this **Practice Test**, you will find an **Answer Key**, information to help you determine your score, listening scripts, and explanations of the answers.

PRACTICE TEST LISTENING SECTION TIME LIMITS

Module 1: Approximately 18 Minutes

Module 2: Approximately 9 Minutes

Module 1

1. Play track 53. Then choose the best response.

- A. What about this evening, then?
- B. How about a movie?
- C. Well, I understand.
- D. Sounds like a plan.



2. Play track 54. Then choose the best response.

- A. Jenna disagrees.
- B. It's a demanding project.
- C. Keith has all the right skills.
- D. Let's find out why.



3. Play track 55. Then choose the best response.

- A. Sure you do.
- B. Sorry—I'm new on campus.
- C. Yes, I love the library.
- D. This is such a large campus.



4. Play track 56. Then choose the best response.

- A. I recorded our interviews.
- B. I missed your show last night.
- C. I still have time to grab breakfast.
- D. When did you begin your studies?



5. Play track 57. Then choose the best response.

- A. I absolutely love it.
- B. My favorite restaurant.
- C. The grocery store is closed.
- D. I watched a cooking show.



6. Play track 58. **Then choose the best response.**

- A. We're getting new ergonomic chairs next week.
- B. We had a session about the changes.
- C. The new layout map was posted online.
- D. There are a lot of comfortable places to study.



7. Play track 59. **Then choose the best response.**

- A. I got an early start.
- B. Not to my knowledge.
- C. There's a restroom on every floor.
- D. It's one floor up.



8. Play track 60. **Then choose the best response.**

- A. I couldn't make it.
- B. Let's go together.
- C. I'll wait for you there.
- D. Are you going to attend?



9. Play track 61. **Then choose the best response.**

- A. With friends.
- B. Yoga.
- C. It's stressful.
- D. My dorm room.



10. Play track 62. **Then choose the best response.**

- A. I'll cancel the subscription.
- B. Oh, I'm sorry to hear that.
- C. She's a court-appointed lawyer.
- D. I decided to reschedule for next week.



11. Play track 63.  **Then choose the best response.**

- A. Does tomorrow work?
- B. I'm a big fan of the opera.
- C. In a minute.
- D. I'm on vacation



12. Play track 64.  **Then choose the best response.**

- A. John did.
- B. No, they're on the way.
- C. Next week, I think.
- D. I need reading glasses.



Play track 65 to listen to a conversation. 

13. What did the man say about the new café?

- A. The staff is helpful.
- B. The menu includes vegetarian options.
- C. The food and drinks are affordable.
- D. The location is easy to find.



14. What does the woman mean when she says, "I'll check it out"?

- A. She will visit the café.
- B. She will borrow a book to read.
- C. She will write a check to the café this weekend.
- D. She will pay for her items now.

Play track 66 to listen to a conversation. 

15. Why is the man focusing on four companies?

- A. He was assigned to research only those four companies.
- B. He wanted to compare the most significant competitors.
- C. He couldn't find enough information about smaller companies.
- D. He didn't have time to research more than four companies.



16. What will the woman probably do next?

- A. Help the man write his section
- B. Print the final version of the project
- C. Ask the professor for one more day to finish
- D. Send the man a file with presentation slides

Play track 67 to listen to a conversation. 

17. What are the speakers discussing?

- A. Their class schedules
- B. Travel plans for a conference
- C. Campus housing options
- D. Progress on a group report



18. What can be inferred about the woman?

- A. She has never traveled by plane before.
- B. She wants to avoid spending a lot of money.
- C. She is unfamiliar with the destination.
- D. She is still working on a presentation.

Play track 68 to listen to an announcement in a classroom. 

19. What best describes room 304, according to the announcement?

- A. It has received a technical enhancement.
- B. It was temporarily being used by students.
- C. It is right next to the library annex.
- D. It may possibly be converted into a science lab.



20. What does the speaker ask students to do?

- A. Review their notes
- B. Go to the library
- C. Check their equipment
- D. Continue to be punctual

Play track 69 to listen to an announcement in a classroom. 

21. What does the speaker imply about the Williams Building?

- A. It will soon be closed for renovations.
- B. It is the largest building on campus.
- C. It is located far away from where the class meets.
- D. It was originally constructed as a dormitory for students.



22. What problem is the speaker most likely addressing by making a change?

- A. Students have been eating during class.
- B. Students have been unable to find parking spaces.
- C. Students have been failing to complete assignments on time.
- D. Students have been arriving late to class.

Play track 70 to listen to an announcement in a classroom. 

23. How may students submit the form discussed in the announcement?

- A. By giving it to their professor
- B. By bringing it to the Economics Department
- C. By using the university's online portal
- D. By sending an email



24. What is most likely the significance of this week?

- A. Orientation for new students is beginning.
- B. Students are preparing for final exams.
- C. The semester is ending.
- D. Students are choosing their majors.

Play track 71 to listen to part of a science podcast. 

25. What is the talk mainly about?

- A. The consequences of using fossil fuels
- B. A comparison of two sources of renewable energy
- C. Factors affecting the production of solar power
- D. Environmental impacts of renewable energy



26. What does the speaker say about batteries when discussing solar power?

- A. They are not needed.
- B. They are an important innovation.
- C. They may be damaged by bad weather.
- D. They can be quite costly.

27. Why does the speaker describe the noises that a wind turbine makes?

- A. To explain why they are not usually found in residential areas
- B. To help listeners distinguish between two types of wind turbines
- C. To explain how technicians know that a wind turbine needs maintenance
- D. To identify a common complaint that wind farms receive

28. What does the speaker imply about wind farms that are located offshore?

- A. They are becoming more common.
- B. They involve extra maintenance costs.
- C. They are much more productive than other wind farms.
- D. They are easier to operate than other wind farms.

Play track 72 to listen to a talk on a podcast about art. 

29. What is the main topic of the talk?

- A. The history of graffiti in urban environments
- B. The evolution and impact of street art on cities
- C. Different styles of mural painting
- D. Legal issues surrounding public art



30. Why does the speaker mention marginalized communities?

- A. To explain the financial challenges faced by street artists
- B. To highlight one of the social issues that street art can address
- C. To discuss the legality of creating murals without permission
- D. To describe the aesthetic qualities of street art

31. What challenge related to street art does the speaker mention?

- A. Finding artists to create murals
- B. Securing funding for large projects
- C. Gaining official permission to create artwork
- D. Promoting messages of unity and hope

32. What is the speaker's attitude toward street art?

- A. Skeptical that it should be considered art
- B. Mostly negative, because of its legal and practical challenges
- C. Hopeful that some students will begin creating it
- D. Generally positive, with recognition of some drawbacks

STOP.

This is the end of Module 1 of the Listening section of the TOEFL iBT® Practice Test.

Module 2

1. Play track 73. Then choose the best response.

- A. It's near the library.
- B. The hours are on the door.
- C. They get a lot of customers.
- D. I went there with my friend.



2. Play track 74. Then choose the best response.

- A. I need to prioritize other work.
- B. Let's leave the package at the door.
- C. I'm not sure that's the case.
- D. I forgot to save my work.



3. Play track 75. Then choose the best response.

- A. Could I listen to it?
- B. Will it be next Tuesday?
- C. Yes, let's go together.
- D. It was quite informative.



4. Play track 76. Then choose the best response.

- A. It's under renovation.
- B. On Mondays.
- C. Last week, I think.
- D. I don't know its location.



5. Play track 77. Then choose the best response.

- A. I received some useful feedback from a tutor.
- B. I'll check the schedule and see.
- C. I'll probably ask my roommate for some help.
- D. Could you put some more paper in the printer for me?



Play track 78 to listen to a conversation. 

6. Why did the woman change the meeting location?

- A. The original room was too small.
- B. The library canceled their reservation.
- C. The student center is closer to their dorms.
- D. They needed access to a projector.



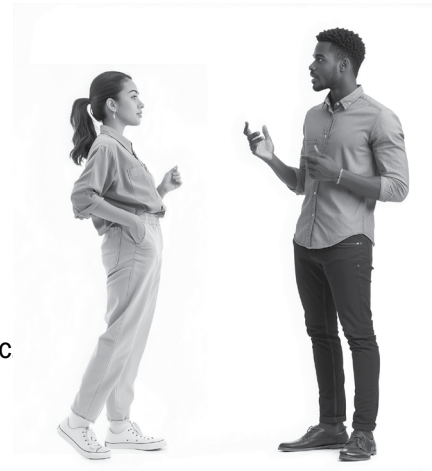
7. Why does the man say, “I’ll post the update in our group chat”?

- A. To indicate that information in the group chat is confusing
- B. To double-check the new location
- C. To confirm that he will notify the other group members
- D. To invite the woman to join a group chat

Play track 79 to listen to a conversation. 

8. What was the man’s response to the performance?

- A. He appreciated the wide variety of music played.
- B. He was moved by the sound of the music.
- C. He admired the high quality of the audio in the hall.
- D. He was amazed by the light show that accompanied the music



9. Why does the woman plan to write a review of the event?

- A. To criticize the high cost of tickets
- B. To encourage more students to attend
- C. To suggest some different bands for future events
- D. To propose renovations to the concert hall

Play track 80 to listen to an announcement at a school event. 

10. According to the speaker, how might students benefit from attending the fair?

- A. They can meet new people.
- B. They can obtain information about volunteer opportunities.
- C. They can receive a discount at the university bookstore.
- D. They can learn about campus clubs.



11. What must students do in order to volunteer?

- A. Go to the student activities office
- B. Log on to the university website
- C. Arrive an hour before the event
- D. Sign up at the registration booth

Play track 81 to listen to a talk in an anthropology class. 

12. What is the main topic of the talk?

- A. The spread of cultural beliefs and practices
- B. Challenges overcome by early farming techniques
- C. The lasting impact of ancient cultures on modern societies
- D. Ancient technologies that are still in use today



13. Why does the speaker mention irrigation systems and terrace farming?

- A. To suggest that some ancient practices were more impactful than others
- B. To provide examples of agricultural techniques that spread to neighboring regions
- C. To explain how societies moved from hunting and gathering to agriculture
- D. To illustrate the cultural differences among various regions

14. What does the speaker say about religious traditions?

- A. They often adapted to incorporate local customs.
- B. They rarely spread beyond their place of origin.
- C. They had a major influence on the diffusion of language.
- D. They transformed literacy and recordkeeping.

15. According to the speaker, why is cultural diffusion sometimes met with resistance?

- A. It may require the adoption of new agricultural practices.
- B. It can become an obstacle to economic progress.
- C. It may be seen as a threat to existing traditions.
- D. It often requires learning a new language.

STOP.

This is the end of Module 2 of the Listening section of the TOEFL iBT® Practice Test.

Chapter 6: TOEFL iBT® Practice Test

— Writing

In this section, you will be able to demonstrate your ability to write and communicate effectively in English across academic and everyday campus life contexts. You will complete a total of 12 questions across 3 task types.

For the Writing section of this Practice Test, you will have approximately 23 minutes to complete all 12 questions.

- **Build a Sentence:** 10 questions, approximately 6 minutes
- **Write an Email:** 1 question, approximately 7 minutes
- **Write for an Academic Discussion:** 1 question, approximately 10 minutes

For the *Write an Email* and *Write for an Academic Discussion* tasks, you may review and revise your written responses as long as time remains.

At the end of this **Practice Test**, you will find an **Answer Key** and explanations for the *Build a Sentence* questions, sample responses for the *Write an Email* and *Write for an Academic Discussion* tasks, and sample comments about those responses. Refer to the **Scoring Guide** in Chapter 4 to evaluate your written responses for each task type.

PRACTICE TEST WRITING SECTION TIME LIMITS

Build a Sentence:	Approximately 6 Minutes
Write an Email:	Approximately 7 Minutes
Write for an Academic Discussion:	Approximately 10 Minutes

1. Make an appropriate sentence.



I'm planning a surprise party for my roommate.



What a coincidence— _____
_____ my roommate.

for / the / same / as / I'm / doing

2. Make an appropriate sentence.



How are your Polish lessons going?



I'm actually learning on my own _____
_____ conversations.

to / that / simulate / uses AI / with an app / how

3. Make an appropriate sentence.



Tonight, I'm going to try the new restaurant right across from campus.



_____ last week _____
_____ .

with / from / went / I / the hiking club / try / my friends

4. Make an appropriate sentence.



I have to finish my homework before dinner.



_____ ?

subjects / assignments in / you / have / do / what

5. Make an appropriate sentence.



I need to pick up some groceries after class.



_____ ?

you / store / going to / are / which

6. Make an appropriate sentence.



The student association is organizing a charity event next month.



I _____ the event _____ .

organize / the children's / support / will / hospital / hear

7. Make an appropriate sentence.



I'm thinking about redecorating my dorm room.



----- ?

you / are / considering / what / style

8. Make an appropriate sentence.



I missed the lecture this morning.



----- someone?

you / get / from / notes / did / the

9. Make an appropriate sentence.



I'm going to attend the career workshop on Sunday.



----- gain?

there / are / any / specific / you're / skills / hoping to

10. Make an appropriate sentence.



I have to prepare for the big presentation next week.



----- ?

your / have / finished / creating / slides / you

[illegible]

12.

Your professor is teaching a class on history. Write a post responding to the professor's question.

In your response, you should do the following.

- Express and support your opinion.
- Make a contribution to the discussion in your own words.

An effective response will contain at least 100 words.



Dr. Gupta

Lately, we have been exploring the value of studying history and its relevance to modern life. Some historians argue that understanding historical events—such as revolutions, social movements, and political conflicts—helps us make sense of current issues like inequality, climate policy, and international relations. Others, however, believe that focusing too much on the past can distract us from solving urgent problems in the present, such as technological changes or public health crises. Which view do you agree with? Why?



Andrew

I agree that studying history is essential to understanding current issues. It reveals patterns in human behavior and thus can help us avoid repeating mistakes. This context is crucial for making informed, thoughtful choices in politics, society, and even personal life.



Claire

I believe that focusing on the present is more important. It is true that studying history can help build critical-thinking skills, but addressing today's unique challenges requires immediate action and innovative thinking tailored to current circumstances rather than past lessons.

STOP.

This is the end of the Writing section of the TOEFL iBT® Practice Test.

Chapter 6: TOEFL iBT® Practice Test

— Speaking

In this section, you will be able to demonstrate your ability to speak and communicate effectively in English across academic and everyday campus life contexts. You will complete a total of 11 questions across 2 task types: *Listen and Repeat* and *Take an Interview*.

For the Speaking section of this Practice Test, you will have approximately 3 minutes to answer the *Listen and Repeat* questions and approximately 5 minutes to answer the *Take an Interview* questions.

SMART TIP

For this **Practice Test**, we suggest using a personal recording device to record and play back your responses. It is also recommended that you use a timing device, as each question has a time limit.

For each question, play the listed audio or video track and follow the directions to complete the task. **Since these tasks are designed to elicit spontaneous speech, taking notes while listening is NOT recommended.**

In some questions, you will see one of these icons:  or . The  icon means that you will listen to an audio track to hear, but not see, the question. The  icon means that you will watch a video in which the interviewer asks you the question.

At the end of this **Practice Test**, you will find listening scripts for the audio tracks, transcripts for the video tracks, sample responses, and sample comments about those responses. Refer to the **Scoring Guide** for each task type in Chapter 5 to evaluate your recorded responses to each question.

PRACTICE TEST SPEAKING SECTION TIME LIMITS

Listen and Repeat:	Approximately 3 Minutes
Take an Interview:	Approximately 5 Minutes

Play track 82 to listen to the instructions. 

You have volunteered to provide help in a student resource room. The manager is training you to help students use office equipment. Listen to the manager and repeat what the manager says. Repeat only once.



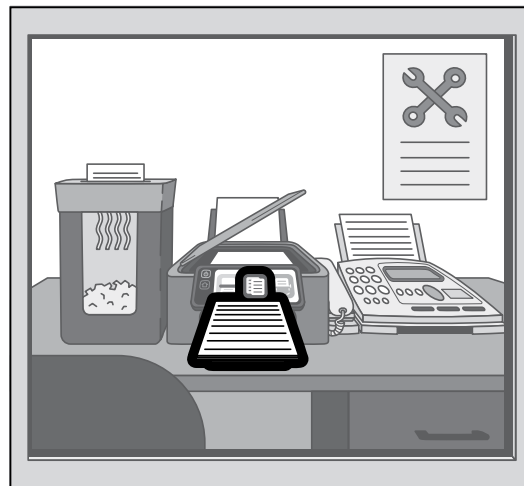
1. Now play track 83 to hear the first sentence. 

Listen and repeat only once. (Time limit: 8 seconds)



2. Now play track 84 to hear the second sentence. 

Listen and repeat only once. (Time limit: 8 seconds)



3. Now play track 85 to hear the third sentence.

Listen and repeat only once. (Time limit: 10 seconds)



4. Now play track 86 to hear the fourth sentence.

Listen and repeat only once. (Time limit: 10 seconds)



5. Now play track 87 to hear the fifth sentence.

Listen and repeat only once. (Time limit: 10 seconds)



6. Now play track 88 to hear the sixth sentence.

Listen and repeat only once. (Time limit: 12 seconds)



7. Now play track 89 to hear the seventh sentence.

Listen and repeat only once. (Time limit: 12 seconds)



Play track 90 to listen to the instructions. 🎧

You have volunteered for a research study at your university about people's experiences with art and creativity. You will have a short online interview with a researcher. The researcher will ask you some questions.



8. Now play video 1 🎥 to see the interviewer ask the first interview question.

Please answer the interviewer's questions. (Time limit: 45 seconds)

9. Now play video 2 🎥 to see the interviewer ask the second interview question.

Please answer the interviewer's questions. (Time limit: 45 seconds)

10. Now play video 3  to see the interviewer ask the third interview question.

Please answer the interviewer's questions. (Time limit: 45 seconds)

11. Now play video 4  to see the interviewer ask the fourth interview question.

Please answer the interviewer's questions. (Time limit: 45 seconds)

STOP.

This is the end of the Speaking section of the TOEFL iBT® Practice Test.



CHAPTER 6

TOEFL iBT® Practice Test

Answers, Explanations, and Scripts

READING

Answer Key and Self-Scoring Chart

Directions: Check your answers against the key below. If you chose the correct answer, write the number “1” in the box to the right of each scored question (in the “Your Raw Points” column). If you did not choose the correct answer, write the number “0” in the box to the right of each scored question. Total your points at the bottom of each chart.

Please note that Module 1 contains 15 unscored questions. Unscored questions are worth 0 points. While you answered 35 questions in Module 1, only 20 of the questions are scored. **The purpose of unscored questions is typically to gather data on question performance for future use in scored sections of the test.**

Module 1

Question Number	Correct Answer	Your Raw Points
Complete the Words		
1.	bel <u>ie</u> ve	
2.	decl <u>ine</u>	
3.	d <u>ue</u>	
4.	hab <u>itat</u>	
5.	chang <u>ing</u>	
6.	patt <u>erns</u>	
7.	dis <u>ease</u>	
8.	b <u>y</u>	
9.	typ <u>e</u>	
10.	th <u>at</u>	
11.	exh <u>ibit</u>	0: unscored
12.	broa <u>d</u>	0: unscored
13.	o <u>f</u>	0: unscored
14.	fr <u>om</u>	0: unscored
15.	an <u>d</u>	0: unscored
16.	to <u>o</u>	0: unscored
17.	so <u>cial</u>	0: unscored
18.	For <u>o</u>	0: unscored
19.	bee <u>s</u>	0: unscored
20.	intric <u>ate</u>	0: unscored
TOTAL:		

Question Number	Correct Answer	Your Raw Points
Cooking Class		
21.	B	
22.	A	
Social Media Post		
23.	C	
24.	C	
25.	B	
Ancient Aqueducts		
26.	B	0: unscored
27.	D	0: unscored
28.	B	0: unscored
29.	D	0: unscored
30.	C	0: unscored
Advancements in Renewable Energy Engineering		
31.	D	
32.	B	
33.	A	
34.	A	
35.	B	
TOTAL:		

Add the totals from each chart to get your **Module 1 Total:** _____ (out of 20)

Score Module 2 using the same method described for Module 1.

Module 2

Question Number	Correct Answer	Your Raw Points
Complete the Words		
1.	Nat <u>ural</u>	
2.	li <u>ke</u>	
3.	cot <u>ton</u>	
4.	si <u>lk</u>	
5.	commo <u>only</u>	
6.	tho <u>ugh</u>	
7.	mate <u>rials</u>	
8.	al <u>so</u>	
9.	Techni <u>ques</u>	
10.	as	
Urbanization and Social Geography		
11.	A	
12.	C	
13.	A	
14.	B	
15.	A	
TOTAL:		

Record the total from this chart as your **Module 2 Total:** _____ (out of 15)

Now calculate your total for the **Reading** practice section.

	+		=	
Module 1 Total (out of 20)		Module 2 Total (out of 15)		Reading Total (out of 35)

On the next page is a table that converts your **Reading** practice section total into a TOEFL iBT® Reading scaled score. Take the total of raw points from your **Answer Key/Self-Scoring Chart** for both modules and find that number in the *Raw Point Total* column of the table. The *Scale Score* column of the table provides the equivalent TOEFL iBT® Reading score for each number of raw points. An equivalent CEFR (Common European Framework of Reference for Languages) Level is also shown.

For example, if the *Raw Point Total* from your **Answer Key** is 23, the table shows a *Scale Score* of 4. Each *Scale Score* maps to an equivalent CEFR Level. The CEFR Level for a *Raw Point Total* of 23 is B2.

You should use your *Scale Score* and CEFR level estimate as a general guide only. Your actual score on the TOEFL iBT® test may be higher or lower than your score on the practice version.

Reading Practice Section Scale Score Conversion Table

Raw Point Total	Scale Score	CEFR Level
35	6	C2
34	6	C2
33	5.5	C1
32	5.5	C1
31	5	C1
30	5	C1
29	5	C1
28	5	C1
27	4.5	B2
26	4.5	B2
25	4.5	B2
24	4	B2
23	4	B2
22	4	B2
21	4	B2
20	4	B2
19	4	B2
18	4	B2
17	3.5	B1
16	3.5	B1
15	3.5	B1
14	3.5	B1
13	3.5	B1
12	3.5	B1
11	3	B1
10	3	B1
9	3	B1
8	3	B1
7	2.5	A2
6	2	A2
5	1	A1
4	1	A1
3	1	A1
2	1	A1
1	1	A1
0	1	A1

Answer Explanations

Module 1

1–10.

The extinction of the golden toad, a brightly colored amphibian once found in the cloud forests of Costa Rica, serves as a poignant example of the fragility of tropical ecosystems. The golden toad's last confirmed sighting was in 1989. Scientists believe its decline is due to habitat destruction, changing weather patterns, and disease caused by a type of fungus that attacks the skin of amphibians. Conservationists study the golden toad's demise to understand how climate factors affect amphibian populations. This case underscores the importance of preserving sensitive habitats and addressing global environmental challenges to protect biodiversity.

Incomplete Word	Completed Word	Rationale
1. bel_____	<u>believe</u>	Scientists “believe” is the correct verb, indicating their conclusion about the cause of extinction.
2. dec_____	<u>decline</u>	“Decline” refers to the reduction in the golden toad’s population, matching the context of extinction.
3. d__	<u>due</u>	“Due to” is a standard phrase used to explain reasons or causes.
4. hab_____	<u>habitat</u>	“Habitat destruction” describes the loss of the natural environment, a common cause of species decline.
5. chan_____	<u>changing</u>	“Changing weather patterns” fits the context of environmental factors affecting the species.
6. patt_____	<u>patterns</u>	“Patterns” completes the phrase “weather patterns,” referring to climate trends.
7. dis_____	<u>disease</u>	“Disease” is a major threat to amphibians, especially when caused by fungi.
8. b_	<u>by</u>	“By” is a preposition indicating the agent or cause; in this context, it shows what caused the event (e.g., “caused by a type of fungus”).
9. ty__	<u>type</u>	“Type of fungus” is a standard phrase describing the kind of organism responsible for disease.
10. th__	<u>that</u>	“That attacks the skin” is a relative clause explaining what the fungus does.

11–20

The study of animal behavior, specifically that of insects, provides insight into the complex interactions within ecosystems. Insects exhibit a broad range of behaviors from foraging and mating to complex social organization. For instance, bees perform intricate dances to communicate the location of food sources. Ants communicate using chemical signals called pheromones, which help coordinate complex tasks like defending the colony and locating resources. This cooperative behavior ensures the survival and efficiency of their communities.

Incomplete Word	Completed Word	Rationale
11. exh____	ex <u>hibit</u>	"Exhibit" means to display or show; in this context, insects "exhibit a broad range of behaviors."
12. br____	br <u>oad</u>	"Broad" describes the wide variety of behaviors insects display.
13. o_	o <u>f</u>	"Of" is a preposition connecting "range" and "behaviors."
14. fr__	fr <u>om</u>	"From" introduces the starting point of the range of behaviors.
15. a__	<u>and</u>	"And" connects "foraging" and "mating" as examples of behaviors.
16. t_	t <u>o</u>	"To" is used to indicate the end of the range ("from...to...").
17. soc____	soc <u>ial</u>	"Social" describes organization among insects, such as bees and ants.
18. F__	F <u>or</u>	"For instance" introduces an example.
19. be__	bee <u>s</u>	"Bees" are the subject performing the dances in the example.
20. intr_____	intr <u>icate</u>	"Intricate" describes the complex nature of the dances bees perform.

21. B — This is an **Inference question**, which asks what can be inferred about Maria Lopez’s spot in the class. The correct answer, choice B, is supported by the instruction that Maria must respond to the email to confirm her registration, indicating she will lose her spot if she does not reply.

- Choice A is incorrect because the email does not state that Maria is currently on the waiting list, only that there is one.
- Choice C is incorrect because paying the fee is required at check-in, not to secure her spot.
- Choice D is incorrect because there is no indication that Maria has told Michael Brown she cannot attend.

22. A — This is a **Factual question**, which asks what Maria Lopez must take to the class. The correct answer, choice A, is supported by the statement that there is a \$10 fee payable at check-in.

- Choice B is incorrect because ingredients are provided by the class (and covered by the \$10 fee).
- Choice C is incorrect because hair nets will be provided at the event.
- Choice D is incorrect because aprons are available to borrow or she may bring her own, but bringing one is not required.

23. C — This is an **Inference question**, which asks what is suggested about Emma’s semester. The correct answer, choice C, is supported by Emma’s statement that she finally traveled after wrapping up midterms, indicating she was too busy with coursework to travel until last weekend.

- Choice A is incorrect because Emma is studying in Osaka, not Kyoto.
- Choice B is incorrect because there is no mention of her visiting many cities before this trip.
- Choice D is incorrect because she mentions completing her midterms, not neglecting them.

24. C — This is an **Inference question**, which asks what can be inferred about the Kinkaku-ji. The correct answer, choice C, is supported by Emma’s description of the Golden Pavilion’s “gold-leaf-covered exterior reflecting on the tranquil pond,” indicating it is located next to a small body of water.

- Choice A is incorrect because Kinkaku-ji and Fushimi Inari Shrine are separate locations.
- Choice B is incorrect because the gold-leaf exterior refers to the building’s surface, not leaves from trees. “Leaf” in “gold-leaf” refers to a piece of metal that is flat and thin.
- Choice D is incorrect because there is no mention of Kinkaku-ji being on top of a hill.

25. B — This is a **Factual question**, which asks which statement best characterizes Emma’s experience in Gion Kōbu. The correct answer, choice B, is supported by Emma’s comment that the atmosphere “was magical, and it seemed as if I was stepping back in time,” showing she felt like she was visiting a different historical period.

- Choice A is incorrect because there is no mention of street magicians.

- Choice C is incorrect because Emma does not mention being rushed or missing out on sights.
- Choice D is incorrect because, while she notes the presence of traditional teahouses, Emma does not say she drank tea there.

26. B — This is a **Vocabulary question**, which asks for the meaning of the word “feats” as used in the passage. The correct answer, choice B, is supported by the context describing aqueducts as “impressive engineering feats,” meaning remarkable achievements.

- Choice A is incorrect because “examples” does not capture the sense of accomplishment.
- Choice C is incorrect because “skills” refers to ability, not the result of using that ability.
- Choice D is incorrect because “investments” refers to resources put into something, not the accomplishment itself.

27. D — This is a **Rhetorical Purpose question**, which asks why the author mentions public baths, fountains, households, and agriculture. The correct answer, choice D, is supported by the sentence explaining that aqueducts supplied water for these uses, showing their usefulness to Roman cities.

- Choice A is incorrect because the sentence does not discuss the effort required to build aqueducts.
- Choice B is incorrect because there is no suggestion that aqueducts could not provide enough water.
- Choice C is incorrect because, while the aqueducts were important for “growth and sustainability,” the uses of the aqueducts are not mentioned to emphasize this point. Also, there is no mention of “rapid” growth in the text.

28. B — This is a **Factual question**, which asks what specific ancient structure is mentioned as still existing today. The correct answer, choice B, is supported by the reference to the Pont du Gard, described as a “three-tiered bridge that remains standing today.”

- Choice A is incorrect because, although tunnels are mentioned, none are identified as still existing.
- Choice C is incorrect because, while ancient fountains are mentioned, none are identified as still existing.
- Choice D is incorrect because channels are discussed in relation to Persian qanats but not as structures that survive today.

29. D — This is a **Factual question**, which asks what problem with ancient aqueducts is mentioned in the passage. The correct answer, choice D, is supported by the statement that constructing and maintaining aqueducts “required significant resources and labor,” indicating the cost and effort involved.

- Choice A is incorrect because, although Persian qanats used groundwater, there is no mention of environmental damage.

- Choice B is incorrect because the passage does not state that aqueducts provided a limited amount of water.
- Choice C is incorrect because Persian qanats are described as “exceptionally durable,” not lacking durability.

30. C — This is an **Insert Text question**, which asks where the sentence “This meant that the source of the water had to be higher than the city to which it was brought” best fits in the passage. The correct answer, choice C, is supported by the preceding sentence about the Romans using gravity to carry water over long distances; inserting the sentence here clarifies why elevation was necessary. “This,” the first word in the inserted sentence, refers to “using gravity.”

- Choice A is incorrect because it would interrupt the definition of aqueducts.
- Choice B is incorrect because it would come before the explanation of how water was transported.
- Choice D is incorrect because it would separate the description of Roman aqueduct construction from its uses.

31. D — This is a **Negative Factual question**, which asks what does NOT occur inside PV cells. The correct answer, choice D, is supported by the passage’s clarification that PV cells do not store electricity like a battery; instead, they convert sunlight into electricity in real time, and a separate storage system is needed.

- Choice A is incorrect because the passage DOES state that sunlight is absorbed by a semiconductor material.
- Choice B is incorrect because the passage DOES explain that energy from light knocks electrons loose from atoms.
- Choice C is incorrect because the passage DOES describe how the flow of electric current is captured and used to power devices.

32. B — This is a **Factual question**, which asks what the author indicates about moonlight solar panels. The correct answer, choice B, is supported by the statement that moonlight solar panels “can generate electricity at night, during rain, and under overcast skies,” showing they function in low-light conditions.

- Choice A is incorrect because the passage does not compare their efficiency or cost-effectiveness to traditional PV cells.
- Choice C is incorrect because the passage does not mention energy storage as a feature of moonlight solar panels.
- Choice D is incorrect because the passage states that they generate electricity in real time.

33. A — This is a **Vocabulary question**, which asks for the meaning of the word “viable” in the passage. The correct answer, choice A, is supported by the context describing moonlight solar panels as making renewable energy “a more viable option in diverse environments,” meaning more practical or feasible.

- Choice B is incorrect because “predictable” does not fit the context.
- Choice C is incorrect because “valuable” refers to worth, not practicality.
- Choice D is incorrect because “adaptable” means able to change, which is not the intended meaning here.

34. A — This is an **Inference question**, which asks for an advantage of floating wind farms compared to traditional wind farms. The correct answer, choice A, is supported by the passage’s explanation that floating wind farms can be deployed far from land, “where wind speeds are often stronger and more consistent than those on land,” allowing them to harness wind energy in larger amounts and more consistently.

- Choice B is incorrect because the passage mentions maintenance and initial costs as challenges, not ease of installation or maintenance.
- Choice C is incorrect because the cost-effectiveness of underwater cables is not discussed.
- Choice D is incorrect because the passage does not mention longevity as an advantage.

35. B — This is an **Insert Text question**, which asks where the sentence “How do they work?” best fits in the passage. The correct answer, choice B, is supported by the fact that the following sentences provide an answer to this question (explaining the process of how PV cells function).

- Choice A is incorrect because it would precede the introduction of PV cells.
- Choice C is incorrect because it would interrupt the explanation about energy conversion and storage.
- Choice D is incorrect because it would come after the discussion of moonlight solar panels, not before the explanation of the functioning of PV cells.

Module 2

1–10.

Textile weaving is a traditional craft that involves interlacing threads to create fabric. Weavers use looms to hold the threads in place while they work. **Natural** fibers **like** wool, **cotton**, and **silk** are **commonly** used, **though** synthetic **materials** are **also** popular. **Techniques** such **as** plain weave, twill, and satin weave produce different textures and patterns. Textile weaving has been practiced by cultures worldwide, each developing unique styles. Ikat weaving from Indonesia, for example, uses a resist-dye method to create vibrant colors and symbolic motifs that reflect cultural identity and regional traditions.

Incomplete Word	Completed Word	Rationale
1. Nat_____	Natural	"Natural" describes fibers that come from plants or animals, such as wool, cotton, and silk.
2. li__	like	"Like" introduces examples of natural fibers.
3. cot_____	cotton	"Cotton" is a common natural fiber used in textile weaving.
4. si__	silk	"Silk" is another example of a natural fiber used in weaving.
5. comm_____	commonly	"Commonly" means frequently or often; it describes how these fibers are used.
6. tho_____	though	"Though" introduces a contrast, indicating that synthetic materials are also used.
7. mate_____	materials	"Materials" refers to the substances (synthetic or natural) used in weaving.
8. al__	also	"Also" adds information, indicating that synthetic materials are popular in addition to natural fibers.
9. techn_____	techniques	"Techniques" refers to the methods used in weaving, such as plain weave, twill, and satin weave.
10. a_	as	"As" is used in the phrase "such as" to introduce examples of weaving techniques.

11. A — This is a **Rhetorical Purpose question**, which asks why the author mentions Élisée Reclus and Frédéric Le Play. The correct answer, choice A, is supported by the passage's statement that the term "social geography" was first used by these individuals at the end of the nineteenth century, identifying the origins of the field.

- Choice B is incorrect because the passage does not discuss the evolution of social geography.
- Choice C is incorrect because the reference to Reclus and Le Play is not used to contrast geography and social geography.
- Choice D is incorrect because the passage does not focus on two schools of thought within the field of social geography.

12. C — This is a **Factual question**, which asks about the result of increased population densities. The correct answer, choice C, is supported by the passage's explanation that dense populations "can foster anonymity, as the sheer number of people in urban environments often reduces the likelihood of repeated interactions with the same individuals."

- Choice A is incorrect because the passage does not mention sharp declines in living conditions.
- Choice B is incorrect because stronger bonds are not discussed; instead, anonymity is emphasized.
- Choice D is incorrect because the passage states that cities offer better access to resources, not a reduction.

13. A — This is a **Vocabulary question**, which asks for the meaning of the word "disparities" in the passage. The correct answer, choice A, is supported by the context describing how some urban residents benefit more than others, indicating inequalities.

- Choice B is incorrect because "difficulties" does not capture the sense of unequal outcomes.
- Choice C is incorrect because "debates" refers to arguments, not differences.
- Choice D is incorrect because "shortages" means lack of resources, not unequal distribution.

14. B — This is a **Negative Factual question**, which asks what is NOT mentioned as a topic included in social geography. The correct answer, choice B, is supported by the fact that the passage does not discuss how population growth affects employment.

- Choice A is incorrect because the passage DOES address how society changes because of urbanization.
- Choice C is incorrect because equitable resource distribution IS discussed.
- Choice D is incorrect because the passage DOES mention measures to enhance inclusivity among people from various backgrounds.

15. A — This is an **Insert Text question**, which asks where the sentence "It alters how people interact with the landscape and with each other" best fits in the passage. The correct answer, choice A, is supported by the context at the beginning of the passage, where urbanization and social geography are introduced, making this location the most logical place for the sentence. "It" in the inserted sentence refers to "urbanization" in the first sentence of the passage.

- Choice B is incorrect because it would interrupt the historical note about the term's origins.
- Choice C is incorrect because it would disrupt the discussion of population density and social relationships.
- Choice D is incorrect because it would come after the discussion of resource access, not the initial definition.

LISTENING

Answer Key and Self-Scoring Chart

Directions: Check your answers against the key below. If you chose the correct answer, write the number “1” in the box to the right of each scored question (in the “Your Raw Points” column). If you did not choose the correct answer, write the number “0” in the box to the right of each scored question. Total your points at the bottom of each chart.

Please note that Module 1 contains 12 unscored questions. Unscored questions are worth 0 points. While you answered 32 questions in Module 1, only 20 of the questions are scored. **The purpose of unscored questions is typically to gather data on question performance for future use in scored sections of the test.**

Module 1

Question Number	Correct Answer	Your Raw Points
Listen and Choose a Response		
1.	C	
2.	C	0: unscored
3.	B	
4.	C	
5.	A	0: unscored
6.	D	
7.	D	0: unscored
8.	A	
9.	D	
10.	D	
11.	B	
12.	A	0: unscored
Listen to a Conversation		
13.	C	0: unscored
14.	A	0: unscored
15.	B	
16.	D	
17.	B	
18.	C	
TOTAL:		

Question Number	Correct Answer	Your Raw Points
Listen to an Announcement		
19.	A	0: unscored
20.	D	0: unscored
21.	C	
22.	D	
23.	C	
24.	C	
Listen to an Academic Talk		
25.	B	0: unscored
26.	D	0: unscored
27.	A	0: unscored
28.	B	0: unscored
29.	B	
30.	B	
31.	C	
32.	D	
TOTAL:		

Add the totals from each chart to get your **Module 1 Total:** _____ (out of 20)

Score Module 2 using the same method described for Module 1.

Module 2

Question Number	Correct Answer	Your Raw Points
Listen and Choose a Response		
1.	B	
2.	A	
3.	D	
4.	A	
5.	A	
Listen to a Conversation		
6.	B	
7.	C	
8.	B	
9.	B	
Listen to an Announcement		
10.	D	
11.	A	
Listen to an Academic Talk		
12.	A	
13.	B	
14.	A	
15.	C	
TOTAL:		

Record the total from this chart as your **Module 2 Total:** _____ (out of 15)

Now calculate your total for the Listening practice section.

	+		=	
Module 1 Total (out of 20)		Module 2 Total (out of 15)		Reading Total (out of 35)

On the next page is a table that converts your **Listening** practice section total into a TOEFL iBT® Listening scaled score. Take the total of raw points from your **Answer Key/Self-Scoring Chart** for both modules and find that number in the *Raw Point Total* column of the table. The *Scale Score* column of the table provides the equivalent TOEFL iBT® Listening score for each number of raw points. An equivalent CEFR (Common European Framework of Reference for Languages) Level is also shown.

For example, if the *Raw Point Total* from your **Answer Key** is 23, the table shows a *Scale Score* of 4. Each *Scale Score* maps to an equivalent CEFR Level. The CEFR Level for a *Raw Point Total* of 23 is B2.

You should use your score and CEFR level estimate as a general guide only. Your actual score on the TOEFL iBT® test may be higher or lower than your score on the practice version.

Listening Practice Section Scale Score Conversion Table

Raw Point Total	Scale Score	CEFR Level
35	6	C2
34	6	C2
33	5.5	C1
32	5.5	C1
31	5	C1
30	5	C1
29	5	C1
28	4.5	B2
27	4.5	B2
26	4.5	B2
25	4.5	B2
24	4	B2
23	4	B2
22	3.5	B1
21	3.5	B1
20	3.5	B1
19	3.5	B1
18	3.5	B1
17	3	B1
16	3	B1
15	3	B1
14	3	B1
13	3	B1
12	2.5	A2
11	2.5	A2
10	2	A2
9	2	A2
8	2	A2
7	1.5	A1
6	1.5	A1
5	1	A1
4	1	A1
3	1	A1
2	1	A1
1	1	A1
0	1	A1

Listening Scripts and Answer Explanations

Module 1

Listen and Choose a Response

1. Track 53 Listening Script: I'm not free this evening.

Answer Explanation: C — “Well, I understand” is the best response because it acknowledges the speaker’s unavailability in a polite and empathetic way. It shows social awareness by accepting the situation without pressing for alternative plans or expressing disappointment, which helps maintain a positive conversational tone.

- Choice A is incorrect because “What about this evening, then?” repeats the time that the speaker has already said they are unavailable, making it illogical and inappropriate.
- Choice B is incorrect because “How about a movie?” suggests an activity for the same evening, ignoring the speaker’s stated unavailability and failing to respond appropriately to their schedule.
- Choice D is incorrect because “Sounds like a plan” implies agreement or confirmation of an arrangement, but no plan has been made—only a statement of unavailability. This response is inappropriate.

2. Track 54 Listening Script: Who will be our next club president?

Answer Explanation: C — “Keith has all the right skills” is the best response because it directly addresses the question by proposing a candidate and providing a reason for the choice. This reply is both informative and relevant, as it offers a logical suggestion and supports it with a justification.

- Choice A is incorrect because “Jenna disagrees” does not answer the question about who will be president. Instead, it introduces an unrelated opinion without addressing the selection of a club president.
- Choice B is incorrect because “It’s a demanding project” comments on the nature of the role rather than identifying a candidate, failing to provide the requested information.
- Choice D is incorrect because “Let’s find out why” suggests investigating a reason but does not answer the question about who will be president, making it inappropriate.

3. Track 55 Listening Script: Where is the university bookstore?

Answer Explanation: B — “Sorry—I’m new on campus” is the best response because it communicates that the respondent does not know the answer. This reply is socially appropriate, as it acknowledges the question and provides a reasonable explanation for not being able to help.

- Choice A is incorrect because “Sure you do” dismisses the question and does not provide any information about the bookstore’s location, making it both illogical and inappropriate.

- Choice C is incorrect because “Yes, I love the library” refers to a different campus facility and does not answer the question about the bookstore’s location.
- Choice D is incorrect because “This is such a large campus” is a general observation and does not provide any useful information or assistance regarding the bookstore’s location.

4. Track 56 Listening Script: The seminar starts at ten a.m.

Answer Explanation: C — “I still have time to grab breakfast” is the best response because it reacts to the information about the seminar’s start time by expressing how it affects the speaker’s plans. This reply is relevant, showing that the speaker has processed the information and is making a decision based on it.

- Choice A is incorrect because “I recorded our interviews” is unrelated to the seminar’s timing and does not address the information provided.
- Choice B is incorrect because “I missed your show last night” refers to a different event and fails to respond to the statement about the seminar.
- Choice D is incorrect because “When did you begin your studies?” shifts the topic entirely and does not acknowledge or build on the information about the seminar’s start time.

5. Track 57 Listening Script: Do you enjoy cooking?

Answer Explanation: A — “I absolutely love it” is the best response because it gives a clear and enthusiastic answer to the question. This reply directly addresses the speaker’s inquiry and conveys positive emotion, making it both relevant and socially engaging.

- Choice B is incorrect because “My favorite restaurant” does not address the question about cooking. It shifts the topic to dining out instead of personal enjoyment of cooking.
- Choice C is incorrect because “The grocery store is closed” is unrelated to the question and does not indicate whether the speaker enjoys cooking.
- Choice D is incorrect because “I watched a cooking show” mentions an activity related to cooking but does not answer whether the speaker enjoys cooking, making it an indirect and incomplete response.

6. Track 58 Listening Script: Do you like the new layout of the library?

Answer Explanation: D — “There are a lot of comfortable places to study” is the best response because it provides a positive opinion about the new layout by highlighting a specific benefit. This reply answers the question indirectly, focusing on an aspect of the layout that the speaker appreciates.

- Choice A is incorrect because “We’re getting new ergonomic chairs next week” refers to a future change rather than expressing an opinion about the current layout.
- Choice B is incorrect because “We had a session about the changes” mentions an event related to the layout but does not indicate whether the speaker likes or dislikes it.
- Choice C is incorrect because “The new layout map was posted online” provides information about the map, not an opinion or feeling about the new layout itself.

7. Track 59 Listening Script: Which floor is the admissions office on?

Answer Explanation: D — “It’s one floor up” is the best response because it gives the precise location of the admissions office, directly satisfying the information requested. This reply is helpful and relevant, making it easy for the questioner to find the office.

- Choice A is incorrect because “I got an early start” refers to the speaker’s schedule and does not address the location of the admissions office.
- Choice B is incorrect because “Not to my knowledge” fails to provide any information about the office’s location and does not help the person asking.
- Choice C is incorrect because “There’s a restroom on every floor” gives information about restrooms, not the admissions office, making it irrelevant to the question.

8. Track 60 Listening Script: That was an inspiring opening ceremony at the art museum.

Answer Explanation: A — “I couldn’t make it” is the best response because it explains the speaker’s absence from the event in an appropriate way. This reply acknowledges the original statement and provides a relevant reason for not sharing the experience.

- Choice B is incorrect because “Let’s go together” suggests attending an event in the future, but the opening ceremony has already occurred, making this response illogical.
- Choice C is incorrect because “I’ll wait for you there” implies a plan to meet at the museum, which does not fit the past-tense statement about the ceremony.
- Choice D is incorrect because “Are you going to attend?” asks about future attendance, while the original statement refers to an event that has already happened.

9. Track 61 Listening Script: Where is your favorite place to relax?

Answer Explanation: D — “My dorm room” is the best response because it specifies a location, directly answering the question about where the speaker prefers to relax. This reply is clear, relevant, and fits naturally in a conversation about personal preferences.

- Choice A is incorrect because “With friends” describes company rather than a place, failing to answer the question about location.
- Choice B is incorrect because “Yoga” refers to an activity, not a physical place to relax.
- Choice C is incorrect because “It’s stressful” contradicts the idea of relaxation and does not provide a location, making it illogical and irrelevant.

10. Track 62 Listening Script: Why did you cancel your appointment at the student health center today?

Answer Explanation: D — “I decided to reschedule for next week” is the best response because it directly explains the reason for canceling the appointment. This reply is both relevant and informative, as it addresses the question by providing a logical and appropriate follow-up action. It shows that the cancellation was not arbitrary but part of a plan to go at a later time.

- Choice A is incorrect because “I’ll cancel the subscription” refers to a different type of cancellation (a subscription) and does not address the appointment at the student health center.
- Choice B is incorrect because “Oh, I’m sorry to hear that” expresses sympathy rather than providing a reason for the cancellation, failing to answer the question.
- Choice C is incorrect because “She’s a court-appointed lawyer” is unrelated to the topic of health center appointments.

11. Track 63 Listening Script: That was a wonderful performance.

Answer Explanation: B — “I’m a big fan of the opera” is the best response because it acknowledges the compliment about the performance and expresses enthusiasm for the type of event being discussed. This reply is appropriate, shows engagement with the topic, and helps continue the conversation in a positive way.

- Choice A is incorrect because “Does tomorrow work?” shifts the topic to scheduling and does not respond to the comment about the performance.
- Choice C is incorrect because “In a minute” is vague and does not relate to the performance or the context of the conversation.
- Choice D is incorrect because “I’m on vacation” is unrelated to the performance and does not acknowledge or build on the original statement.

12. Track 64 Listening Script: Who borrowed my physics book?

Answer Explanation: A — “John did” is the best response because it directly and succinctly identifies the person who borrowed the physics book, providing the specific information requested.

- Choice B is incorrect because “No, they’re on the way” refers to something arriving, which does not answer who borrowed the book.
- Choice C is incorrect because “Next week, I think” gives a time frame rather than a person, failing to address the question.
- Choice D is incorrect because “I need reading glasses” is unrelated to the topic of borrowing a book and does not provide any useful information.

Listen to a Conversation

13–14. Track 65 Listening Script:

Narrator: Listen to a conversation.

Woman: Hey, James. Have you been to the new café in the student center? I haven’t been there yet.

Man: Yeah, I went there yesterday after class. They have a great selection of drinks and snacks.

Woman: That’s good to know. Are the prices reasonable?

Man: Surprisingly, yes. It’s actually cheaper than the other places around campus.

Woman: Nice! I've been looking for a new spot to study. I'll check it out this weekend.

Man: I think you'll like it. It's quiet, and they have plenty of seating.

Answer Explanations:

13. C — This is a **Factual question**, which asks what the man said about the new café. The correct answer, choice C, is supported by the man's statement: "Surprisingly, yes. It's actually cheaper than the other places around campus." This directly confirms that the food and drinks are affordable.

- Choice A is incorrect because the man does not mention anything about the staff.
- Choice B is incorrect because there is no mention of vegetarian options on the menu.
- Choice D is incorrect because the man does not mention that the café is easy to find.

14. A — This is an **Inference question**, which asks what the woman means when she says, "I'll check it out." The correct answer, choice A, is supported by the context of the conversation. The woman expresses interest in the café after hearing it's quiet and affordable and says she's been looking for a new spot to study. Her statement implies she plans to visit the café.

- Choice B is incorrect. While "check it out" can refer to borrowing a book in some contexts, in this context, it refers to investigating or visiting the café.
- Choice C is incorrect because there is no mention of writing a check or making a payment.
- Choice D is incorrect. Although "check out" can refer to paying for a purchase in some contexts, in this context, it refers to going to the café.

15–16. Track 66 Listening Script:

Narrator: Listen to a conversation.

Woman: Hey, have you finished your part of the group project for our marketing class? It's due tomorrow afternoon.

Man: I'm almost finished with the competitor analysis for the smartphone market. There are so many competitors, so I decided to focus on the four most prominent ones.

Woman: Oh, that makes sense. I just finished formatting the slides we're going to use for the presentation. I think you'll like the borders and color scheme. Do you want me to send you the file we're using?

Man: Yes, please! That would save me a lot of time. I'll drop my section in once I'm done.

Woman: No problem. I'll email it to you now.

Answer Explanations:

15. B — This is a **Factual question**, which asks why the man is focusing on four companies. The correct answer, choice B, is supported by the man's statement: "There are so many competitors, so I decided

to focus on the four most prominent ones.” This shows that he chose to concentrate on the most significant competitors in the smartphone market.

- Choice A is incorrect because the man says he decided to focus on four companies, not that he was assigned to do so.
- Choice C is incorrect because he does not mention any difficulty finding information about smaller companies.
- Choice D is incorrect because he does not say that time constraints influenced his decision.

16. D — This is a **Factual question**, which asks what the woman will probably do next. The correct answer, choice D, is supported by the woman’s statement: “No problem. I’ll email it to you now.” This clearly indicates that she plans to send the man the presentation file.

- Choice A is incorrect because she does not offer to help write his section—only to send the file.
- Choice B is incorrect because there is no mention of printing the final version.
- Choice C is incorrect because she does not suggest asking the professor for more time.

17–18. Track 67 Listening Script:

Narrator: Listen to a conversation.

Woman: Did you book your flight to the conference at Northbridge University?

Man: Just last night. I’m flying out Saturday morning.

Woman: I haven’t booked yet. I’m thinking about the train for this trip—it stops close to the campus.

Man: True, but the plane’s faster, and there’s a shuttle from the airport every hour.

Woman: Good to know. Where’s the check-in area?

Man: At the student center, across from the library. I downloaded the campus map.

Woman: I should do that too. I’ve heard the campus is pretty spread out. That’ll help.

Man: Definitely.

Woman: I’ll try to book a flight tonight. Thanks for the tips!

Answer Explanations:

17. B — This is a **Main Idea question**, which asks what the speakers are discussing. The correct answer, choice B, is supported by the woman’s opening question: “Did you book your flight to the conference at Northbridge University?” and the man’s response about flying out Saturday morning. The rest of the conversation continues with details about transportation options, the campus layout, and check-in procedures—all centered around their travel plans for the conference.

- Choice A is incorrect because the speakers do not mention their class schedules.
- Choice C is incorrect because campus housing is not discussed.

- Choice D is incorrect because there is no mention of a group report or academic project.

18. C — This is an **Inference question**, which asks what can be inferred about the woman. The correct answer, choice C, is supported by her question: “Where’s the check-in area?” and her comment “I’ve heard the campus is pretty spread out” in addition to her comment that she should download a campus map. These statements suggest she has not yet visited the campus, indicating that she is unfamiliar with the destination.

- Choice A is incorrect because there is no indication that she has never traveled by plane before.
- Choice B is incorrect because she does not mention cost as a reason for considering the train.
- Choice D is incorrect because there is no mention of a presentation or any work she is still completing.

Listen to an Announcement

19–20. Track 68 Listening Script:

Narrator: Listen to an announcement in a classroom.

Man: Attention, everyone. Starting next week, our Art and Design class will be moving to a new and improved space! We’ll now be meeting in room 304, instead of the library annex downstairs, which we’ve been using temporarily. Thank you all for your patience while the new audiovisual equipment was being installed—the upgraded room is ready, and we’re excited for you to experience it! Please make a note of the room change and continue to arrive on time.

Answer Explanations:

19. A — This is a **Factual question**, which asks what best describes room 304 according to the announcement. The correct answer, choice A, is supported by the speaker’s statement, “Thank you all for your patience while the new audiovisual equipment was being installed—the upgraded room is ready...” This confirms that room 304 has received a technical enhancement.

- Choice B is incorrect because the speaker says the class had been meeting in the library annex temporarily, not room 304.
- Choice C is incorrect because the location of room 304 relative to the library annex is not mentioned.
- Choice D is incorrect because there is no mention of the room being converted into a science lab.

20. D — This is a **Factual question** about what the speaker asks students to do. The correct answer, choice D, is supported by the speaker’s final instruction: “Please make a note of the room change and continue to arrive on time.” This is a clear request for students to remain punctual.

- Choice A is incorrect because the speaker does not mention reviewing notes.

- Choice B is incorrect because the speaker says the class is moving away from the library annex, not going to the library.
- Choice C is incorrect because students are not asked to check their equipment. The speaker only mentions that new audiovisual equipment has been installed.

21–22. Track 69 Listening Script:

Narrator: Listen to an announcement in a classroom.

Woman: Before we get started today, I just wanted to let you all know that I'm making an adjustment to our class schedule. Because so many of you have a class in the Williams Building just before this class, from now on we'll be starting class ten minutes later. That should give you plenty of time to get over here without having to rush. Keep in mind that now you won't have any excuse if you can't make it to class on time.

Answer Explanations:

21. C — This is an **Inference question**, which asks what the speaker implies about the Williams Building. The correct answer, choice C, is supported by the speaker's explanation that many students have a class in the Williams Building just before this one, and that the start time is being moved ten minutes later to give them time to get to the current classroom "without having to rush." This suggests that the Williams Building is located far away from where the class meets.

- Choice A is incorrect because there is no mention of renovations or the building closing.
- Choice B is incorrect because the speaker does not comment on the size of the building.
- Choice D is incorrect because there is no reference to the building's original purpose or its use as a dormitory.

22. D — This is an **Inference question**, which asks what problem the speaker is most likely addressing by making a change. The correct answer, choice D, is supported by the speaker's explanation that the class will start ten minutes later because many students have a class in the Williams Building just before this one. The speaker then says, "That should give you plenty of time to get over here without having to rush," and adds, "now you won't have any excuse if you can't make it to class on time." These remarks imply that students have been arriving late, and the schedule change is intended to solve that problem.

- Choice A is incorrect because the speaker does not mention students eating during class.
- Choice B is incorrect because parking issues are not discussed.
- Choice C is incorrect because there is no mention of students failing to complete assignments.

23–24. Track 70 Listening Script:

Narrator: Listen to an announcement in a classroom.

Man: Good morning, students. This is a reminder to submit your course evaluation forms for Economics

201 to the university administrator no later than Thursday. Final grades will be announced on Friday, after which course evaluations will no longer be accepted. Please take a few minutes to fill out the form honestly and thoughtfully. You can submit it online through the university portal. To access the evaluation form through the portal, please use the password sent to you from an automated email.

Answer Explanations:

23. C — This is a **Factual question**, which asks how students may submit the course evaluation form. The correct answer, choice C, is supported by the speaker's statement, "You can submit it online through the university portal." This is a direct instruction about the submission method.

- Choice A is incorrect because the speaker says to submit the form to the university administrator, not the professor.
- Choice B is incorrect because there is no mention of the Economics Department as a submission location.
- Choice D is incorrect because the speaker refers to submitting the form online, not by sending an email.

24. C — This is an **Inference question**, which asks about the likely significance of this week. The correct answer, choice C, is supported by the speaker's mention that final grades will be announced on Friday and that course evaluations are due by Thursday. These details suggest that the semester is coming to an end.

- Choice A is incorrect because orientation for new students is not mentioned and would typically occur at the beginning of a semester.
- Choice B is incorrect because the speaker refers to final grades being announced, not to students preparing for final exams.
- Choice D is incorrect because there is no mention of students choosing their major areas of study.

Listen to an Academic Talk

25–28. Track 71 Listening Script:

Narrator: Listen to part of a science podcast.

Man: Renewable energy comes from natural processes that are replenished constantly, such as sunlight, wind, and water. They're an alternative to fossil fuels, which contribute to greenhouse gases and global warming.

One of the most widely used forms of renewable energy is solar power. You might have seen solar panels on rooftops of private homes or small buildings that convert sunlight into electricity. These panels can last for decades. Obviously, they wouldn't work in places that are cloudy or rainy most of the year. Even in places with plenty of sunlight, no energy is produced at night. This means that you'll need to store energy for later use, but this requires batteries to be connected to solar panels, and these batteries can be expensive.

Wind is another common renewable energy source. Wind turbines are large structures with blades that spin when the wind blows. They're typically installed in open areas like farmland and coastal regions. Why are they rare in residential areas? Well, when the blades of wind turbines slice through the air, they produce a swishing or whooshing sound. The faster the blades, the louder it gets. Imagine living near a wind turbine!

Unlike solar panels, wind turbines require lots of maintenance. Oil changes, blade inspections, mechanical repairs... a lot needs to be done on a regular basis. Don't forget that some wind farms are located offshore, in the open sea. Think about the extra expenses needed to reach these farms and the harsh conditions that need to be overcome.

Answer Explanations:

25. B — This is a **Main Idea question**, which asks what the talk is mainly about. The correct answer, choice B, is supported by the speaker's discussion of two widely used forms of renewable energy: solar power and wind. The speaker compares their advantages and limitations, such as solar panels needing sunlight and batteries and wind turbines requiring maintenance and producing noise.

- Choice A is incorrect because fossil fuels are mentioned only briefly as a contrast to renewable energy.
- Choice C is incorrect because the talk discusses more than just solar power—it also covers wind energy.
- Choice D is incorrect because the speaker does not focus on environmental impacts of renewable energy sources.

26. D — This is a **Factual question**, which asks what the speaker says about batteries when discussing solar power. The correct answer, choice D, is supported by the speaker's statement, "this requires batteries to be connected to solar panels, and these batteries can be expensive." The correct answer is a paraphrase of this statement.

- Choice A is incorrect because the speaker says batteries are needed to store energy for later use.
- Choice B is incorrect because the speaker does not describe batteries as an innovation.
- Choice C is incorrect because there is no mention of weather-related damage to batteries.

27. A — This is a **Purpose question**, which asks why the speaker describes the noises that a wind turbine makes. The correct answer, choice A, is supported by the speaker's question, "Why are they rare in residential areas?" followed by a description of the swishing or whooshing sounds produced by wind turbines. This explanation helps listeners understand why turbines are not commonly placed near homes.

- Choice B is incorrect because the speaker does not compare types of wind turbines.
- Choice C is incorrect because the speaker does not link the noise to maintenance needs.

- Choice D is incorrect because the speaker does not mention complaints or feedback from residents.

28. B — This is an **Inference question**, which asks what the speaker implies about wind farms located offshore. The correct answer, choice B, is supported by the speaker's comment, "Think about the extra expenses needed to reach these farms and the harsh conditions that need to be overcome." This implies that offshore wind farms involve additional maintenance costs.

- Choice A is incorrect because the speaker does not mention whether offshore wind farms are becoming more common.
- Choice C is incorrect because productivity is not discussed.
- Choice D is incorrect because the speaker describes offshore wind farms as more challenging to maintain, not easier to operate.

29–32. Track 72 Listening Script:

Narrator: Listen to a talk on a podcast about art.

Woman: Today, we're going to explore the fascinating world of street art and its impact on urban environments. Street art, which includes graffiti and mural painting, has evolved from being seen as mere vandalism to being recognized as a legitimate form of artistic expression. Artists use public spaces to showcase their work, often reflecting social and political themes.

One of the key benefits of street art is its ability to transform drab and neglected areas into vibrant and visually stimulating environments. Murals can brighten up a dull wall, adding color and life to a community. This transformation can foster a sense of pride among residents, encouraging them to take ownership of their surroundings.

Street art can also serve as a powerful tool for social change. It provides artists with a platform to address important issues such as inequality, environmental concerns, and cultural identity. For example, artists may create pieces that highlight the struggles of marginalized communities.

However, street art is not without its challenges. The legality of street art is often debated, as many artists work without official permission. This can lead to conflicts with property owners and law enforcement. Additionally, the transient nature of street art means that it can be painted over or removed at any time, making it a potentially impermanent form of expression.

Despite these challenges, street art remains an influential aspect of contemporary urban culture. It allows artists to reach a wider audience and engage with the public in meaningful ways while transforming urban spaces.

Answer Explanations:

29. B — This is a **Main Idea question**, which asks about the main topic of the talk. The correct answer, choice B, is supported by the speaker's overview of street art, including its evolution from vandalism

to recognized art, its impact on urban spaces, and its role in social commentary. The talk compares different aspects of street art and emphasizes its influence on cities.

- Choice A is incorrect because the speaker does not focus specifically on the history of graffiti.
- Choice C is incorrect because mural painting is mentioned as one form of street art but the talk does not explore different styles.
- Choice D is incorrect because legal issues are discussed briefly but they are not the central focus of the talk.

30. B — This is a **Purpose question**, which asks why the speaker mentions marginalized communities. The correct answer, choice B, is supported by the speaker's statement that street art "provides artists with a platform to address important issues such as inequality, environmental concerns, and cultural identity," and gives the example of artists creating pieces that highlight the struggles of marginalized communities.

- Choice A is incorrect because financial challenges of street artists are not discussed.
- Choice C is incorrect because the legality of murals is discussed separately and not in connection with marginalized groups.
- Choice D is incorrect because the speaker does not describe the aesthetic qualities of street art when mentioning marginalized communities.

31. C — This is a **Factual question**, which asks about a challenge related to street art mentioned by the speaker. The correct answer, choice C, is supported by the speaker's comment that "many artists work without official permission," which "can lead to conflicts with property owners and law enforcement." This highlights the difficulty of gaining approval to create street art.

- Choice A is incorrect because the speaker does not mention difficulty finding artists.
- Choice B is incorrect because funding is not discussed as a challenge.
- Choice D is incorrect because promoting unity and hope is not presented as a challenge. It is mentioned as a potential benefit of street art.

32. D — This is an **Attitude question**, which asks about the speaker's attitude toward street art. The correct answer, choice D, is supported by the speaker's positive tone when describing how street art can beautify areas, foster pride, and promote social change. The speaker also acknowledges challenges such as legality and impermanence, showing a balanced but overall favorable view.

- Choice A is incorrect because the speaker clearly treats street art as a legitimate form of artistic expression, stating that it has "evolved from being seen as mere vandalism to being recognized as a legitimate form of artistic expression."
- Choice B is incorrect because the speaker does not express a mostly negative attitude. The challenges are acknowledged but not emphasized as dominant concerns.
- Choice C is incorrect because the speaker never encourages students to create street art. This type of hope is not reflected in the talk.

Module 2**Listen and Choose a Response****1. Track 73 Listening Script:** When does the college bookstore open?

Answer Explanation: B — “The hours are on the door” is the best response because it provides a logical and helpful way to find out when the bookstore opens. It acknowledges the question and offers a practical solution.

- Choice A is incorrect because “It’s near the library” gives information about the location instead of the opening hours, so it does not answer the question.
- Choice C is incorrect because “They get a lot of customers” is a general comment about popularity, not about the store’s hours.
- Choice D is incorrect because “I went there with my friend” refers to a past visit but does not provide any information about when the store opens.

2. Track 74 Listening Script: Could you help me set up this printer?

Answer Explanation: A — “I need to prioritize other work” is the best response because it politely declines the request for help by giving a valid reason. It is socially appropriate and directly addresses the question.

- Choice B is incorrect because “Let’s leave the package at the door” is unrelated to the printer setup and does not respond to the request.
- Choice C is incorrect because “I’m not sure that’s the case” is vague and does not make sense in the context of being asked for help.
- Choice D is incorrect because “I forgot to save my work” is a comment about another task. The comment does not acknowledge or respond to the request for assistance.

3. Track 75 Listening Script: I heard you went to the bioscience conference.

Answer Explanation: D — “It was quite informative” is the best response because it confirms attendance and provides a relevant opinion about the experience. It directly addresses the statement and adds meaningful detail.

- Choice A is incorrect because “Could I listen to it?” does not make sense. Conferences are typically attended in person, and the question implies it already happened.
- Choice B is incorrect because “Will it be next Tuesday?” contradicts the past-tense phrasing of the original statement.
- Choice C is incorrect because “Yes, let’s go together” suggests future attendance, which does not fit the context of a past event.

4. Track 76 Listening Script: Why is the athletic center closed?

Answer Explanation: A — “It’s under renovation” is the best response because it gives a clear and logical reason for the closure. It directly answers the question with relevant information.

- Choice B is incorrect because “On Mondays” gives a detail about a schedule but does not explain the current closure.
- Choice C is incorrect because “Last week, I think” is vague and does not explain why the center is closed now.
- Choice D is incorrect because “I don’t know its location” avoids the question and provides unrelated information.

5. Track 77 Listening Script: Did you manage to get any guidance on your paper from the writing center?

Answer Explanation: A — “I received some useful feedback from a tutor” is the best response because it directly answers the question about whether the speaker got guidance from the writing center. It confirms that help was received and specifies the source, making it both relevant and informative.

- Choice B is incorrect because “I’ll check the schedule and see” refers to a future action, while the question asks about something that has already happened. It does not answer whether any guidance was received.
- Choice C is incorrect because “I’ll probably ask my roommate for some help” suggests seeking help elsewhere and in the future, which does not respond to the question about past guidance from the writing center.
- Choice D is incorrect because “Could you put some more paper in the printer for me?” is completely unrelated to the topic of getting help with a paper and does not address the question at all.

Listen to a Conversation

6–7. Track 78 Listening Script:

Narrator: Listen to a conversation.

Man: Hi, I saw you sent me a message earlier. I haven’t had a chance to read it yet—what’s happening?

Woman: I wanted to let you know I had to move our study-group session. The library room we booked isn’t available anymore.

Man: Oh no. Did you find another place?

Woman: Yes, I reserved room 204 in the student center. It’s a bit farther, but it has a whiteboard and enough space.

Man: Got it. I’ll post the update in our group chat.

Woman: Thanks! That’ll help avoid any confusion.

Answer Explanations:

6. B — This is a **Factual question**, which asks why the woman changed the meeting location. The correct answer, choice B, is supported by the woman's statement that "the library room we booked isn't available anymore," indicating the reservation was canceled.

- Choice A is incorrect because the woman does not mention the original room being too small.
- Choice C is incorrect because the student center is described as "a bit farther," not closer.
- Choice D is incorrect because the woman mentions a whiteboard, not a projector.

7. C — This is a **Purpose question**, which asks why the man says "I'll post the update in our group chat." The correct answer, choice C, is supported by the context of the conversation. The woman informs the man that the study group meeting location has changed, the man responds by saying he will post the update, and the woman says that will help avoid confusion. Although the man does not explicitly say he will notify the other members, his statement implies that he intends to share the new location with the group. This question requires the listener to infer the man's intent based on what was said.

- Choice A is incorrect because the man does not suggest that the group chat is confusing.
- Choice B is incorrect because the woman has already confirmed the new location. The man does not need to double-check.
- Choice D is incorrect because the man does not invite the woman to join the group chat. He only says that he will post some information in the chat.

8–9. Track 79 Listening Script:

Narrator: Listen to a conversation.

Woman: Did you go to the jazz concert last night in the concert hall?

Man: Yes. The quartet was incredible—especially the saxophonist. His solo near the end was really moving.

Woman: I thought so too. I'm surprised more people didn't show up.

Man: Same here. I expected the hall to be packed, but it was barely half full.

Woman: It's too bad. They played beautifully. On top of that, the ticket prices were so reasonable.

Man: Definitely.

Woman: I'm going to write a short review for the school website—maybe it'll get more people to come next time.

Man: Great idea.

Answer Explanations:

8. B — This is an **Attitude question**, which asks how the man felt about the performance. The correct answer, choice B, is supported by his comment that the saxophonist's solo "was really moving," showing emotional impact.

- Choice A is incorrect because he does not mention a wide variety of music.
- Choice C is incorrect because he does not comment on the audio quality.
- Choice D is incorrect because there is no mention of a light show.

9. B — This is a **Purpose question**, which asks why the woman plans to write a review. The correct answer, choice B, is supported by her statement that she hopes the review will "get more people to come next time."

- Choice A is incorrect because she describes the ticket prices as "reasonable," not high.
- Choice C is incorrect because she does not suggest different bands.
- Choice D is incorrect because she does not mention renovations.

Listen to an Announcement**10–11. Track 80 Listening Script:**

Narrator: Listen to an announcement at a school event.

Man: Good afternoon, students! The student activities office is seeking volunteers for the upcoming student organizations fair. This event is a great opportunity to find out about different student clubs on campus. We need volunteers to help set up booths, manage registration, and assist with various activities throughout the day. If you are interested, please sign up in person at the student activities office. The office is open from eight a.m. to five p.m.

Answer Explanations:

10. D — This is a **Factual question**, which asks how students might benefit from attending the fair. The correct answer, choice D, is supported by the speaker's statement that the event is "a great opportunity to find out about different student clubs."

- Choice A is incorrect because meeting new people is not mentioned.
- Choice B is incorrect because the student organizations fair is about clubs, not volunteer opportunities.
- Choice C is incorrect because there is no mention of bookstore discounts.

11. A — This is a **Factual question**, which asks what students must do to volunteer. The correct answer, choice A, is supported by the speaker's instruction to "sign up in person at the student activities office."

- Choice B is incorrect because online registration is not mentioned.

- Choice C is incorrect because arriving early is not required.
- Choice D is incorrect because sign-up occurs at the office, not at the booth.

Listen to an Academic Talk

12–15. Track 81 Listening Script:

Narrator: Listen to a talk in an anthropology class.

Woman: Cultural diffusion is the transmission of cultural beliefs, practices, and social norms from one group to another. Historically, this phenomenon has unfolded through different channels, such as commercial exchange, migratory movements, and, more recently, digital communication.

A notable example is the spread of agricultural techniques. Innovations such as irrigation systems from ancient Persia or terrace farming from the Andes gradually spread to neighboring regions. This influenced food production and land use across continents. Similarly, linguistic diffusion has left indelible marks on global communication. The spread of Latin during the Roman Empire laid the foundation for Romance languages. Arabic was carried by traveling traders and scholars to enrich scientific and philosophical vocabularies from Spain to Southeast Asia.

Another dimension of cultural diffusion is technological exchange. For example, the wheel was first developed in Mesopotamia, but it revolutionized transportation as it spread across Eurasia. And papermaking, which originated in China, transformed literacy and recordkeeping after reaching the Islamic world and later Europe.

Religious diffusion has also shaped civilizations. Christianity, Islam, and Buddhism have all expanded far beyond their birthplaces through missionary work and trade networks like the Silk Road, though in many cases, religious traditions changed and grew to incorporate local customs.

However, cultural diffusion is not always harmonious. The introduction of foreign customs can lead to resistance, especially if it's perceived as a threat to identity or tradition. But despite these kinds of frictions, cultural diffusion is a driving force behind the richness and complexity of human societies.

Answer Explanations:

12. A — This is a **Main Idea question**, which asks about the central topic of the talk. The correct answer, choice A, is supported by the speaker's discussion of how cultural beliefs, practices, and technologies spread across societies.

- Choice B is incorrect because farming techniques are discussed as examples, not the main topic.
- Choice C is incorrect because the talk focuses on diffusion, not the impact of ancient cultures.
- Choice D is incorrect because ancient technologies are mentioned but not as the central theme.

13. B — This is a **Purpose question**, which asks why the speaker mentions irrigation systems and terrace farming. The correct answer, choice B, is supported by the speaker's use of these examples to illustrate how agricultural techniques spread to other regions.

- Choice A is incorrect because the speaker does not compare impact levels of ancient practices.
- Choice C is incorrect because the transition from hunting to agriculture is not discussed.
- Choice D is incorrect because the examples are used to show diffusion, not cultural differences.

14. A — This is a **Factual question**, which asks what the speaker says about religious traditions. The correct answer, choice A, is supported by the statement that religious traditions “changed and grew to incorporate local customs.” The correct answer is a paraphrase of this statement.

- Choice B is incorrect because the speaker notes that religions spread widely.
- Choice C is incorrect because language diffusion is discussed separately.
- Choice D is incorrect because literacy and recordkeeping are linked to papermaking, not religion.

15. C — This is a **Factual question**, which asks why cultural diffusion is sometimes met with resistance. The correct answer, choice C, is supported by the speaker's comment that foreign customs may be perceived as a “threat to identity or tradition.”

- Choice A is incorrect because agricultural practices are not mentioned in this context.
- Choice B is incorrect because economic progress is not discussed.
- Choice D is incorrect because language learning is not cited as a reason for resistance.

WRITING

Answer Key and Self-Scoring Chart for Build a Sentence

Directions: Check your answers against the key below. If you put the words/phrases in the correct order, write the number “1” in the box to the right of each sentence (in the “Your Raw Points” column). If you put the words/phrases in the incorrect order, write the number “0” on the line to the right of each sentence. Remember that no partial credit is awarded for Build a Sentence tasks. Total your points at the bottom of the chart.

Question Number	Correct Answer	Your Raw Points
Build a Sentence		
1.	I'm planning a surprise party for my roommate. What a coincidence—I'm doing the same for my roommate.	
2.	How are your Polish lessons going? I'm actually learning on my own with an app that uses AI to simulate conversations.	
3.	Tonight, I'm going to try the new restaurant right across from campus. I went last week with my friends from the hiking club.	
4.	I have to finish my homework before dinner. What subjects do you have assignments in?	
5.	I need to pick up some groceries after class. Which store are you going to?	
6.	The student association is organizing a charity event next month. I hear the event will support the children's hospital.	
7.	I'm thinking about redecorating my dorm room. What style are you considering?	
8.	I missed the lecture this morning. Did you get the notes from someone?	
9.	I'm going to attend the career workshop on Sunday. Are there any specific skills you're hoping to gain?	
10.	I have to prepare for the big presentation next week. Have you finished creating your slides?	
TOTAL:		

Answer Explanations for Build a Sentence

1. What a coincidence—I'm doing the same for my roommate.

Explanation: The sentence “What a coincidence—I'm doing the same for my roommate.” demonstrates correct sentence-level grammar and contextual appropriateness. Grammatically, the sentence is structured as a statement expressing surprise or delight at a shared activity. It begins with the exclamatory phrase “What a coincidence—,” which sets up the context for the similarity. The main clause “I'm doing the same for my roommate” uses the present continuous tense (“I'm doing”) to indicate a planned future action, and the phrase “the same for my roommate” clearly specifies that the speaker is planning a similar surprise party for their own roommate. Note that the answer choices include an extra, unused word, “as.”

The word order is logical and adheres to standard English usage:

- “I'm doing” (subject + present continuous verb)
- “the same” (object indicating similarity)
- “for my roommate” (prepositional phrase specifying the recipient of the action)

Contextually, the sentence is a natural and relevant response to the initial statement about planning a surprise party for a roommate. It expresses a shared experience and highlights the coincidence between the speaker and the other person. The sentence is clear, concise, and appropriately framed for the situation, making it both grammatically correct and contextually suitable.

2. I'm actually learning on my own with an app that uses AI to simulate conversations.

Explanation: The sentence “I'm actually learning on my own with an app that uses AI to simulate conversations.” demonstrates proper sentence-level grammar and contextual appropriateness. Grammatically, the sentence is structured as a statement describing how the speaker is learning Polish. It begins with the main clause “I'm actually learning on my own,” which establishes the context of independent study and describes a current, habitual activity. The phrase “with an app” specifies the tool being used, and the relative clause “that uses AI to simulate conversations” provides additional detail about the app's capabilities. Note that the answer choices include an extra, unused word, “how.”

The word order follows standard English sentence structure:

- “I'm actually learning on my own” (subject + present continuous verb + adverbial phrase)
- “with an app” (prepositional phrase indicating the means)
- “that uses AI to simulate conversations” (relative clause modifying “app”)

Contextually, the sentence is a natural and relevant response to the question “How are your Polish lessons going?” It explains the speaker's approach to language learning, highlighting the use of technology (AI) and the specific method (simulating conversations). The sentence is clear, informative, and appropriately framed for the situation, making it both grammatically correct and contextually suitable.

3. I went last week with my friends from the hiking club.

Explanation: The sentence “I went last week with my friends from the hiking club.” demonstrates proper sentence-level grammar and contextual appropriateness. Grammatically, the sentence is structured as a statement describing a past event. It begins with the subject “I” and the past tense verb “went,” clearly indicating that the action took place previously. The time expression “last week” specifies when the event occurred. The prepositional phrase “with my friends from the hiking club” provides additional detail about who accompanied the speaker and their relationship to the hiking club. Note that the answer choices include an extra, unused word, “try.”

The word order follows standard English usage:

- “I went” (subject + past tense verb)
- “last week” (time expression)
- “with my friends from the hiking club” (prepositional phrase indicating companions and their affiliation)

Contextually, the sentence is a natural and relevant response to the statement about trying the new restaurant. It shares a related experience, mentioning that the speaker has already visited the restaurant and did so with a specific group of friends. The sentence is clear, informative, and appropriately framed for the situation, making it both grammatically correct and contextually suitable.

4. What subjects do you have assignments in?

Explanation: The sentence “What subjects do you have assignments in?” demonstrates proper sentence-level grammar and contextual appropriateness. Grammatically, the sentence is structured as a WH-question, beginning with the interrogative word “What.” This is followed by the plural noun “subjects,” which specifies the information being requested. The auxiliary verb “do” is correctly placed before the subject “you,” and the main verb “have” follows the subject. The prepositional phrase “assignments in” appropriately concludes the question, indicating the context of the inquiry.

The word order adheres to standard English question formation:

- “What subjects” (interrogative phrase specifying the focus)
- “do you have” (auxiliary verb + subject + main verb)
- “assignments in” (prepositional phrase indicating the context)

Contextually, the sentence is a natural and relevant follow-up to the statement about finishing homework before dinner. It seeks specific information about the areas of study for which the speaker has assignments, making the question both clear and appropriate for the situation. The sentence is concise, grammatically correct, and contextually suitable.

5. Which store are you going to?

Explanation: The sentence “Which store are you going to?” demonstrates proper sentence-level

grammar and contextual appropriateness. Grammatically, the sentence is structured as a WH-question, beginning with the interrogative word “Which,” which is used to ask for a specific choice among options. The noun “store” immediately follows, indicating the subject of the inquiry. The verb phrase “are you going to” uses the present continuous tense, correctly formed with the auxiliary verb “are,” the subject “you,” and the main verb “going to,” which expresses future intent.

The word order follows standard English question formation:

- “Which store” (interrogative phrase specifying the focus)
- “are you going to” (auxiliary verb + subject + main verb expressing intent)

Contextually, the sentence is a natural and relevant follow-up to the statement about picking up groceries after class. It seeks specific information about the location where the speaker plans to shop, making the question both clear and appropriate for the situation. The sentence is concise, grammatically correct, and contextually suitable.

6. I **hear** the event **will support the children’s hospital**.

Explanation: The sentence “I hear the event will support the children’s hospital.” demonstrates proper sentence-level grammar and contextual appropriateness. Grammatically, the sentence is structured as a statement reporting information about the upcoming charity event. It begins with “I hear,” which is a common way to introduce information that has been learned or reported. The clause “the event will support the children’s hospital” uses the future tense (“will support”) to indicate the planned purpose of the event, and “the children’s hospital” specifies the beneficiary. Note that the answer choices include an extra, unused word, “organize.”

The word order follows standard English usage:

- “I hear” (reporting phrase)
- “the event will support the children’s hospital” (subject + future tense verb + object)

Contextually, the sentence is a natural and relevant follow-up to the statement about the student association organizing a charity event. It provides additional information about the event’s purpose, making the response both clear and appropriate for the situation. The sentence is concise, grammatically correct, and contextually suitable.

7. **What style are you considering?**

Explanation: The sentence “What style are you considering?” demonstrates proper sentence-level grammar and contextual appropriateness. Grammatically, the sentence is structured as a WH-question, beginning with the interrogative word “What,” which is used to ask for specific information. The noun “style” immediately follows, indicating the subject of the inquiry. The verb phrase “are you considering” uses the present continuous tense, correctly formed with the auxiliary verb “are,” the subject “you,” and the main verb “considering,” which expresses ongoing thought or planning.

The word order follows standard English question formation:

- “What style” (interrogative phrase specifying the focus)
- “are you considering” (auxiliary verb + subject + main verb expressing intent)

Contextually, the sentence is a natural and relevant follow-up to the statement about redecorating a dorm room. It seeks specific information about the type of decor the speaker is thinking about, making the question both clear and appropriate for the situation. The sentence is concise, grammatically correct, and contextually suitable.

8. Did you get the notes from someone?

Explanation: The sentence “Did you get the notes from someone?” demonstrates proper sentence-level grammar and contextual appropriateness. Grammatically, the sentence is structured as a yes/no question, beginning with the auxiliary verb “Did,” which is used to form questions in the past tense. The subject “you” follows, then the main verb “get,” and the object “the notes.” The prepositional phrase “from someone” specifies the source of the notes.

The word order follows standard English question formation for past tense:

- “Did” (auxiliary verb for past tense questions)
- “you get” (subject + main verb)
- “the notes” (object)
- “from someone” (prepositional phrase indicating the source)

Contextually, the sentence is a natural and relevant follow-up to the statement about missing a lecture. It seeks information about whether the speaker was able to obtain the lecture notes from another person, making the question both clear and appropriate for the situation. The sentence is concise, grammatically correct, and contextually suitable.

9. Are there any specific skills you’re hoping to gain?

Explanation: The sentence “Are there any specific skills you’re hoping to gain?” demonstrates proper sentence-level grammar and contextual appropriateness. Grammatically, the sentence is structured as a yes/no question, beginning with the auxiliary verb “Are,” which is used to form present tense questions. The phrase “there any specific skills” introduces the subject of the inquiry, and the relative clause “you’re hoping to gain” provides additional detail about the speaker’s intentions.

The word order follows standard English question formation:

- “Are” (auxiliary verb for present tense questions)
- “there any specific skills” (subject phrase specifying the focus)
- “you’re hoping to gain” (relative clause indicating intent)

Contextually, the sentence is a natural and relevant follow-up to the statement about attending a career workshop. It seeks information about the particular skills the speaker wishes to acquire, making the question both clear and appropriate for the situation. The sentence is concise, grammatically correct, and contextually suitable.

10. Have you finished creating your slides?

Explanation: The sentence “Have you finished creating your slides?” demonstrates proper sentence-level grammar and contextual appropriateness. Grammatically, the sentence is structured as a yes/no question, beginning with the auxiliary verb “Have,” which is used to form present perfect questions. The subject “you” follows, then the past participle “finished,” and the verb phrase “creating your slides” specifies the action being asked about.

The word order follows standard English question formation for the present perfect tense:

- “Have” (auxiliary verb for present perfect questions)
- “you finished” (subject + past participle)
- “creating your slides” (verb phrase indicating the specific task)

Contextually, the sentence is a natural and relevant follow-up to the statement about preparing for a big presentation. It seeks information about whether the speaker has completed an important step in the preparation process, making the question both clear and appropriate for the situation. The sentence is concise, grammatically correct, and contextually suitable.

Sample Test Taker Responses with Comments

Write an Email

To: Ms. Clark

Subject: Appreciation for digital marketing workshop

Dear Ms. Clark,

Thank you for organising the digital marketing workshop. I really liked the part where you showed how ads work on the internet and how companies use them. The group activity was fun, but I didnt understand all the steps for making a ad. Still, it was interesting to see how people react to different pictures and words.

This workshop helps my studies because now I know more about how businesses get customers online. It also gave me ideas for my school project, and I feel more confident talking about marketing in class. Sometimes I get confused with the terms, but your examples made it easier.

I think it would be good if you can do more workshops like this, maybe every month. Many students would like to learn more and practice. If you need help with planning or want feedback, I am happy to help.

Sincerely,
Zeynep

Comments: This response earns a score of 5 because it fully addresses all 3 required points in the prompt with clear and relevant elaboration. The writer thanks the organizer and specifies what was most valuable (“the part where you showed how ads work on the Internet and how companies use them”), explains how the workshop benefits their studies (“now I know more about how businesses get customers online... gave me ideas for my school project”), and suggests holding similar workshops more frequently (“maybe every month”). The tone is polite and appropriate for the context, and the email is logically organized with a clear opening, explanation, and closing. While there are minor language errors such as “organising,” “didnt,” “a ad,” and “Sincerely,” these do not interfere with clarity or effectiveness. The message demonstrates adequate syntactic variety, idiomatic phrasing, and appropriate social conventions, meeting the criteria for a fully successful response despite imperfections.

Write for an Academic Discussion

I think studying history is very important for understanding today's problems. When we learn about revolutions and social movements, we see how people fight for change and what mistakes was made before. This helps us not repeat same errors in politics or society. Andrew is right that history shows patterns in human behavior.

But I also agree with Claire that we need to focus on present issues, like technology and health. Sometimes people spend too much time looking at past and forget to solve problems now. In my opinion, we should use history as a guide, but not let it stop us from acting in the present.

Comments: This response earns a score of 5 because it is a clearly expressed and relevant contribution to the discussion. The writer states a clear opinion in favor of studying history and supports it with multiple reasons, including the value of learning from past mistakes and the importance of addressing present challenges. The ideas are well connected and coherent, with logical progression from acknowledging Andrew's point to considering Claire's perspective. The response demonstrates consistent facility in language use, showing a variety of sentence structures and appropriate vocabulary for the task. While there are minor grammatical and lexical errors (e.g., "what mistakes was made," "not repeat same errors"), these do not interfere with meaning and are typical of competent writers under timed conditions. Overall, the response fulfills the communicative purpose effectively and displays strong control of language, meeting the criteria for a fully successful response.

SPEAKING

Listening Scripts, Video Transcripts, and Sample Test Taker Responses with Comments

Listen and Repeat

Track 82 Listening Script: You have volunteered to provide help in a student resource room. The manager is training you to help students use office equipment. Listen to the manager and repeat what the manager says. Repeat only once.

1. Track 83 Listening Script: Print with various paper sizes.

2. Track 84 Listening Script: You can make numerous copies quickly.

3. Track 85 Listening Script: The scanner converts documents into digital files.

4. Track 86 Listening Script: The fax machine can send pages quickly over phone lines.

5. Track 87 Listening Script: The shredder securely destroys sensitive information.

6. Track 88 Listening Script: All devices are located in the office for easy use by those who need them.

7. Track 89 Listening Script: When in doubt, read the maintenance instructions that are available for all equipment.

Take an Interview

Track 90 Listening Script: You have volunteered for a research study at your university about people's experiences with art and creativity. You will have a short online interview with a researcher. The researcher will ask you some questions.

8. Video 1 Transcript: Thank you for your participation. I'd like to learn about your experiences with art and creativity. Do you consider yourself to be a creative person? Why or why not?

Play Track 91 to hear a sample student response. 

Sample Student Response Listening Script: I think I'm a creative person because I try to find different ways to solve problems. For example, when I was helping plan a small community event, I suggested an activity where people could share ideas together. We had to paint... the idea was to decorate a wall in a parking lot. I asked everyone to paint a small part of the wall so the whole thing felt like a group effort. Doing that showed me that creativity isn't only about art. It's also about finding new ways to do something and helping people feel more involved.

Comments: The response fully answers both parts of the question with clear, relevant details. The speaker explains what creativity means in this context and provides a specific example involving the planning of a community event and decorating a wall as a group activity. Ideas progress logically from the speaker's personal view to the example and then to a brief conclusion. A small disfluency and self-correction ("We had to paint... the idea was to...") appear, but these do not interfere with clarity or listener comprehension. Vocabulary is simple and appropriate for the level, and grammatical control is generally strong, with minor imperfections. Overall, the response is clear, connected, and easy to follow.

9. Video 2 Transcript: Great. Some people think that learning about art is just as important as learning science or math. Do you agree or disagree? Why?

Play Track 92 to hear a sample student response. 

Sample Student Response Listening Script: Um... yeah, I think I agree with that, mostly. Art gives people a way to express themselves and, uh, see things from different angles. Science and math are important, of course, but they don't really teach you how to deal with emotions or understand how other people are feeling. When I paint—uh, when I paint, it makes me slow down and calm down. I actually think more about what I'm feeling. So yeah, if students only study facts and numbers, they maybe miss that creative side, and I think that part is important too.

Comments: The response fully addresses the question by clearly stating agreement and providing reasons supported with a personal example (painting and its emotional benefits). Ideas progress logically from general benefits of art to a specific experience and, though not necessary for a full score, concludes with a statement about balance in education. The pacing is natural and conversational. The speaker has brief pauses to collect thoughts, such as "Um" and "uh," and a brief self-correction ("When I paint—uh, when I paint"), which do not hinder meaning or cause undue listener effort. The speaker's pronunciation and pacing are natural and support clear communication. The grammar and vocabulary are used effectively to express ideas with precision and depth.

10. Video 3 Transcript: Interesting. Some people believe that engaging in creative activities can improve mental well-being. Do you agree or disagree? Why?

Play Track 93 to hear a sample student response. 

Sample Student Response Listening Script: I agree with that. When I do something creative, like writing or just, um, doodling, I feel more relaxed. It's a way to forget stress for a little bit. My cousin started photography last year, and—uh—she told me it helped a lot with her anxiety. Also, you get a small feeling of achievement. Like, when I finish a project, I feel proud and, you know, a bit happier. Creative activities also help people meet others. For example, if you join a dance class, you can meet new people. So yeah, creativity is good for mental health. People should do more creative things because it make them feel better.

Comments: This response is strong because it fully addresses the question, clearly stating agreement and giving several reasons supported by personal examples, including writing, doodling, and a reference to the cousin's experience with taking photos. The ideas are organized in a logical way, moving from stress relief to a sense of achievement and then to social benefits. Delivery is generally smooth and easy to follow and fillers such as "um" and "uh" are natural and do not interfere with meaning. There is also a minor grammar slip ("it make them feel better"), which does not hinder comprehension. Vocabulary, though often simple, is appropriate, and the sentence structures support clear communication throughout. Despite a few imperfections, the response shows good development and effectively explains the speaker's opinion.

11. Video 4 Transcript: Good points. One final question. Do you think future schools will teach more art or less? What factors might influence this?

Play Track 94 to hear a sample student response. 

Sample Student Response Listening Script: Hmm... it depends, but maybe future schools will teach more art. People understand now that creativity is important, not just for artists but for everyone. With technology growing so fast, students need to think in new ways... and art helps with that. Also, many jobs want people who can solve problems creatively, not just follow rules. So, schools might add more art classes. But... um, some schools might focus more on science and coding because of job markets. It also depending on the country and budget. If schools have enough money, they can support art programs, but if not, they might cut them. Still, I hope schools teach more art in the future.

Comments: This response fully addresses the question, predicting that schools may teach more art and explaining multiple influencing factors such as technology, job market demands, and funding. The ideas are logically organized, moving from reasons for more art to possible limitations and ending with a personal hope. Delivery is generally smooth and natural, and there are fillers like "um" and slight pauses as the speaker gathers thoughts. The grammar slip ("It also depending on...") does not hinder meaning. Vocabulary is varied ("creativity," "solve problems creatively," "budget"), and sentence structures are flexible, supporting clarity and fluency overall. Despite minor imperfections, the response demonstrates strong topic development and effective language use.



APPENDIX

Performance Feedback for Test Takers

The scores you receive on the TOEFL iBT® test indicate your performance level in each of the 4 skill areas: **Reading**, **Listening**, **Writing**, and **Speaking**. This Appendix provides descriptions of what test takers can typically do at each score level as well as advice about how test takers at each level can improve their skills.

TOEFL iBT® Performance Descriptors

Performance descriptors illustrate the knowledge, skills, and abilities displayed by TOEFL iBT test takers. These descriptors have been selected from the Common European Framework of Reference for Languages or CEFR (2001, 2020) with minor modifications. Note that test takers receiving higher scores are also expected to be able to demonstrate the performance described at lower scores.

Reading Section Performance Descriptors

Section Score 6 (CEFR Level C2)

Test takers who receive a score of 6 for the **Reading** section typically demonstrate a comprehensive mastery of academic English at the highest level. They likely can understand a broad range of long and complex texts — including those with abstract, nuanced, or highly technical content. These passages may feature sophisticated vocabulary, intricate sentence structures, and subtle distinctions of style or meaning.

Test takers who score a 6 on the Reading section typically:

- can understand a broad range of long and complex texts, appreciating subtle distinctions of style and identifying both implicit and explicit meaning

Advice for Improvement

Individuals at this level are already expert readers of English. However, you can continue to expand your reading into new genres and topics. You can also continue to study the structure and rhetorical strategies of different types of writing so that you can efficiently understand the meaning and evaluate the quality of the text in terms of the arguments made and information provided.

Section Score 5–5.5 (CEFR Level C1)

Test takers who receive a score of 5–5.5 for the **Reading** section typically understand a variety of academic texts in English at the university level, potentially with help from reference tools. These passages are dense with propositions and information and can include difficult vocabulary; lengthy, complex sentences and paragraphs; and abstract or nuanced ideas that may be presented in complex ways.

Test takers who score a 5–5.5 on the Reading section typically:

- are skilled at using contextual, grammatical, and lexical cues to infer attitude, mood, and intentions and anticipate what is next

- can understand lengthy, complex texts from social, professional, or academic life, identifying finer points of detail, including attitudes and implied and stated opinions

Advice for Improvement

Read English content as much and as often as possible. Make sure to include academic texts on a variety of topics written in different genres and with different degrees of conceptual density as part of your reading.

- Read major newspapers, such as *The New York Times* or *Science Times*, and websites (NPR or the BBC).
- Write summaries of texts, making sure they incorporate the organizational pattern of the originals.
- Practice using any new words you encounter in your reading. This will help you remember both the meaning and the correct usage of the new words — continually expanding your vocabulary.

Section Score 4–4.5 (CEFR Level B2)

Test takers who receive a score of 4–4.5 for the **Reading** section typically understand the main ideas and important details of academic passages in English at the introductory university level, but they may have an incomplete or incorrect understanding of parts of passages that are especially dense with propositions and information or are complex in their presentation of ideas and information.

Test takers who score a 4–4.5 on the Reading section typically:

- can use several strategies, including identifying main points and using context clues
- can adapt style and speed of reading to different texts and use appropriate reference sources selectively
- have a broad active vocabulary but may have some difficulty with uncommon idioms
- can understand articles concerned with contemporary problems in which specific viewpoints are adopted
- can recognize when a text provides factual information and when it makes an argument

Advice for Improvement

Individuals at this level should read English as much and as often as possible. Study the organization of academic texts and overall structure of reading passages. Make sure to read entire passages from beginning to end before attempting to answer questions.

- Pay attention to the relationship between the main idea and the supporting details.
- Outline the text to test your understanding of its structure.

- Write a summary of the entire reading text. If the text is a comparison, be sure that your summary reflects that. If the text argues 2 points of view, be sure both points of view are reflected in your summary.
- Work on continually expanding your vocabulary by developing a system for recording unfamiliar words. Group words according to topic or meaning and study the words as a list of related words.
- Study roots, prefixes, and suffixes; study word families.
- Use available vocabulary resources, such as a good thesaurus or a dictionary of collocations (words commonly used together).

Section Score 3–3.5 (CEFR Level B1)

Test takers who receive a score of 3–3.5 for the **Reading** section typically understand some main ideas and important information presented in academic passages in English, but their overall understanding is limited. They are able to understand connections across two or more sentences when the relationships are clear and simple, such as a claim followed by a supporting example. However, they have difficulty following denser or more complex parts of a passage.

Test takers who score a 3–3.5 on the Reading section typically:

- can follow a line of argumentation or the sequence of events in a story by focusing on common logical and temporal connectors
- can deduce the probable meaning of unknown words by identifying their parts (e.g., roots, lexical elements, suffixes, and prefixes)
- can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides, and magazine articles that use everyday language
- can find and understand relevant information in everyday material (letters, brochures, and short official documents)

Advice for Improvement

Read English-language content as much and as often as possible. Develop a system for recording unfamiliar words.

- Group words into lists according to topic or meaning and review and study the words on a regular basis so that you remember them.
- Increase your vocabulary by analyzing word parts; study roots, prefixes, and suffixes; study word families.
- Study the organization of academic texts. Read entire passages from beginning to end before attempting to answer questions.

- Look at connections between sentences; look at how the end of one sentence relates to the beginning of the next sentence.
- Look for the main ideas and supporting details and pay attention to the relationship between them.
- Outline texts to test your understanding of the structure of reading passages. Begin your outline by grouping paragraphs that address the same concept. Continue your outline by writing one sentence for each of the groups of paragraphs that discuss the same idea.
- Write a summary of the entire passage.

Section Score 2–2.5 (CEFR Level A2)

Test takers who receive a score of 2–2.5 for the **Reading** section typically understand short, simple texts related to familiar topics and everyday life. They can extract essential information from materials such as advertisements, menus, timetables, and brief descriptions — provided the language is straightforward and concrete.

Test takers who score a 2–2.5 on the Reading section typically :

- can understand texts describing people, places, everyday life, etc., if given in simple language
- can find specific, predictable information in everyday material, like advertisements, menus, reference lists, and timetables
- can use recognition of known words to deduce the meanings of unfamiliar words in short expressions used in routine contexts
- can understand short, simple texts on familiar matters of a concrete type, which consist of common or job-related language

Advice for Improvement

Read English-language content as much and as often as possible, including shorter texts about familiar topics that you can read freely as well as more challenging texts that are longer or about unfamiliar topics. Focus on understanding the main idea and specific details.

- Read stories, brochures, advertisements, and emails related to daily activities.
- Use pictures and visual aids to help understand the meanings of words and sentences.
- Keep a vocabulary notebook for new words and phrases, especially those you encounter in everyday contexts. Review and practice them regularly.
- Practice reading aloud to improve fluency and reinforce word recognition.
- Ask and answer simple questions about texts to check your understanding and encourage active engagement.
- Repeat reading short texts to build confidence and reinforce memory.

Section Score 1–1.5 (CEFR Level A1)

Test takers who receive a 1–1.5 in the **Reading** section typically understand very basic texts and informational material. Their comprehension is limited to familiar names, words, and simple phrases encountered in everyday situations — especially when there is visual support.

Test takers who score a 1–1.5 on the Reading section typically:

- can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support
- recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations
- find and understand simple, important information in short texts

Advice for Improvement

Read English as much and as often as possible, focusing on simple messages in everyday situations. Make use of readings with formatting, such as tables; or visual support, like images. Use the formatting and images to help you understand the meaning of the text.

- Read signs, labels, short messages, and illustrated children's books.
- Practice recognizing and reading familiar names, words, and phrases in daily life.
- Play word games or use flashcards to learn and remember basic vocabulary.
- Use pictures to help you understand the meanings of words and sentences.
- Repeat reading short texts to build confidence and reinforce memory.
- Ask for help or clarification when you encounter unfamiliar words or phrases.

Listening Section Performance Descriptors**Section Score 6 (CEFR Level C2)**

Test takers who receive a score of 6 for the **Listening** section likely can understand a wide range of extended and complex spoken English, including lectures and discussions that feature sophisticated vocabulary, intricate sentence structures, and subtle distinctions of style or meaning. They can interpret implicit information, recognize shifts in tone or perspective, and synthesize details from multiple sources — even when information is presented in a nonlinear or highly specialized manner.

Test takers who score a 6 on the Listening section typically:

- can make appropriate inferences when links or implications are not made explicit in a listening sample

- can identify the sociocultural implications of most of the language used in colloquial discussions that take place at a natural speed
- can follow specialized lectures and presentations employing colloquialism, regional usage, or unfamiliar terminology

Advice for Improvement

Individuals at this level are already expert listeners of English. However, your listening skills can continue to be developed by listening to a wide range of materials on various topics, including both academic material and speech that is more informal or idiomatic. While listening, make an effort to identify the communicative goal of the speaker and the strategies they use to organize information, express ideas, and interact with their listener(s).

Section Score 5–5.5 (CEFR Level C1)

Test takers who receive a score of 5–5.5 for the **Listening** section typically understand conversations, announcements, and talks that take place in academic settings. The conversations, announcements, and academic talks may include difficult vocabulary, abstract or complex ideas, complex sentence structures, various uses of intonation, and a large amount of information, possibly organized in complex ways.

Test takers who score a 5–5.5 on the Listening section typically:

- are skilled at using contextual, grammatical, and lexical cues to infer attitude, mood, and intentions and anticipate what is next
- can recognize a wide range of idiomatic expressions but may need to confirm occasional details, especially if the accent is unfamiliar
- can follow most lectures and discussions with ease

Advice for Improvement

Further develop your listening ability with daily practice in listening in English and by challenging yourself with increasingly longer listening selections and more complex listening material.

- Listen to different kinds of materials on a variety of topics.
- Focus on topics that are new to you.
- Listen to academic lectures and public talks.
- Listen to audio and video material on television, radio, and the Internet.
- Listen to programs with academic content, such as VOA, BBC, and NPR broadcasts.
- Listen to conversations, such as podcasts where the host interviews someone.
- Take live and audio-recorded tours (for example, tours of museums).
- Listen actively.

- Take notes as you listen for main ideas and important details.
- Make predictions about what you will hear next.
- Summarize.
- Write down new words and expressions.

SMART TIP

For the more challenging material you have chosen to listen to, listen several times.

- First listen for the main ideas and key details.
- Then listen again to fill in gaps in your understanding, to understand the connections between ideas, the structure of the talk, and the speaker's attitude, and to distinguish fact from opinion.

Section Score 4–4.5 (CEFR Level B2)

Test takers who receive a score of 4–4.5 score for the **Listening** section typically understand the main ideas and important details of conversations, announcements, and talks that take place in academic settings. The conversations, announcements, and academic talks may include difficult vocabulary, abstract or complex ideas, complex sentence structures, various uses of intonation, and information that must be tracked across sequences of utterances. However, conversations, announcements, and talks that are dense with information may present difficulty if the information is not reinforced.

Test takers who score a 4–4.5 on the Listening section typically:

- can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar and the argument is guided by explicit markers
- can distinguish main themes from asides, as long as the lecture is delivered in standard or familiar language
- can recognize the point of view expressed and distinguish this from facts being reported
- can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard or familiar language

Advice for Improvement

Practice listening in English daily. Gradually increase the amount of time that you spend listening, the length of the selections you listen to, and the difficulty of the material.

- Listen to different kinds of materials on a variety of topics.
- Start with familiar topics; then move to topics that are new to you.

- Listen to audio and video material that you can pause and replay, such as podcasts, streamed radio and television programs, and Internet videos.
- Listen to programs with academic content, such as VOA, BBC, and NPR broadcasts.
- Listen to conversations, such as podcasts where the host interviews someone.
- Listen actively, taking notes as you listen for main ideas and important details.
- Ask yourself about basic information (Who? What? When? Where? Why? How?) about the selection you listened to.
- Make predictions about what you will hear next.
- Summarize.
- Write down new words and expressions.

SMART TIP

For more challenging material, listen several times.

- First listen with English subtitles if they are available.
- Then listen without subtitles, focusing on the main ideas and key details.
- Then listen again to fill in gaps in your basic understanding and to understand the connections between ideas.

Section Score 3–3.5 (CEFR Level B1)

Test takers who receive a score of 3–3.5 for the **Listening** section typically understand the main idea and some important details of conversations, announcements, and talks that take place in academic settings. The conversations, announcements, and talks can include basic academic language, abstract or complex ideas that are significantly reinforced, complex sentence structures, certain uses of intonation, and a large amount of information that is repeated or significantly reinforced.

Test takers who score a 3–3.5 on the Listening section typically:

- can understand the main points made in clear, standard language on familiar matters
- can extrapolate the meaning of unknown words from the context and deduce sentence meaning, if the topic is familiar
- can understand clear factual information about common topics, identifying general messages and specific details, if the speaker articulates clearly in a familiar manner
- can follow a lecture within their own field, if the subject matter is familiar and clearly structured
- can follow much of everyday conversation, if clearly articulated in standard language

Advice for Improvement

Practice listening in English daily. Gradually increase the amount of time that you spend listening as well as the length of the individual listening selections.

- Listen to different kinds of materials on a variety of topics.
- Recordings on topics that are familiar to you
- Recordings of English lessons
- Audio and video material that you can pause and replay, such as podcasts, streamed radio and television programs, and Internet videos
- Short programs with some academic content conversations
- Listen actively.
- Take notes as you listen for main ideas and important details.
- Ask yourself about basic information (Who? What? When? Where? Why? How?).
- Make predictions about what you will hear next.
- Summarize.
- Write down new words and expressions.

SMART TIP

Listen to each recording several times.

- First listen with English subtitles if they are available.
- Then listen without subtitles, focusing on the main ideas and key details.
- Then listen again to fill in gaps in your basic understanding and to understand the connections between ideas.

Section Score 2–2.5 (CEFR Level A2)

Test takers who receive a score of 2–2.5 for the **Listening** section are typically able to understand the general idea in conversations, announcements, and talks in academic settings in which the content is familiar, the speech is slow and clear, or reinforced by repetition or visual support. They may recognize main ideas and some explicitly stated details but often struggle with complex sentences, abstract concepts, or information presented across multiple speakers.

Test takers who score a 2–2.5 on the Listening section typically:

- can understand phrases related to areas of immediate priority (e.g., basic personal and family information, shopping, local geography, jobs), if the speaker articulates clearly and slowly

- can understand the essential information from short, recorded passages dealing with predictable everyday matters
- can use their recognition of known words to deduce the meanings of unfamiliar words in short expressions used in routine contexts

Advice for Improvement

Practice listening in English every day. Gradually increase both the amount of time you spend listening and the length of the listening selections you choose.

- Listen to a variety of materials on familiar topics:
 - Short conversations about daily life
 - Simple instructions or directions
 - Audio and video clips from children's programs, cartoons, or beginner-level podcasts
 - Announcements, weather reports, or advertisements that use clear and simple language
- Listen actively, trying to catch key words and main ideas as you listen.
- Ask yourself simple questions about what you hear (Who? What? Where? When?).
- Repeat short phrases or sentences to practice pronunciation and understanding.
- Write down new words or expressions and review them regularly.
 - Use pictures or gestures to help you understand the meaning.

SMART TIP

- Listen to each recording more than once.
 - First, try to predict the content of the recording, based on whatever information is available, such as visuals or a title.
 - Second, listen once and focus on understanding the main idea.
 - Third, listen again and try to understand the important points. If needed, try slowing down the recording or playing the recording several times.
 - Finally, listen again and try to repeat or summarize what you heard in your own words.

Section Score 1–1.5 (CEFR Level A1)

Test takers who receive a score of 1–1.5 for the **Listening** section are typically able to understand isolated words, familiar expressions, and simple instructions delivered slowly and clearly. They may recognize greetings, common phrases, and straightforward questions and may identify main ideas in short exchanges or in predictable situations and when speech is slow and clear.

Test takers who score a 1–1.5 on the Listening section typically:

- can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided the information is delivered slowly and clearly
- have a basic vocabulary repertoire of words and phrases related to particular concrete situations

Advice for Improvement

Listen to English every day, even for just a few minutes at a time. Choose very short and simple listening materials with clear, slow speech.

- Listen to materials on familiar topics, such as:
 - Short conversations about daily life (greetings, introductions, shopping)
 - Simple instructions or directions
 - Audio and video clips from children's programs, cartoons, or beginner-level podcasts
 - Announcements or advertisements that use basic, everyday language
- Listen actively
 - Focus on recognizing familiar words and simple phrases.
 - Try to catch the main idea or purpose of what you hear.
 - Focus on catching a key piece of information (such as price, when shopping)
 - Ask yourself simple questions about the recording (Who is speaking? What are they talking about? Where are they?).
 - Repeat short phrases or sentences to practice pronunciation and understanding.
 - Write down new words or expressions and review them regularly.
 - Use pictures, gestures, or other visual clues to help you understand the meaning.

SMART TIP

Listen to each recording more than once.

1. First, try to predict the content of the recording, based on whatever information is available, such as visuals or a title.
2. Second, listen once and focus on understanding the main idea.
3. Third, listen again and try to understand the important points. Use support if needed, such as slowing down the recording or playing the recording several times.
4. Finally, listen again and try to repeat or summarize what you heard in your own words.

Writing Section Performance Descriptors

Section Score 6 (CEFR Level C2)

Test takers who receive a score of 6 for the **Writing** section are likely to be able to produce a broad range of extended and complex texts, including those that address abstract, nuanced, or highly technical topics. Their writing features sophisticated vocabulary, intricate sentence structures, and subtle distinctions of style or meaning.

Test takers who score a 6 on the Writing section typically:

- can use a comprehensive and unrestricted mastery of a wide range of language to formulate thoughts precisely, give emphasis, and eliminate ambiguity
- can convey finer shades of meaning by using, with reasonable accuracy, a wide range of qualifying devices (e.g., adverbs showing degree or clauses showing limitations)
- have strong command of a broad lexical repertoire, including idiomatic expressions, and also show awareness of connotative levels of meaning

Advice for Improvement

Individuals at this level are already expert writers of English. However, you can continue to improve your writing by analyzing the structure and rhetorical strategies of exemplary academic writing. You can also ask peers to provide feedback on your writing, and you can provide feedback on their writing, which will help to sharpen your skills in editing and revision. In addition, continue to read actively, especially in your discipline, which helps to further develop an understanding of effective writing. Note that expert writers also tend to be enthusiastic readers.

Section Score 5–5.5 (CEFR Level C1)

Test takers who receive a score of 5–5.5 for the Writing section are typically able to write in English on a wide range of academic and nonacademic topics with confidence and clarity.

Test takers who score a 5–5.5 on the Writing section typically:

- can use a broad range of complex grammatical structures appropriately and with flexibility
- establish consistent and helpful layout, paragraphing, and punctuation
- can precisely qualify opinions in relation to degrees of certainty and uncertainty
- can express strong disagreement diplomatically

Advice for Improvement

Write in English as much and as often as possible. Include a variety of writing tasks — emails, messages, short essays, and online posts — on academic and everyday topics.

- Exchange emails or messages with friends, classmates, or in online communities about different subjects.
- Read model emails, essays, and discussion posts in English; notice how ideas are organized and how tone is adjusted for different audiences.
- Write a summary of articles or academic talks in your own words, focusing on clarity and structure.
- Challenge yourself to use new vocabulary and varied sentence structures in your writing.
- Review and edit your own writing for grammar, punctuation, and organization.
- Ask native speakers or experienced writers or use AI technology to get feedback on your writing.

Continue to improve your ability to express opinions by studying the ways in which published writers express their opinions.

- Read articles and essays written by professional writers who express their opinions about an issue (for example, a social, environmental, or educational issue).
- Identify the writer's opinion or opinions.
- Notice how the writer addresses possible objections to the opinions if they discuss them.

Section Score 4–4.5 (CEFR Level B2)

Test takers who receive a score of 4–4.5 for the **Writing** section are typically able to write in English well on general or familiar topics. When writing about complex ideas or ideas on academic topics, they can convey most of the main ideas.

Test takers who score a 4–4.5 on the Writing section typically:

- can produce text that is well-organized and coherent, using a range of linking expressions and devices
- have a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly and with some inaccuracy
- can develop a clear description or narrative, expanding and supporting main points with relevant supporting detail and examples
- use lexical accuracy that is generally high; occasional incorrect word choice does not hinder communication

Advice for Improvement

Write in English as much and as often as possible. Practice writing emails, messages, and short texts about familiar topics and everyday situations.

- Keep a daily or weekly journal in English, describing events, plans, or opinions.
- Read sample emails and short texts; pay attention to how writers greet, state their purpose, and close their messages.
- Practice writing summaries of articles or stories, focusing on the main idea and supporting details.
- Expand your vocabulary by learning new words and phrases from reading and listening; use them in your writing.
- Study basic grammar patterns, such as forming questions, negatives, and compound sentences.
- Exchange messages with friends or classmates and ask for feedback on clarity and accuracy.
- Review your writing for common errors and make small changes to improve sentence flow.
- Write a response to an article or essay in English, taking the opposite viewpoint.
 - Outline your response.
 - Note the methods you use to support your ideas. Reread what you have written.
 - Make sure your supporting ideas are clearly related to your main point.
 - Note what method you use to develop each of your supporting points. Make sure you have developed each of your points in detail. Is there anything more you could have said to strengthen your points?

Section Score 3–3.5 (CEFR Level B1)

Test takers who receive a score of 3–3.5 for the **Writing** section are typically able to produce simple written texts in English on general or familiar topics.

Test takers who score a 3–3.5 on the Writing section typically :

- can write basic emails or letters of a factual nature (e.g., to request information or ask for and give confirmation)
- can use a wide range of simple language to flexibly express most intended meanings
- can express the main point comprehensibly
- show good control of elementary vocabulary, but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations

Advice for Improvement

Write in English as much and as often as possible. Focus on expressing complete ideas in simple sentences about everyday topics.

- Write short emails or messages to friends, teachers, or family members about daily activities or requests.
- Read simple texts in English and try to summarize them in your own words.
- Study grammar rules for different sentence structures; practice forming questions and answers in writing using basic sentence patterns.
- Build your vocabulary by keeping a list of useful words and phrases; review and use them regularly.
- Ask for feedback from teachers and peers or use AI technology to receive suggestions to improve your grammar and clarity.
- Practice combining short sentences into longer ones using conjunctions like “and,” “but,” or “because.”
- Review your writing to check for subjects, verbs, and correct word order.

Section Score 2–2.5 (CEFR Level A2)

Test takers who receive a score of 2–2.5 for the **Writing** section are typically able to communicate very basic information in written English.

Test takers who score a 2–2.5 on the Writing section typically:

- can write brief, everyday expressions to satisfy simple needs of a concrete type (e.g., personal details, daily routines, wants and needs, requests for information)
- can use some simple structures correctly but still make basic mistakes; however, it is usually clear what they are trying to communicate
- have sufficient vocabulary for the expression of basic communicative needs

Advice for Improvement

Write in English as much and as often as possible, focusing on short, simple messages about familiar topics and daily life.

- Write about your routines, plans, or experiences in simple sentences.
- Use sentence starters such as “I need...”, “I want to...”, or “Please tell me...” to begin your writing.
- Copy and adapt basic emails or messages from textbooks or online resources.
- Practice basic grammar, such as subject-verb agreement and simple punctuation.
- Keep a notebook of new words and phrases; review and use them in your writing.
- Read and copy simple messages, paying attention to greetings and closings.
- Read your sentences aloud to check for clarity and completeness.

Section Score 1–1.5 (CEFR Level A1)

Test takers who receive a score of 1–1.5 for the **Writing** section are typically able to produce simple written texts in English on familiar, everyday topics consisting of isolated words, basic phrases, or short sentences. Their communication is often limited to routine tasks and highly predictable contexts.

Test takers who score a 1–1.5 on the Writing section typically:

- can compose a short, very simple message (e.g., a text message) to friends to give them a piece of information or ask them a question
- have a very basic range of simple expressions about personal details and needs of a concrete type
- can produce simple isolated phrases and sentences

Advice for Improvement

Write as much and as often as possible, focusing on very short sentences and basic messages about yourself and your surroundings.

- Practice writing simple sentences such as “I am...”, “I have...”, or “I like...”
- Copy and adapt basic greetings, requests, and statements from models.
- Learn and use essential vocabulary for everyday needs — people, places, actions, and times.
- Use pictures for inspiration; write 1 or 2 sentences describing what you see.
- Practice forming complete sentences instead of single words or fragments.
- Review your writing to make sure each sentence starts with a capital letter and ends with a period.
- Ask for help or feedback from teachers and classmates.

Speaking Section Performance Descriptors

Section Score 6 (CEFR Level C2)

Test takers who receive a score of 6 for the **Speaking** section can communicate fluently, precisely, and effectively and can likely speak on a wide range of complex and abstract topics, adapting their language with ease to suit different academic and professional contexts. Their speech features sophisticated vocabulary; complex grammatical structures; and subtle distinctions of style, tone, and meaning.

Test takers who score a 6 on the Speaking section typically :

- can express themselves at length with a natural, effortless, smooth flow, pausing only to reflect on precisely the right words or find an appropriate example
- can demonstrate a full and reliable mastery of a broad range of language to formulate thoughts precisely, give emphasis and differentiate, and eliminate ambiguity, with no signs of having to restrict what they want to say
- can provide clear, smoothly flowing, elaborate, and often memorable descriptions

Advice for Improvement

Individuals at this level are already expert English speakers. However, you can continue to improve by recording your own speaking performances and critically evaluate your fluency, coherence, and overall effectiveness in communication. You can also review recordings of expert speakers to observe how they use language, tone, and register to suit different audiences and contexts, such as seminars, conferences, or interviews. If needed, you can also target improving the pronunciation of specific key words or phrases that you have trouble with.

Section Score 5–5.5 (CEFR Level C1)

Individuals who receive a score of 5–5.5 for the **Speaking** section typically are able to communicate fluently and effectively on a wide range of topics with little difficulty.

Test takers who score a 5–5.5 on the Speaking section typically:

- can express themselves fluently and spontaneously, almost effortlessly, and only a difficult subject can hinder a smooth flow of language
- can use a broad range of complex grammatical structures and less common vocabulary appropriately
- can use the full range of phonological features in English with sufficient control to ensure intelligibility

Advice for Improvement

Look for opportunities to build your fluency in English.

- Take risks and engage others in conversation in English whenever possible.
- Join an English club in which members converse in English about everyday topics, such as movies, music, and travel. If a club does not exist in your area, start one and invite fluent speakers to help you get started.

Record yourself and then listen and transcribe what you said.

- Read a short article from a newspaper or textbook. Record yourself summarizing the article and providing your reactions.
- Transcribe the recording and review the transcription. Think about other ways to say the same thing.

Section Score 4–4.5 (CEFR Level B2)

Test takers who receive a score of 4–4.5 for the **Speaking** section are typically able to communicate effectively on most general or familiar topics and to make themselves understood when discussing more complex or academic topics.

Test takers who score a 4–4.5 on the Speaking section typically:

- can produce stretches of language with an even tempo but can be hesitant while searching for patterns and expressions, producing few noticeably long pauses
- show a fairly high degree of grammatical control and do not make mistakes that lead to misunderstanding; their speech is intelligible throughout, despite a few systematic mispronunciations
- can explain a viewpoint on a topical issue, giving the pros and cons of various options
- can develop a clear description or narrative, expanding and supporting main points with relevant detail and examples

Advice for Improvement

Practice speaking in English about everyday topics that are important to your life. This will develop your fluency and confidence.

- Find a speaking partner. Set aside time each week to practice speaking with your partner in English.

- If you cannot find a fluent English speaker, find a friend who wants to practice speaking English and promise to speak only English for a certain period of time.
- Listen to podcasts or conversations and shadow the speaker (repeat after the speaker aloud and try to imitate the speaker's pronunciation, intonation, and rhythm as much as possible).
- Practice speaking for a limited time on different topics.
- Record yourself when you practice speaking. Listen to the recording and write down areas in which you can improve.

Section Score 3–3.5 (CEFR Level B1)

Test takers who receive a score of 3–3.5 for the **Speaking** section are typically able to talk about general or familiar topics with relative ease.

Test takers who score a 3–3.5 on the Speaking section typically:

- can speak comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production
- can express a main point comprehensibly and are generally intelligible, despite regular mispronunciation of individual sounds and less familiar words
- can give brief explanations for opinions, plans, and actions
- have sufficient vocabulary to express themselves with some circumlocutions on most topics relevant to everyday life, like family, hobbies and interests, work, travel, and current events

Advice for Improvement

Develop friendships with people who want to speak English with you. Interaction with others will improve your speaking ability. If you cannot find a fluent speaker, find a friend who wants to practice speaking English and promise to speak only English for a certain period of time.

- Listen to short stories or simple dialogues and shadow the speaker (repeat after the speaker aloud and try to imitate the speaker's pronunciation, intonation, and rhythm as much as possible).
- Practice answering questions about familiar topics such as hobbies, likes and dislikes, and personal experiences.
- Keep an oral diary. Record yourself describing what you did the day before and what you plan to do the next day. Pay attention to accuracy as well as fluency.
- Write down important new words that you come across while reading or listening and practice pronouncing them.

Section Score 2–2.5 (CEFR Level A2)

Test takers who receive a score of 2–2.5 for the **Speaking** section are typically able to communicate limited information about familiar, everyday topics, using mostly short utterances.

Test takers who score a 2–2.5 on the Speaking section typically:

- can construct phrases on familiar topics with enough ease to handle short exchanges, despite noticeable hesitation and false starts
- have pronunciation that is generally intelligible when communicating in simple everyday situations
- can give short, basic descriptions of events and activities
- can explain likes or dislikes about something and why they prefer one thing over another, making simple, direct comparisons

Advice for Improvement

Take an English conversation class. This will help improve your fluency and pronunciation, increase your vocabulary, and improve the grammar in your speech.

- Study basic grammar rules so that your speech is grammatically correct.
- As you learn new words and expressions, practice pronouncing them clearly. Record yourself as you practice. Use AI technology to see how intelligible your speech is and to identify sounds or words that you have difficulty pronouncing.
- Make a note of useful words and phrases you hear and try to use these in your speech.

Section Score 1–1.5 (CEFR Level A1)

Test takers who receive a score of 1–1.5 for the **Speaking** section typically communicate using isolated words, memorized phrases, and simple expressions related to immediate needs or familiar topics.

Test takers who score a 1–1.5 on the Speaking section typically:

- can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication
- have a very basic range of simple expressions about personal details and needs of a concrete type
- use pronunciation of a very limited repertoire of learned words and phrases that can be understood with some effort by those used to dealing with speakers of the language group

Advice for Improvement

To progress beyond this level, focus on building a foundation of essential vocabulary and simple sentence structures. Practice speaking English regularly in predictable, everyday contexts to increase confidence and fluency.

- Learn and use common vocabulary and phrases for greetings, introductions, and everyday situations.
- Practice forming short, complete sentences instead of single words or fragments.
- Listen to simple dialogues or short audio clips to improve pronunciation and rhythm.
- Repeat and memorize useful sentence patterns for asking and answering basic questions.
- Engage in role-play activities for common scenarios (e.g., ordering food, asking for directions).
- Use language-learning apps or flashcards to reinforce vocabulary and basic grammar.
- Record yourself speaking and compare the recordings to native speaker models to improve clarity.

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