

*toefl ibt.



THE TOEFL iBT® OFFICIAL BEGINNER'S GUIDE

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How to Use a QR Code

While using this TOEFL iBT prep guide, you will see QR codes throughout that are linked to additional practice resources. When prompted, scan the QR code using your phone or tablet to access this additional content.

How to scan a QR code with the Camera app

1. Open the Camera app from the home screen, control center, or lock screen.
2. Select the rear facing camera. Hold your device, so that the QR code appears in the viewfinder in the Camera app. Your device will recognize the QR code and show a notification on the screen. This will happen automatically, so you don't need to take a picture of the QR code.
3. Tap the notification to open the link associated with the QR code.



About the TOEFL iBT® Test

The TOEFL iBT® test is the world's premier English-language test for study, work, and immigration. It measures your ability to use and understand English in academic settings.

TOEFL iBT is a great choice for you

- **It's Trusted.** TOEFL iBT scores are accepted by 13,000+ universities, government agencies, and other institutions in more than 160 countries.
- **It's Convenient.** Choose where and how you want to take the TOEFL iBT test: at a test center or at home, with many appointment times to choose from.
- **It's Popular.** More than 40 million people have taken a TOEFL® test to help achieve their dreams.
- **It Helps You Stand Out.** When you apply with a TOEFL iBT score, they know you have the English skills to be successful.

And there's more

- **Short Testing Time:** Under 2 hours
- **Lots of Practice Materials:** The TOEFL® TestReady™ prep portal brings together practice tests, activities, books, courses, and more, with personalized feedback and progress tracking to help you improve.
- **Fast Scores:** View your unofficial Reading and Listening scores at the end of your test, and get your full, official scores in 4–8 days.

Test Format and Content

Test Structure

Section	Estimated Timing	Questions/Tasks	Description
Reading	35 minutes	20 questions	Read passages and respond to questions
Listening	36 minutes	28 questions	Answer questions about lectures, classroom discussions, and conversations
Speaking	16 minutes	4 tasks	Talk about a familiar topic and discuss material you read and heard
Writing	29 minutes	2 tasks	Read a passage, listen to a recording, and type your response State and support an opinion in an online classroom discussion

For all sections:

- You can take notes during any audio portions of the test.
- If you finish a section early, you can go on to the next section, but you can't go back to a section you have already completed or for which time has been called.

Reading

The Reading section measures your ability to understand academic passages in English.

There are two passages of around 700 words each, with 10 questions per passage.

Reading passages are taken from university-level books from a variety of subjects. You do not need to have any prior knowledge of the subjects. All the information you need to answer the questions will be included in the passages.

Within the Reading section only, you can go back to previous passages during the time for this section.

Reading 🕒 35 minutes



2 Reading Passages
20 Questions

Listening

The Listening section measures your ability to understand conversations and academic lectures in English. Both use language that would be heard on a university campus.

There are 3 lectures of 3–5 minutes each, some with classroom discussion, with 6 questions per lecture. There are also 2 conversations of 3 minutes each, with 5 questions per conversation.

Listening passages include English-speaker accents from North America, the United Kingdom, New Zealand, and Australia.



Listening 36 minutes

3 Lectures
2 Conversations
28 Questions

The graphic features a dark blue header with the word 'Listening' and a clock icon indicating 36 minutes. Below the header is a light blue background with icons of three headphones and two speech bubbles. To the right of the icons, the text lists '3 Lectures', '2 Conversations', and '28 Questions'.

Speaking

The Speaking section measures your ability to speak in English about a variety of topics. The four tasks resemble real-life situations that students might encounter both in and outside of a classroom.

The Independent Speaking Task (Question 1) requires you to draw entirely on your own ideas, opinions, and experiences when you respond.

The Integrated Speaking Tasks (Questions 2–4) require you to combine your English-language skills (listening and speaking or listening, reading, and speaking) just as you would in or out of a classroom.

You will have 15–30 seconds to prepare, and 45–60 seconds to speak your response. You will speak into the microphone to record your response.



Speaking 16 minutes

4 Tasks
1 Independent /
3 Integrated

The graphic features a dark blue header with the word 'Speaking' and a clock icon indicating 16 minutes. Below the header is a light blue background with icons of four microphones. To the right of the icons, the text lists '4 Tasks' and '1 Independent / 3 Integrated'.

Writing

The Writing section measures your ability to write in English to communicate in an academic environment.

There are two writing tasks, the Integrated task (20 minutes) and the Writing for an Academic Discussion task (10 minutes). Test takers type their responses on a computer keyboard.

For the **Integrated** task, you will read a short passage and listen to a short lecture, then write in response to what was read and listened to.

For the **Writing for an Academic Discussion** task, you will state and support an opinion in an online classroom discussion.

Raters recognize that each Writing response is a first draft, and test takers can still receive a high score with a response that contains some errors.



Writing 29 minutes

2 Tasks
1 Integrated / 1 Writing for
an Academic Discussion

The graphic features a dark blue header with the word 'Writing' and a clock icon indicating 29 minutes. Below the header is a light blue background with icons of two checkmarks on notepaper. To the right of the icons, the text lists '2 Tasks' and '1 Integrated / 1 Writing for an Academic Discussion'.

Test Preparation

ETS offers a variety of practice materials to help you prepare for the TOEFL iBT test and build your English skills. See the full line of resources at www.ets.org/toefl/test-takers/ibt/prepare.



TOEFL® TestReady™ Prep Portal

TOEFL TestReady is your one-stop personalized prep portal for official TOEFL iBT practice resources, performance feedback, and progress tracking. It includes:

- **Free Practice Test.** A full-length practice test with AI-powered automated scoring, performance feedback for all four sections, and personalized feedback and tips for Speaking and Writing responses.
- **Free Activity of the Day.** Log in every day to challenge yourself with a free activity from one of the four test sections, such as a Reading passage and related questions.
- **Free Tailored Study Plan.** Answer five short survey questions to generate a free interactive study plan to fit your schedule and help you stay organized, track your progress and focus on the skills you need to boost.
- **Mock Tests.** TOEFL Practice Online tests simulate the real TOEFL iBT testing experience, with authentic test questions and scores and performance feedback within 24 hours.
- **Section Tests.** Practice a section in test mode and receive a score, performance feedback, and additional insights.
- **Section Practice.** Practice a complete section at your own pace and receive immediate scores, feedback, and insights to help you improve.
- **Focused Practice.** Boost your skills and confidence by focusing on sets of specific question types with immediate scores, feedback, and insights.
- **Guides and Books.** Our best-selling guides and books include *The Official Guide to the TOEFL iBT® Test* and *Official TOEFL iBT® Tests, Volumes 1 & 2*.

- **Courses.** Study online with the Official TOEFL iBT Prep Course and *TOEFL Test Preparation: The Insider's Guide*.
- **Value Packs.** Save money when you purchase multiple prep offerings bundled together into an expertly curated package. Find discounts on test registrations, practice tests, guides, books, additional score reports, and more.



Other Prep Resources

- **TOEFL iBT Sample Test** is a 40-minute experience where you will become more familiar with the content and structure found in the full-length, just under 2-hour test.



- **TOEFL iBT® Test Prep Planner** is a free eight-week planner that helps you set weekly practice goals and stay on track with tips and tasks for the weeks leading up to test day.



- **TOEFL iBT Tutors.** The ETS TOEFL team has collaborated with Preply®, a leading provider of independent online tutors, to offer one-on-one support during your test preparation journey.



Scores

TOEFL iBT scores help you stand out to admissions officers, and they provide a true reflection of your English-language abilities in the way they are used in an actual classroom.

How the Test Is Scored

TOEFL tests are only scored by a centralized scoring network, never at the test center.

The Reading and Listening sections are scored by computer.

The Speaking and Writing sections are scored by a combination of AI scoring and multiple, highly trained human raters, using the TOEFL iBT Scoring Guides for Speaking and Writing.

The test is scored as follows:

- Each section has a score range of 0–30.
- The section scores are added together for a total score of 0–120.

Your scores are valid for 2 years after your test date.

Understanding Your Scores

TOEFL iBT score reports show your section scores (0–30) and total score (0–120) from a single-test date.

Score reports also include your MyBest® scores, which is the combination of your highest section scores from all of your tests in the last 2 years.

You will also receive enhanced score reporting in your TOEFL account that provides personalized feedback and performance insights, including:

- Your proficiency level for each section of the test.
- Feedback on which Reading and Listening question types you've successfully demonstrated, and which are still developing.
- A closer look at your Speaking and Writing skills, with insights into your language use, grammar, mechanics, and more.
- Sample high-scoring Speaking and Writing responses with explanations to help you practice and improve.

The proficiency levels for each skill are indicated in the table below.

Skill	Level
Reading	Advanced (24–30) High-Intermediate (18–23) Low-Intermediate (4–17) Below Low-Intermediate (0–3)
Listening	Advanced (22–30) High-Intermediate (17–21) Low-Intermediate (9–16) Below Low-Intermediate (0–8)
Speaking	Advanced (25–30) High-Intermediate (20–24) Low-Intermediate (16–19) Basic (10–15) Below Basic (0–9)
Writing	Advanced (24–30) High-Intermediate (17–23) Low-Intermediate (13–16) Basic (7–12) Below Basic (0–6)

There are no passing or failing scores set by the TOEFL program or ETS. Each institution or agency sets its own score requirements. Check with them directly for their specific requirements.

Receiving Your Scores

Your scores will be available in your ETS account 4–8 days after your test date. The exact date you can expect to receive your official scores will be displayed at the end of your TOEFL iBT test.

PDF score reports are ready for download 2 days after you receive your scores in your ETS account.

If you requested a paper copy of your score report before you took the test, it will be mailed 11–15 days after your test date or sooner, depending on how you took the test. Delivery times will vary based on local postal services.

Sending Your Scores

Your test fee includes up to four free official TOEFL score reports to be sent to the institutions, agencies, or other recipients that you select before you take the test.

Score delivery time varies based on how you took the test and how your designated score recipients receive scores (all times approximate):

- ETS® Data Manager: 4–8 business days
- Server feeds: 8–10 business days
- Postal mail: 10–12 business days plus mailing time. Allow an additional 7–10 days for mail delivery in the United States, and 4–6 weeks for mail delivery to other locations.

Your scores are valid for 2 years after your test date. During that time, you can order additional score reports, through your ETS account, for a fee.

*toefl ibt. At a glance



Accepted worldwide by over 13,000+ institutions in over 160 countries, including 100% of universities in the US, Canada, the UK and Australia.

- TOEFL iBT takes **less than 2 hours** to complete, making it the shortest of the 3 major English language tests
- TOEFL takers receive their official scores within **4-8 days**
- **Accepted by 100% of universities** in the US, Canada, the UK and Australia

How it works

SECTION	DESCRIPTION	ESTIMATED TIMING	QUESTIONS/TASKS	SCORES
Reading	Read passages and respond to questions.	35 min.	20 questions	0-30
Listening	Answer questions about brief lectures or classroom discussions.	36 min.	28 questions	0-30
Speaking	Talk about a familiar topic and discuss material you read and heard.	16 min.	4 tasks	0-30
Writing	Read a passage, listen to a recording and type your response. State and support an opinion in an online classroom discussion.	29 min.	2 tasks	0-30
TOTAL		Just under 2 hours		0-120

TOEFL® TestReady
Official test prep materials to support TOEFL iBT takers!

FREE PRACTICE TEST

Take advantage of a complete test with scoring and feedback.

FREE DAILY ACTIVITY

Challenge yourself with a free activity from one of the four skill sections.

MOCK TESTS

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Tel: 1800-123-9418 [8am to 8pm IST 7 days a week including holidays]

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TEST OVERVIEW

	READING 20 QUESTIONS	35 MINUTES	Read passages and respond to questions.
	LISTENING 28 QUESTIONS	36 MINUTES	Answer questions about brief lectures or classroom discussions.
	SPEAKING 4 TASKS	16 MINUTES	Talk about a familiar topic and discuss material you read and hear.
	WRITING 2 TASKS	29 MINUTES	Read a passage, listen to a recording and type your response. State and support an opinion in an online classroom discussion.
	TOTAL TIME	LESS THAN 2 HOURS	

SCORES

EACH SECTION SCORE

0–30

TOTAL SCORE

0–120

RECEIVE SCORES IN

4–8 Days

100% Fair and Unbiased. TOEFL® tests are only scored through a centralized scoring network — never at the test center.

Show Your Best with MyBest® Scores. MyBest scores are the combination of your best section scores from all valid test dates in the previous 2 years. All TOEFL iBT score reports automatically include MyBest scores and scores from a single test date.

PREP FOR SUCCESS WITH TOEFL® TESTREADY™!

No other English language test provider has a prep offering like this - made for you, with you. Get ready to conquer test day with TOEFL TestReady - your personalized, one-stop TOEFL iBT prep portal.

FREE RESOURCES

Free Practice Test Practice all 4 skill sections with AI scoring and performance insights.

Personalized Study Plan Stay organized, track your progress and focus on the skills you need to boost.

Activity of the Day Challenge yourself daily with a free activity from one of the 4 skill sections.

Free sample test Experience the TOEFL iBT test in 40 minutes.

PRACTICE TESTS AND SETS

Complete Mock Tests TOEFL® Practice Online simulates the real test experience with scores and feedback within 24 hours.

Section tests, section practice and focused practice are also available.

GUIDES AND BOOKS

The Official Guide to the TOEFL iBT® Test Our best-selling, comprehensive all-in-one reference, with 4 complete practice tests and skill-building tips.

Official TOEFL iBT® Tests, Volumes 1 & 2 Practice with 5 real past tests in each volume; includes all audio passages. Two volumes available.

TUTORS

Preply® Online Tutors Connect with independent tutors at Preply who have been trained to teach the kind of academic English that appears on the TOEFL iBT test.



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Test Your Way - In LESS THAN 2 HOURS

Practice Test

Reading

In this section, you have 36 minutes to read and answer questions about two passages.

Reading Set 1

Directions: Read the passage. Then answer the questions. Give yourself 18 minutes to complete this practice set.

American Railroads

In the United States, railroads spearheaded the second phase of the transportation revolution by overtaking the previous importance of canals. The mid-1800s saw a great expansion of American railroads. The major cities, east of the Mississippi River, were linked by a spiderweb of railroad tracks. Chicago's growth illustrates the impact of these rail links. In 1849, Chicago was a village of a few hundred people with virtually no rail service. By 1860, it had become a city of 100,000 served by 11 railroads. Farmers to the north and west of Chicago no longer had to ship their grain, livestock, and dairy products down the Mississippi River to New Orleans; they could now ship their products directly east. Chicago supplanted New Orleans as the interior of America's main commercial hub.

The east-west rail lines stimulated the settlement and agricultural development of the Midwest. By 1860, Illinois, Indiana, and Wisconsin had replaced Ohio, Pennsylvania, and New York as the leading wheat-growing states. Enabling farmers to speed their products to the east, railroads increased the value of farmland and promoted additional settlement. In turn, population growth in agricultural areas triggered industrial development in cities such as Chicago, Davenport (Iowa), and Minneapolis, for the new settlers needed lumber for fences and houses and mills to grind wheat into flour.

Railroads also propelled the growth of small towns along their routes. The Illinois Central Railroad, which had more track than any other railroad in 1855, made money not only from its traffic but also from real estate speculation. Purchasing land for stations along its path, the Illinois Central then laid out towns around the stations. The selection of Manteno, Illinois, as a stop of the Illinois Central, for example, transformed the site from a crossroads without a single house in 1854 into a bustling town of nearly a thousand in 1860, replete with hotels, lumberyards, grain elevators, and gristmills. By the Civil War (1861–1865), few thought of the railroad-linked Midwest as a frontier region or viewed its inhabitants as pioneers.

As the nation's first big business, the railroads transformed the conduct of business. During the early 1830s, railroads, like canals, depended on financial aid from state governments. With the onset of economic depression in the late 1830s, however, state governments scrapped overly ambitious railroad projects. Convinced that railroads burdened them with high taxes and blasted hopes, voters turned against state aid, and in the early 1840s, several states amended their constitutions to bar state funding for railroads and canals. The federal government took up some of the slack, but federal aid did not provide a major stimulus to railroads before 1860. Rather, part of the burden of finance passed to city and

county governments in agricultural areas that wanted to attract railroads. Such municipal governments, for example, often gave railroads rights-of-way, grants of land for stations, and public funds.

The dramatic expansion of the railroad network in the 1850s, however, strained the financing capacity of local governments and required a turn toward private investment, which had never been absent from the picture. Well aware of the economic benefits of railroads, individuals living near them had long purchased railroad stock issued by governments and had directly bought stock in railroads, often paying by contributing their labor to building the railroads. But the large railroads of the 1850s needed more capital than such small investors could generate. Gradually, the center of railroad financing shifted to New York City, and in fact, it was the railroad boom of the 1850s that helped make Wall Street in New York City, the nation's greatest capital market. The stocks of all the leading railroads were traded on the floor of the New York Stock Exchange during the 1850s. In addition, the growth of railroads turned New York City into the center of modern investment firms. The investment firms evaluated the stock of railroads in the smaller American cities and then found purchasers for these stocks in New York City, Philadelphia, Paris, London, Amsterdam, and Hamburg. Controlling the flow of funds to railroads, the investment bankers began to exert influence over the railroads' internal affairs by supervising administrative reorganizations in times of trouble.

Directions: Now answer the questions.

1. According to paragraph 1, what effect did the expansion of rail links have on Chicago?
 - (A) Chicago became the headquarters for 11 new railroads.
 - (B) Chicago became the most important city east of the Mississippi River.
 - (C) Chicago was transformed from a village into a large city.
 - (D) Chicago replaced eastern cities as the main buyer of farm products from the region.
2. Paragraph 2 supports the idea that Illinois, Indiana, and Wisconsin were able to become the leading wheat-growing states by 1860 in large part because
 - (A) by 1860 there were more railroads in Illinois, Indiana, and Wisconsin than in Ohio, Pennsylvania, and New York
 - (B) the expansion of east-west rail lines made transporting Midwestern products to East Coast markets relatively fast and easy
 - (C) by 1860 states such as Ohio, Pennsylvania, and New York had become more interested in industrial development than in agriculture
 - (D) most of the farmers who had grown wheat in Ohio, Pennsylvania, or New York resettled in the Midwest after the expansion of east-west rail lines
3. The word "promoted" in the passage is closest in meaning to
 - (A) encouraged
 - (B) controlled
 - (C) promised
 - (D) predicted

4. The author mentions “Manteno, Illinois” in order to
- (A) give an example of how railroads decided which small towns would be selected for stations
 - (B) illustrate the power of railroads to determine where towns would come into existence
 - (C) explain how some railroads were able to make more money from real estate speculation than from railroad traffic
 - (D) show how people’s view of the Midwest as a frontier region had changed by the Civil War
5. The word “onset” in the passage is closest in meaning to
- (A) possibility
 - (B) fear
 - (C) worsening
 - (D) start
6. According to paragraph 4, how were railroads affected by the economic depression in the late 1830s?
- (A) They lost important funding from state governments.
 - (B) They began to realize that some of their projects were overly ambitious.
 - (C) They had to compete with canals for government support.
 - (D) They emerged as the nation’s biggest business.
7. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 5? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) Private investment in railroads began in the 1850s following the dramatic expansion of the railroad network, which had been financed by local governments.
 - (B) Railroads’ relations with local governments became strained in the 1850s, when railroads turned to private investors for financing to expand their capacity.
 - (C) Local governments’ limited capacity to finance railroad expansion was a long-standing problem that railroads solved in the 1850s by turning toward private investment.
 - (D) When local governments could not adequately finance the railroads’ dramatic expansion in the 1850s, private investment became increasingly important.
8. According to paragraph 5, investment bankers were involved in all of the following EXCEPT
- (A) controlling the distribution of funds to railroads
 - (B) finding national and international buyers of railroad stock
 - (C) overseeing administrative changes of railroads when needed
 - (D) persuading the federal government to reinvest in railroads

9. Look at the part of the passage that is displayed below. The letters (A), (B), (C), and (D) indicate where the following sentence could be added.

Indeed, the network became so dense that, by the 1860s, the United States had more miles of railroad tracks than did all the rest of the world.

Where would the sentence best fit?

- (A) Choice A
- (B) Choice B
- (C) Choice C
- (D) Choice D

In the United States, railroads spearheaded the second phase of the transportation revolution by overtaking the previous importance of canals. The mid-1800s saw a great expansion of American railroads. The major cities east of the Mississippi River were linked by a spiderweb of railroad tracks.

(A) Chicago's growth illustrates the impact of these rail links. **(B)** In 1849, Chicago was a village of a few hundred people with virtually no rail service. **(C)** By 1860, it had become a city of 100,000 served by 11 railroads. **(D)** Farmers to the north and west of Chicago no longer had to ship their grain, livestock, and dairy products down the Mississippi River to New Orleans; they could now ship their products directly east. Chicago supplanted New Orleans as the interior of America's main commercial hub.

10. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth two points.

The expansion of railroads in the mid-1800s played an important role in the development of the American Midwest.

Answer Choices

- (A) Increased rail lines between the East and the Midwest resulted in the rapid rise of major Midwestern cities such as Chicago, as well as in the growth of small towns along railroad routes.
- (B) Once Chicago became a major commercial hub with direct rail connections to New Orleans and the East, Midwestern farmers were no longer limited to selling most of their products locally.
- (C) Real estate speculation by railroads in the 1850s drove up the value of farmland and encouraged many Midwestern farmers to sell their land and make a new life in the cities.
- (D) State government financing of railroads largely ended in the 1830s and was replaced by a combination of local and federal government support and money from private investors.
- (E) Both canals and railroads fell out of public favor in the early 1840s, but by the mid-1850s the economic benefits of railroads had once again become generally recognized.
- (F) In the 1850s, railroads turned to investment banks in New York City for capital to expand and by doing so, helped establish the city as the main financial center in the United States.

Reading Set 2

Directions: Read the passage. Then answer the questions. Give yourself 18 minutes to complete this practice set.

Star Death

Until the early- to mid-twentieth century, scientists believed that stars generate energy by shrinking. As stars contracted, it was thought, they would get hotter and hotter, giving off light in the process. This could not be the primary way that stars shine, however. If it were, they would scarcely last a million years, rather than the billions of years in age that we know they are. We now know that stars are fueled by nuclear fusion. Each time fusion takes place, energy is released as a by-product. This energy, expelled into space, is what we see as starlight. The fusion process begins when two hydrogen nuclei smash together to form a particle called the deuteron (a combination of a positive proton and a neutral neutron). Deuterons readily combine with additional protons to form helium. Helium, in turn, can fuse together to form heavier elements, such as carbon. In a typical star, merger after merger takes place until significant quantities of heavy elements are built up.

We must distinguish, at this point, between two different stellar types: Population I and Population II, the latter being much older than the former. These groups can also be distinguished by their locations. Our galaxy, the Milky Way, is shaped like a flat disk surrounding a central bulge. Whereas Population I stars are found mainly in the galactic disk. Population II stars mostly reside in the central bulge of the galaxy and in the halo surrounding this bulge.

Population II stars date to the early stages of the universe. Formed when the cosmos was filled with hydrogen and helium gases, they initially contained virtually no heavy elements. They shine until their fusible material is exhausted. When Population II stars die, their material is spread out into space. Some of this dust is eventually incorporated into newly formed Population I stars. Though Population I stars consist mostly of hydrogen and helium gas, they also contain heavy elements (heavier than helium), which comprise about 1% or 2% of their mass. These heavier materials are fused from the lighter elements that the stars have collected. Thus, Population I stars contain material that once belonged to stars from previous generations. The Sun is a good example of a Population I star.

What will happen when the Sun dies? In several billion years, our mother star will burn much brighter. It will expend more and more of its nuclear fuel, until little is left of its original hydrogen. Then, at some point in the far future, all nuclear reactions in the Sun's center will cease.

Once the Sun passes into its "postnuclear" phase, it will separate effectively into two different regions: an inner zone and an outer zone. While no more hydrogen fuel will remain in the inner zone, there will be a small amount left in the outer zone. Rapidly, changes will begin to take place that will serve to tear the Sun apart. The inner zone, its nuclear fires no longer burning, will begin to collapse under the influence of its own weight and will contract into a tiny hot core, dense, and dim. An opposite fate will await the outer region, a loosely held-together ball of gas. A shock wave caused by the inner zone's contraction will send ripples through the dying star, pushing the stellar exterior's material farther and farther outward. The outer envelope will then grow rapidly, increasing, in a short interval, hundreds of times in size. As it

expands, it will cool down by thousands of degrees. Eventually, the Sun will become a red giant star, cool, and bright. It will be so large that it will occupy the whole space that used to be the Earth's orbit and so brilliant that it would be able to be seen with the naked eye thousands of light-years away. It will exist that way for millions of years, gradually releasing the material of its outer envelope into space. Finally, nothing will be left of the gaseous exterior of the Sun; all that will remain will be the hot, white core. The Sun will have become a white dwarf star. The core will shrink, giving off the last of its energy, and the Sun will finally die.

Directions: Now answer the questions

1. The word "readily" in the passage is closest in meaning to
 - (A) eventually
 - (B) easily
 - (C) constantly
 - (D) loosely
2. According to paragraph 1, the energy that comes from stars and that is seen as light is the result of
 - (A) protons combining with helium atoms
 - (B) atoms of heavier elements smashing together
 - (C) various particles fusing with one another
 - (D) hydrogen atoms breaking apart
3. In paragraph 1, why does the author point out that stars are billions of years old?
 - (A) To establish that starlight is produced by an ongoing process and not by a one-time event
 - (B) To suggest that stars contract much more slowly than was previously believed
 - (C) To argue that shrinking cannot be the main way stars generate energy
 - (D) To argue that fusion in a star slows down as quantities of heavy elements build up
4. According to paragraph 2, Population I stars and Population II stars differ from each other in terms of both
 - (A) how old they are and where in their galaxies they are found
 - (B) how old they are and whether they have a halo around them
 - (C) where in their galaxies they are found and whether they bulge out in the center
 - (D) whether they are at the center of a flat disk and whether they have a halo
5. The word "exhausted" in the passage is closest in meaning to
 - (A) used up
 - (B) released

- (C) invisible
- (D) broken up

6. The word “comprise” in the passage is closest in meaning to
- (A) absorb
 - (B) lose
 - (C) increase to
 - (D) make up
7. According to paragraph 5, which of the following will be true about the inner core of the dying Sun?
- (A) It will contract, sending an energy wave through the rest of the star.
 - (B) It will shine with a bright red glow before it finally shrinks and dies.
 - (C) It will expand to hundreds of times its previous size.
 - (D) It will shrink due to the weight of the outer envelope.
8. Paragraph 5 supports which of the following about the death of the Sun?
- (A) The Sun’s outer envelope will expand rapidly as a result of decreasing temperatures in the outer zone.
 - (B) The Sun will reach the red giant stage millions of years before it becomes a white dwarf star.
 - (C) After the Sun has released the material of its outer envelope into space, nuclear fusion will continue at the remaining core for a limited period.
 - (D) While the outer region of the Sun expands, it releases all its material into space.
9. Look at the part of the passage that is displayed below. The letters (A), (B), (C), and (D) indicate where the following sentence could be added.

Clearly, a more plausible mechanism was needed to explain how stars generate energy.

Where would the sentence best fit?

- (A) Choice A
- (B) Choice B
- (C) Choice C
- (D) Choice D

Until the early- to mid-twentieth century, scientists believed that stars generate energy by shrinking. **(A)** As stars contracted, it was thought, they would get hotter and hotter, giving off light in the process. **(B)** This could not be the primary way that stars shine, however. **(C)** If it were, they would scarcely last a million years, rather than the billions of years in age that we know they are. **(D)** We now know that stars are fueled by nuclear fusion. Each time fusion takes place, energy is released as a by-product. This energy, expelled into space, is what we see as starlight. The fusion process begins when two

hydrogen nuclei smash together to form a particle called the deuteron (a combination of a positive proton and a neutral neutron). Deuterons readily combine with additional protons to form helium. Helium, in turn, can fuse together to form heavier elements, such as carbon. In a typical star, merger after merger takes place until significant quantities of heavy elements are built up.

10. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. This question is worth two points.

Stars generate the energy that makes them shine as a by-product of nuclear fusion and not by shrinking, as scientists had once believed.

Answer Choices

- (A) The Sun is a good example of a Population I star because the Sun generates its energy through nuclear fusion rather than through contraction.
- (B) Population II stars, the oldest stars, are formed from hydrogen and helium gases, and they shine until they exhaust their fusible material.
- (C) In the Milky Way, Population I stars are found in and around the central bulge and Population II stars are found in the galactic disk.
- (D) Population I stars, including the Sun, are relatively young stars that are mostly hydrogen and helium gas but also contain heavier elements.
- (E) The Sun and stars like it will separate into inner cores and outer envelopes before all nuclear reactions in the cores stop and the stars finally die.
- (F) The outer envelope of the Sun and stars like it will release their energy into space, and the inner cores will become white dwarfs before they finally give off their last energy.

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Writing for an Academic Discussion

Instructions: Your professor is teaching a class on business. Write a post responding to the professor's question. In your response you should:

- express and support your personal opinion
- make a contribution to the discussion

An effective response will contain at least 100 words.

Dr. Diaz: We are all exposed to a lot of advertising, especially on the internet. And of course businesses spend a lot of money to create and distribute advertising. Before our class, I would like for you to discuss this question:

Is advertising just a way of manipulating people to buy things they do not need, or is it an important source of information that helps people make informed consumer decisions?

Sam: I just think most people consider ads to be useless. I read that in just one year, from 2016 to 2017, the number of computers, tablets and mobile phones using ad blockers increased from 142 million to 613 million.

Brad: People can find out a lot about products from advertising. There's plenty of evidence that people usually begin the process of making a big purchase by looking at ads and reviews. I have to go to another class right now, but I'm going to post later about an advertisement that gave me a lot of useful information.

Dr. Diaz: [OK](#) [Pause](#) [Undo](#) [Redo](#) [View Word Count](#) 0

"I do not love to eat, but eat to live."

Consider the subtlety of the sea, how its most dreaded creatures glide under water, unapparent.

Write one or more sentences that describe the image

Your response

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Listening

This section has three lectures with six questions each, and two conversations with five questions each. Follow the directions to listen to the audio tracks for each lecture or conversation.

Listening Set 1

Directions: Scan the QR code to listen to the audio track. Then answer the questions.



1. Why does the man go to see the professor?
 - (A) To suggest an idea for his research project
 - (B) To tell her about his election to student government
 - (C) To ask for her help on a political project
 - (D) To discuss methods of gathering public opinion
2. What is the professor's attitude toward her involvement in student government as an undergraduate?
 - (A) She is grateful that the experience helped inspire her career choice.
 - (B) She regrets that her involvement took time away from her studies.
 - (C) She wishes that she had been more active than she was.
 - (D) She is glad that her involvement enabled her to help other students.
3. What is the student government's main reason for conducting a straw poll?
 - (A) To educate students on the candidates' positions
 - (B) To remind students to vote in the upcoming election
 - (C) To find out how students feel about the local referenda
 - (D) To get an idea of students' political preferences

4. Why does the professor mention paper ballots?
- (A) To show how a straw poll differs from an actual election
 - (B) To stress the importance of keeping accurate records
 - (C) To indicate that conducting a poll may present challenges
 - (D) To suggest a way to improve communication between the student body and the student government
5. Why does the professor discuss voting behavior on referenda?
- (A) To encourage the man to vote on the local referenda
 - (B) To help the man develop a focus for his term paper
 - (C) To express her skepticism that voting behavior can be changed
 - (D) To let the man know about her current research project

Listening Set 2

Directions: Scan the QR code to listen to the audio track. Then answer the questions.



Ancient History

1. What is the lecture mainly about?
 - (A) New information about glass production and use in ancient Egypt
 - (B) Whether Egyptians or Mesopotamians were the first to invent glass
 - (C) Differences between Egyptian glass and other kinds of glass
 - (D) Reasons why ancient Egyptians imported glass from other countries
2. What is the importance of the archaeological evidence recently found in Egypt?
 - (A) It supports the theory that ancient Egyptians imported glass from Mesopotamia.
 - (B) It proves that ancient Egyptians made glass objects prior to the Bronze Age.
 - (C) It provides the first evidence that glassmaking in the Bronze Age required two different stages.
 - (D) It shows that ancient Egyptians were producing raw glass.
3. The professor describes a process for making glass disks. Summarize the process by putting the steps in the correct order.

Write the letters of your answer choices in the spaces where they belong. The last one is done for you.

1.

2.

3.

4. Containers are broken to remove glass disks.

Answer choices

(A) Glass-like material is ground up and dyed blue or red.

(B) Powdered material is heated at very high temperatures.

(C) Crushed quartz and plant ash are heated at low temperatures.

4. Based on the lecture, what are two kinds of glass objects that were valued in ancient Egypt and Mesopotamia? Select 2 answers.
 - (A) Beads
 - (B) Cooking utensils
 - (C) Containers
 - (D) Windows

5. According to the professor, what are two reasons why ancient Egyptians exported glass?
Select 2 answers.
- (A) To build relationships with foreign leaders
 - (B) To hold cooking oil that was sold in other countries
 - (C) To get bronze tools from other countries
 - (D) To acquire colors of glass not made in Egypt
6. Listen again to part of the lecture by scanning the QR Code. Then answer the question.
Why does the professor say this?



- (A) To emphasize that glass objects were only made in ancient Egypt
- (B) To find out what the student does not understand
- (C) To indicate that there was no contradiction in her previous statement
- (D) To correct what she said in her previous statement

Listening Set 3

Directions: Scan the QR code to listen to the audio track. Then answer the questions.



1. What problem is the student having?
 - (A) His dormitory is in need of repairs.
 - (B) He does not have summer housing.
 - (C) He is bothered by construction on campus.
 - (D) He is not able to use the university library.

2. What does the student suggest that the construction workers do?
 - (A) Stop their project until summer classes are over
 - (B) Start their work later in the day
 - (C) Work on a different building
 - (D) Work on a different part of the library

3. What does the woman imply about the construction plans?

Select 2 answers.

 - (A) They cannot be changed at this point.
 - (B) It is unfortunate that they were approved.
 - (C) They have been changed several times already.
 - (D) They were not approved until very recently.

4. What does the woman imply about moving students to another dormitory?
 - (A) She does not think it is necessary.
 - (B) She will need to get permission from the housing office.
 - (C) Students will have to wait until the dormitory is available.
 - (D) Students should contact the housing office for permission.

5. Listen again to part of the conversation by scanning the QR Code. Then answer the question.

What does the student imply when he says this?

 - (A) The new library walls are not very attractive.
 - (B) The view from the student's window is blocked by the construction.
 - (C) The construction is causing damage to nearby buildings.
 - (D) The construction is frustrating for many students.



Listening Set 4

Directions: Scan the QR code to listen to the audio track. Then answer the questions.



United States Literature



verisimilitude

Rebecca Harding Davis
Mark Twain

1. What is the main purpose of the lecture?
 - (A) To highlight realism's causes and characteristics
 - (B) To explore plot and character development in realist literature
 - (C) To examine realism's contribution to social change
 - (D) To show how two realist authors influenced literature in the United States

2. Why does the professor mention the scientific method and rational philosophy?
 - (A) To give examples of subjects commonly chosen by realist authors
 - (B) To provide context for his discussion of realist authors
 - (C) To explain how the realist style had an effect in areas unrelated to literature
 - (D) To highlight changes in society that realist authors opposed

3. According to the professor, what are three characteristics of realist literature?

Select 3 answers.

 - (A) Sentimental plot structure
 - (B) Concern for social change
 - (C) Well-developed characters
 - (D) Use of a narrator to complicate the plot
 - (E) Use of regional speaking styles

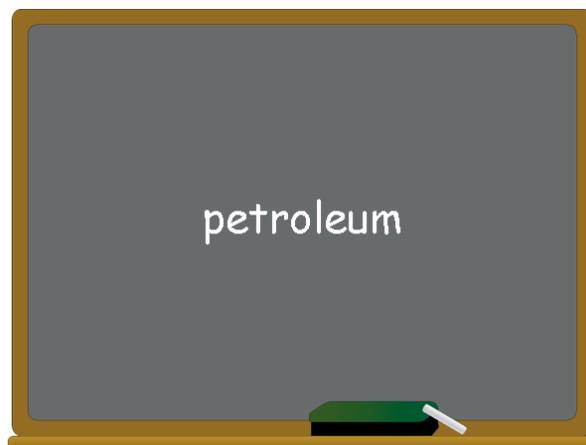
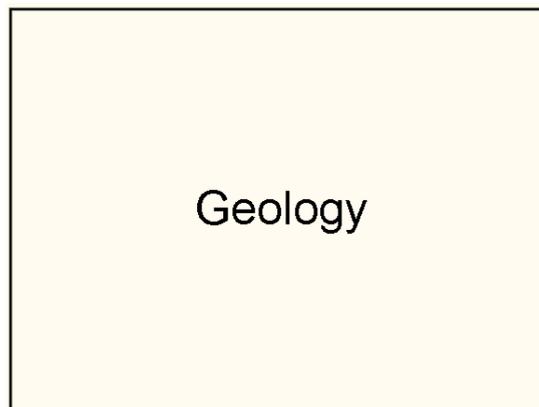
4. According to the professor, what makes *Life in the Iron Mills* by Rebecca Harding Davis notable?
 - (A) It is unlike her other works.
 - (B) It led to many changes throughout society.
 - (C) It was one of the first examples of realist literature.
 - (D) It influenced the more famous works of Mark Twain.

5. What is the professor's opinion of the writing of Rebecca Harding Davis?
 - (A) It is similar in quality to Mark Twain's writing.
 - (B) It provides valuable insight about the time period.
 - (C) It was not successful in bringing about the changes it advocated.
 - (D) Davis' style was not as realistic as Twain's.

6. What does the professor imply about literature in the United States prior to *The Adventures of Huckleberry Finn*?
- (A) It did not yet have a distinct American style.
 - (B) Very few books were published.
 - (C) Romanticism and realism had started to combine.
 - (D) British authors were using realism more than American authors were.

Listening Set 5

Directions: Scan the QR code to listen to the audio track. Then answer the questions.



1. What is the lecture mainly about?
 - (A) Efforts to increase the production of petroleum and natural gas
 - (B) Problems associated with the refining of dead oil
 - (C) Recent improvements in methods used to locate petroleum
 - (D) Background information essential to understanding the petroleum industry

2. According to the professor, why does the petroleum industry search for crude oil and natural gas at the same time? Select 2 answers.
 - (A) Both tend to be located together.
 - (B) The industry can profit by exploiting both.
 - (C) Natural gas is used to refine crude oil.
 - (D) Natural gas is used to operate crude oil pumps.

3. According to the professor, why does the petroleum industry usually look for petroleum under the ocean or near the shore?
 - (A) Petroleum often rises to the surface of the water, where it can be easily seen.
 - (B) Petroleum was formed from ocean plants and animals.
 - (C) Water pressure from the ocean prevents petroleum from leaking away.
 - (D) Oil drills can easily penetrate the ocean floor.

4. According to the professor, what determines the difference between live and dead oil?
 - (A) The age of the oil
 - (B) The natural gas content of the oil
 - (C) The percentage of organic material in the oil
 - (D) The amount of heat the oil will produce when burned

5. Why does the professor mention crude oil that is found in pools?
 - (A) To point out a common misconception about crude oil
 - (B) To explain why crude oil must be refined before it can be burned
 - (C) To describe the state in which most crude oil is found
 - (D) To support a previous statement about low pressure on crude oil

6. Listen again to part of the lecture by scanning the QR Code. Then answer the question.

Why does the professor say this?



- (A) To clarify the meaning of the word “synthetic”
- (B) To demonstrate how important petroleum is in everyday life
- (C) To show that the students need to do more research about petroleum
- (D) To explain why synthetic fibers have useful characteristics

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¹ Source: Survey of 94 admissions officers at U.S. universities who accept both TOEFL iBT and IELTS® scores and who expressed a preference.
² Source: Survey of 296 randomly selected university students who took the TOEFL iBT test.



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Speaking

This section has four tasks and takes about 16 minutes to complete. You may take notes while you listen. You may want to use a personal recording device to record and play back your responses.

Speaking Task 1

You will now give your opinion about a familiar topic. After you hear the question, you should give yourself 15 seconds to prepare and 45 seconds to speak. Scan the QR code to listen to the audio track.



Some people like having a wide variety of friends and acquaintances they can spend time with. Others like to spend most of their free time with the same small group of close friends. Which do you prefer? Explain why.

Preparation Time: 15 seconds

Response Time: 45 Seconds

Speaking Task 2

Now you will read a passage about a campus situation and then listen to a conversation about the same topic. You will then answer a question, using information from both the reading passage and the conversation. You should give yourself 30 seconds to prepare and 60 seconds to speak.

Read a letter in the campus newspaper. You have 45 seconds to read the letter.

Response to the Plan for an Additional Lighting System

I oppose the university's plan to purchase an additional outdoor lighting system. The university says it would make our historic campus more attractive by illuminating our buildings at night. However, the university would spend an extra \$1,000 per month for electricity. Instead, I recommend the money be used to complete the library renovation project as quickly as possible.

That's not the only reason we shouldn't get the new system. These powerful lights would brighten the sky as well as the buildings and seriously interfere with the use of our astronomy equipment. Our academic mission must come first—and the practice of astronomy is done best when the sky is darkest.

— R. N. Heinrich, Professor of Astronomy

Now listen to two students discussing the letter.

Scan the QR code to listen to the audio track.



The man expresses his opinion about the proposal described in the letter. Briefly summarize the proposal. Then state his opinion about the proposal and explain the reasons he gives for holding that opinion.

Preparation Time: 30 seconds

Response Time: 60 seconds

Speaking Task 3

Now you will read a passage about an academic subject and then listen to a lecture on the same topic. You will then answer a question, using information from both the reading passage and the lecture. You should give yourself 30 seconds to prepare and 60 seconds to speak.

Now read the passage from a psychology textbook about memory. You will have 50 seconds to read the passage.

State-dependent Memory

When learning something new, people are aware (consciously or unconsciously) of the environment in which their learning takes place. This learning environment includes the physical setting, the time of day, and even the people who are present during learning. Studies have shown that when people later need to remember information they have learned, their ability to do so is affected by their current environment. If the environment is the same or similar to the original learning environment, recall—the ability to remember—will be easier and more successful. Psychologists refer to this as state-dependent memory.

Now listen to part of a lecture on this topic in a psychology class.

Scan the QR code to listen to the audio track.



Using the example from the lecture, explain the concept of state-dependent memory.

Preparation Time: 30 seconds

Response Time: 60 seconds

Speaking Task 4

Now you will listen to a lecture. You will then be asked to summarize the lecture. You should give yourself 20 seconds to prepare and 60 seconds to speak.

Scan the QR code to listen to the audio track.



Using points and examples from the lecture, explain two different protective adaptations.

Preparation Time: 20 seconds

Response Time: 60 seconds

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Writing

In this section, there are two tasks that are timed separately. Follow the directions for each task.

Writing Task 1

For this task, you will read a passage about an academic topic. Then you will listen to a lecture about the same topic. You may take notes when you listen.

In your response, provide a detailed summary of the lecture and explain how the lecture relates to the reading passage.

You have 3 minutes to read the passage and 20 minutes to write your response.

Reading time: 3 minutes

Scientists are considering the possibility of sending humans to Mars in the coming decades. Although there have been successful manned missions to the Moon in the 1960s and 1970s, Mars is 150 times further away from Earth than the Moon is. Thus the project of sending humans to Mars would require solving an array of problems the Moon missions did not have to face.

One problem is that a round-trip to Mars and back is likely to take at least 2 years. The trip to the Moon lasted only a few days, and it was easy to bring enough supplies of food, water, and oxygen; but the cargo capacity of space vehicles is too limited to put on board the food, water, and oxygen required by a crew for a period of 2 years. Without those essentials, though, a Mars mission is impossible.

A second problem is that astronauts on the Mars mission would be in the zero-gravity environment of space for many months at a time. Spending a long time in the zero-gravity environment has negative effects on the human body, such as decreased muscle mass and lower bone density. Over the course of a 2-year mission, the effects would be so severe, they would make it impossible for humans to make the trip without experiencing grave medical problems.

Finally, astronauts on a mission to Mars would be exposed to dangerous levels of space radiation, much of which comes in the form of charged particles emitted by the Sun. Earth's magnetic field, which normally protects us from dangerous solar radiation, would not be able to protect a spaceship traveling in interplanetary space. Constructing a shield that would protect the whole spaceship from space radiation is at present impossible because it would add too much weight to the ship.

Now listen to part of a lecture on the topic you just read about.

Scan the QR code to listen to the audio track.



You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will contain a minimum of 150 words.

Summarize the points made in the lecture, being sure to explain how they respond to the specific concerns presented in the reading passage.

Response Time: 20 minutes

Writing Task 2

For this task, you will read an online discussion. A professor has posted a question about a topic, and some classmates have responded with their ideas.

You have 10 minutes to write a response that contributes to the discussion.

Your professor is teaching a class on human resource management. 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

Next week, we'll begin discussing the physical office environment—the space where office workers come together to perform their jobs. One topic frequently discussed is how a company should manage the layout of its office space. Some companies assign workers to individual offices or cubicles. Other companies favor the open-plan layout in which employees have their desks in one large common space with no walls separating them. Which type of office space do you think is the better choice? Why?



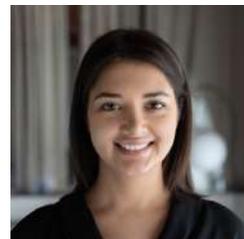
Andrew

I think the open-plan layout is the better choice because it is more cost-effective. Companies with open-plan offices save money because they do not need to fit their space with cubicles or purchase as many furnishings. In addition, without having extra walls and furniture taking up space, companies can fit more employees in less space.



Claire

It is important for companies to save money, but offering individual offices and cubicles for employees is money well spent. Not all workers have the same personality, and some people need a sense of privacy to work efficiently. A worker who is constantly thinking about being observed will not be the most productive worker.



Response Time: 10 minutes

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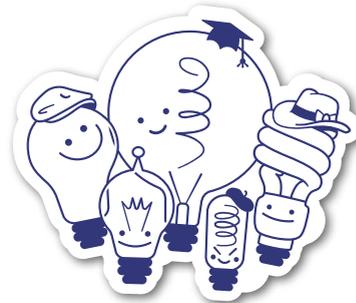
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Answers and Sample Responses

Reading

Reading Set 1

1. C	5. D	9. A
2. B	6. A	10. A, D, F
3. A	7. D	
4. B	8. D	

Reading Set 2

1. B	5. A	9. D
2. C	6. D	10. B, D, F
3. C	7. A	
4. A	8. B	

Listening

Listening Set 1

1. C	3. D	5. B
2. A	4. C	

Listening Set 2

1. A	3. C, A, B	5. A, D
2. D	4. A, C	6. C

Listening Set 3

1. C	3. A, B	5. D
2. D	4. B	

Listening Set 4

1. A	3. B, C, E	5. B
2. B	4. C	6. A

Listening Set 5

1. D	3. B	5. A
2. A, B	4. B	6. B

Speaking

Speaking Task 1:

Prompt: Some people like having a wide variety of friends and acquaintances they can spend time with. Others like to spend most of their free time with the same small group of close friends. Which do you prefer? Explain why.

Important points:

To respond to this question, you should first clearly state whether you prefer spending time with a large, varied group of friends or with a smaller, more intimate group of friends. You should then go on to provide clear reasons that explain your preference. For instance, if you say that you prefer having a wide variety of friends, you might explain this is because you always have someone available to do things with, and you never get bored of seeing the same people over and over. You might also provide specific examples or details that further explain these reasons. For this question, it's possible to speak more in the abstract about what you look for in a group of friends, or you may talk concretely about what your current group of friends is like and what activities you do together. Either approach is acceptable, as long as adequate reasoning and support is given.

Sample high-level response:

Scan the QR code below to listen to the response.



Rater comments:

In this high-level response, the speaker clearly states her opinion—she prefers to spend time with a small group of friends—and then provides some reasons to support that preference. Speech is clear and well-paced, and while pronunciation is influenced by the speaker's native language, this is not a concern since overall intelligibility is high. Language use is effective, with only minor errors that do not obscure meaning (e.g., "... very small group of friends rather than you could spend with a much larger group"). Overall, use of grammatical structures is accurate and complex (e.g., "Eventually, with a very small group of friends, you get a feeling of family that is absent in a large group"). Notice that the speaker finishes a few seconds before the response time ends, and this does not prevent her from receiving the highest marks since she has already fully addressed the question.

Speaking Task 2:

Prompt: The man expresses his opinion about the proposal described in the letter. Briefly summarize the proposal. Then state his opinion about the proposal and explain the reasons he gives for holding that opinion.

Important points:

To respond to this question, you should summarize the professor's proposal in the letter. The professor said that instead of purchasing a new campus outdoor lighting system (which would cost a lot for electricity each month), the university should use the money to finish renovating the library. He said another reason not to get a new lighting system is that the lights would interfere with the use of astronomy equipment at night.

You must also state the man's opinion of the proposal and his reasoning for his opinion. The man agrees with the professor that the lights are less important (because they're only "for looks") than completing the library renovation. He also agrees that the lights will interfere with the astronomy program, because they will ruin the view of the night sky with the comet students have been tracking with telescopes.

Sample high-level response:

Scan the QR code below to listen to the response.



Rater comments:

The speaker efficiently covers all the important points in the conversation and reading as well as some additional details (such as that parts of the library have been closed while it is being renovated). The response demonstrates fluency and intelligibility, with only a couple of minor lapses that do not require great listener effort (e.g., "It is only for external purpose—external, uh purpose"). Language use in general demonstrates a range of structures and automaticity ("...it's just for looks... it is not meant for the overall development of a student"). A couple of word choice errors are present (such as "lightning sky"), but they are minor enough that they do not interfere with the speaker's communication.

Speaking Task 3:

Prompt: Using the example from the lecture, explain the concept of state-dependent memory.

Important points:

In this item, you need to explain the concept of state-dependent memory and explain how the professor's example relates to this idea. State-dependent memory refers to the way a person's environment affects their ability to recall information. People remember information more easily in an environment similar to the one in which they originally learned the information. The professor's example describes an experience he had in school. He and a group of classmates got an assignment to do a presentation on tropical plants. They had time to memorize information about the plants in the classroom. Later, the group members found it hard to remember the information when studying at home, in an environment different from the classroom. But when they gave their presentation in the classroom, they found it easier to remember the information, in the same environment where they had learned it.

Sample high-level response:

Scan the QR code below to listen to the response.



Rater comments: This speaker provides a complete and clear response to the task. She begins by explaining what state-dependent memory is, then describes the example of when the professor's teacher gave him an assignment and gave him a chance to work on the presentation in class ("...the teacher actually gave the lecturer here time to work on his presentation in class. This was when he was in school, a normal day, with his friends and teachers around him, working on his group assignment for a presentation"). She goes on to provide details about how the students found it difficult to remember "what they had memorized" when studying at the lecturer's home yet found that they were able to remember the next morning in the classroom. She ends by tying the example back to the definition of state-dependent memory from the reading passage. The speaker's pronunciation is clear, pace of speech is good, and she uses intonation effectively to convey the meaning of what she is saying. She hesitates slightly a few times and makes a few minor language errors, but these do not prevent her from communicating the ideas fully.

Speaking Task 4:

Prompt: Using points and examples from the lecture, explain two different protective adaptations.

Important points:

This lecture discusses two kinds of protective adaptations—defensive adaptations and offensive adaptations—that animals have developed to protect themselves from predators. In your response, you should discuss each adaptation and the related examples. Animals have defensive adaptations to make it harder for predators to get to them. The professor gives an example of the turtle; a turtle can pull its head and legs inside its hard shell when danger approaches. The other type of protective adaptation—offensive adaptation—keeps predators away by threatening them with physical harm. The example of an offensive adaptation is the sharp quills of a porcupine, which can become embedded, or stuck, in a predator’s skin if it brushes against them. Since predators do not want to risk being harmed by the quills, they will stay away. In this academic task, as in others, there are some potentially difficult-to-pronounce and less familiar terms (e.g., porcupine, quill, etc.), and raters know not to penalize speakers for mispronouncing such terms when trying to use them in their responses.

Sample high-level response:

Scan the QR code below to listen to the response.



Rater comments:

This high-level response provides a clear and complete explanation of the concept and examples provided in the lecture. The response features highly automatic language use with complex grammatical structures and word choice (e.g., “defensive [adaptations] where the body structures, which are very hard and impregnable protect the animal”). This allows the speaker to efficiently explain all the needed details from the lecture (e.g., “long, sharp needle-like quills all over its body”). Note that the speaker misrepresents the final detail, stating that the quills get embedded “in the skin of the porcupine” instead of in the skin of the predator. This is considered a minor error, however, as it does not detract from the

overall fullness and clarity of the response. The pacing is quite fast, especially at the beginning of the response, but overall intelligibility remains high.

Writing

Writing Task 1

Sample high-level response:

The lecturer provides several solutions to the problems mentioned in the text that might arise during a manned trip to Mars.

First, the speaker says that hydroponics could solve the problem of food, water and oxygen supply. By allowing plants to grow roots in water, this technique can supply food without adding too much weight to the ship. Besides, it would be able to recycle the waste water into drinkable water and would provide oxygen.

Second, the problem of astronauts being in a zero-gravity environment for a long period of time is already well known, says the lecturer. Some astronauts have already spent many months in such an environment, and have developed techniques to keep muscle mass and bone density at nearly normal levels. Regular exercise and eating minerals, such as calcium, have proved to be able to counter the negative effects of a zero-gravity environment.

Third, space radiation is not dangerous all the time. According to the speaker, space radiation is dangerous only during small periods, when the solar activity is particularly high. Thus, a total and permanent protection is not absolutely necessary. A small shielded area, coupled with specific instruments measuring space radiation, could be a sufficient protection. When space radiation becomes too high, the astronauts could stay in the small shielded area until danger has passed. Moreover, this solution does not add much weight to the ship.

The lecturer responds to all of the specific concerns presented in the reading passage and seems convinced that sending humans to Mars is possible.

Rater comments

This answer meets the criteria for a high-level response to an integrated writing task. The writer does a good job of selecting, framing, and connecting points from the lecture and reading. The overall piece is well organized. The introductory paragraph explains the overall relationship between the reading passage

and the lecture: the reading passage presents problems associated with humans traveling to Mars, while the lecture presents solutions to those problems. Each body paragraph first briefly indicates the gist of a problem described in the reading passage, and then summarizes the solution presented to it by the lecturer. All the important information presented by the lecturer is included. Language is used accurately and effectively. The few minor errors and typos are consistent with this being the first draft of a response by a highly proficient non-native speaker and do not interfere with meaning.

Writing Task 2

Sample high-level response:

I think I agree with Claire. Individual offices and cubicles seem better for employees. This is because not all people are same. Some people need privacy to work well. If they feel like they are always being watched, they will not work good. Also, having own space can make people feel more comfortable and they can focus better on their work. I know many people, including myself, who can get easily distracted!

On the other hand, I understand Andrew's point about cost. Open-plan offices are cheaper because they don't need as much furniture or walls. But, personally, I think that the productivity of the workers is more important. If workers are happy and can work well, the company will make more money in the long run. So, spending money on individual offices and cubicles is a good investment.

Though it may not always be doable, another possibility would be to have the two kinds of workspaces available. Employees could then choose what works best for them or vary locations depending on the kind of project they need to work on.

Rater comments:

The response demonstrates a clear understanding of the discussion topic and presents a well-elaborated contribution to the discussion. More specifically, the response:

- Provides clear arguments and uses examples effectively, such as the importance of privacy and comfort for productivity (“Some people need privacy to work well . . . having own space can make people feel more comfortable and they can focus better on their work”). It also highlights the long-term benefits of investing in individual offices and cubicles (“If workers are happy and can work well, the company will make more money in the long run”).
- Displays a variety of syntactic structures and appropriate word choice with few lexical or grammatical errors (for example: “they will not work good” should be “they will not work well”).

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<div style="display: flex; align-items: center;"> <div style="font-size: 24px; font-weight: bold; margin-right: 5px;">70</div> <div style="font-size: 10px;">out of 120</div> </div>	<div style="display: flex; align-items: center;"> <div style="font-size: 12px; margin-right: 5px;">Reading</div> <div style="font-size: 24px; font-weight: bold; margin-right: 5px;">25</div> <div style="font-size: 10px;">out of 30</div> </div>	<div style="display: flex; align-items: center;"> <div style="font-size: 12px; margin-right: 5px;">Listening</div> <div style="font-size: 24px; font-weight: bold; margin-right: 5px;">8</div> <div style="font-size: 10px;">out of 30</div> </div>	<div style="display: flex; align-items: center;"> <div style="font-size: 12px; margin-right: 5px;">Speaking</div> <div style="font-size: 24px; font-weight: bold; margin-right: 5px;">16</div> <div style="font-size: 10px;">out of 30</div> </div>	<div style="display: flex; align-items: center;"> <div style="font-size: 12px; margin-right: 5px;">Writing</div> <div style="font-size: 24px; font-weight: bold; margin-right: 5px;">23</div> <div style="font-size: 10px;">out of 30</div> </div>
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Reading

25/30 Advanced

Basic Information and Inference: DEMONSTRATING

Reading to Learn: DEVELOPING

Basic Comprehension: DEMONSTRATING

Pragmatic Understanding: DEMONSTRATING

Connecting Information: DEVELOPING

Demonstrating: You responded correctly to 90% or more of these items.
Developing: You responded correctly to 69% or less of these items.

Listening

8/30 Below Low-Intermediate

Independent Speaking Response: Learn More

Integrated Speaking Responses: Learn More

Read, Listen, Speak: Campus

Read, Listen, Speak: Academic

Listen, Speak: Academic

Integrated Writing Response: Learn More

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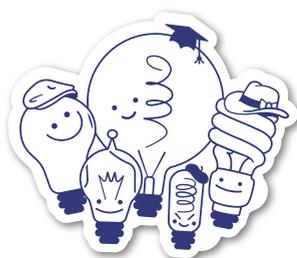
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