



TOEFL[®]

TOEFL[®] iBT

Sample Questions

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Listening.
Learning.
Leading

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Sample Questions

These sample questions for the Reading, Listening, Speaking, and Writing sections of the Internet-based TOEFL test are like the ones you will be presented with at the test center. They are **non-interactive** and are for **viewing only**.

For interactive practice questions, which provide feedback about your English skills, visit the [TOEFL® Practice Online Community](http://www.ets.org/toeflpractice) (<http://www.ets.org/toeflpractice>).

Reading Section

You read one passage and answer questions about the passage.

- Reading Section Directions
- Reading
- Reading Answer Key

Listening Section

You listen to one conversation and one lecture and answer questions about them.

- Listening Section Directions
- Listening 1
- Listening 2
- Listening Answer Key

You have a 10-minute break after the Listening section.

Speaking Section

You listen to lectures and/or passages and answer three questions. Some of the questions ask you to speak based on your own experience. Others ask you to speak about the lectures and/or passages.

- Speaking Section Information and Directions
- Speaking 1
- Speaking 2
- Speaking 3

Writing Section

You answer one question. You will write about the relationship between a lecture you listen to and a passage you read.

- Writing Section Information and Directions
- Writing Directions for Task 1
- Writing 1

Reading Section Directions

In this section you will read three passages and answer reading comprehension questions about each passage. Most questions are worth one point, but the last question in each set is worth more than one point. The directions indicate how many points you may receive.

You have 60 minutes to read all of the passages and answer the questions. Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.

To move on to the next question, click **Next**. You can skip questions and go back to them later as long as time remains. To return to previous questions, click **Back**. You may click **Review** at any time and the review screen shows you which questions you have answered and which you have not. From the Review screen, you may go directly to any question you have already seen in the reading section.

When you are ready to continue, click on the **Dismiss Directions** icon.

Reading

Lascaux Cave Paintings

In Southwest France in the 1940s, playing children discovered Lascaux Grotto, a series of narrow cave chambers that contain huge prehistoric paintings of animals. Many of these beasts are as large as 16 feet (almost 5 meters). Some follow each other in solemn parades, but others swirl about, sideways and upside down. The animals are bulls, wild horses, reindeer, bison, and mammoths outlined with charcoal and painted mostly in reds, yellow, and browns. Scientific analysis reveals that the colors were derived from ochre and other iron oxides ground into a fine powder. Methods of applying color varied: some colors were brushed or smeared on rock surfaces and others were blown or sprayed. It is possible that tubes made from animal bones were used for spraying because hollow bones, some stained with pigment, have been found nearby.

➡ One of the most puzzling aspects of the paintings is their location. Other rock paintings—for example, those of Bushmen in South Africa—are either located near cave entrances or completely in the open. Cave paintings in France and Spain, however, are in recesses and caverns far removed from original cave entrances. This means that artists were forced to work in cramped spaces and without sources of natural light. It also implies that whoever made them did not want them to be easily found. 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.

Scholars offer three related but different opinions about the mysterious origin and significance of these paintings. One opinion is that the paintings were a record of seasonal migrations made by herds. Because some paintings were made directly over others, obliterating them, it is probable that a painting's value ended with the migration it pictured. Unfortunately, this explanation fails to explain the hidden locations, unless the migrations were celebrated with secret ceremonies.

➡ Another opinion is that the paintings were directly related to hunting and were an essential part of a special preparation ceremony. This opinion holds that the pictures and whatever ceremony they accompanied were an ancient method of psychologically motivating hunters. It is conceivable that before going hunting the hunters would draw or study pictures of animals and imagine a successful hunt. Considerable support exists for this opinion because several animals in the pictures are wounded by arrows and spears. This opinion also attempts to solve the overpainting by explaining that an animal's picture had no further use after the hunt.

➡ A third opinion takes psychological motivation much further into the realm of tribal ceremonies and mystery: the belief that certain animals assumed mythical significance as ancient ancestors or protectors of a given tribe or clan. Two types of images substantiate this theory: the strange, indecipherable geometric shapes that appear near some animals, and the few drawings of men. Wherever men appear they are crudely drawn and their bodies are elongated and rigid. Some men are in a prone position and some have bird or animal heads. Advocates for this opinion point to reports from people who have experienced a **trance state**, a highly suggestive state of low consciousness between waking and sleeping. Uniformly, these people experienced weightlessness and the sensation that their bodies were being stretched lengthwise. Advocates also point to people who believe that the forces of nature are inhabited by spirits, particularly shamans* who believe that an animal's spirit and energy is transferred to them while in a trance. One Lascaux narrative picture, which shows a man with a birdlike head and a wounded animal, would seem to lend credence to this third opinion, but there is still much that remains unexplained. For example, where is the proof that the man in the picture is a shaman? He could as easily be a hunter wearing a headmask. Many tribal hunters, including some Native Americans, camouflaged themselves by wearing animal heads and hides.

➡ Perhaps so much time has passed that there will never be satisfactory answers to the cave images, but their mystique only adds to their importance. Certainly a great art exists, and by its existence reveals that ancient human beings were not without intelligence, skill, and sensitivity.

***shamans**: holy people who act as healers and diviners

1. The word **others** in the passage refers to

- chambers
- paintings
- beasts
- parades

2. The word **Methods** in the passage is closest in meaning to

- Ways
- Shades
- Stages
- Rules

3. What are the bones found in the Lascaux caves believed to indicate?

- Wild animals sometimes lived in the cave chambers.
- Artists painted pictures on both walls and bones.
- Artists ground them into a fine powder to make paint.
- Artists developed special techniques for painting the walls.

4. Why does the author mention Bushmen in South Africa in paragraph 2?

- To suggest that ancient artists from all over the world painted animals on rocks
- To contrast the location of their rock paintings to those found at Lascaux
- To support the claim that early artists worked in cramped spaces
- To give an example of other artists who painted in hidden locations

Paragraph 2 is marked with an arrow [→].

5. What can be inferred from paragraph 2 about cave painters in France and Spain?

- They also painted rocks outside caves.
- They did not live close to the cave entrances.
- They developed their own sources of light to use while painting.
- Their painting practices did not last for many years.

Paragraph 2 is marked with an arrow [→].

6. Why does the author mention **secret ceremonies**?

- To present a common opinion held by many scholars
- To suggest a similarity between two opinions held by scholars
- To suggest a possible explanation for a weakness in an opinion expressed in the passage
- To give evidence that contradicts a major opinion expressed in the passage

7. The word **accompanied** in the passage is closest in meaning to

- represented
- developed into
- were associated with
- came after

8. According to paragraph 4, why do some scholars believe that the paintings were related to hunting?

- Because some tools used for painting were also used for hunting
- Because cave inhabitants were known to prefer animal food rather than plant food
- Because some of the animals are shown wounded by weapons
- Because many hunters were also typically painters

Paragraph 4 is marked with an arrow [→].

9. According to paragraph 5, why do some scholars refer to a trance state to help understand the cave paintings?

- To explain the state of consciousness the artists were in when they painted their pictures
- To demonstrate the mythical significance of the strange geometric shapes
- To indicate that trance states were often associated with activities that took place inside caves
- To give a possible reason for the strange appearance of the men painted on the cave walls

Paragraph 5 is marked with an arrow [→].

10. According to paragraph 5, if the man pictured with the birdlike head is not a shaman, he may have worn the headmask

- to look like an animal while a hunt took place
- to frighten off other hunters competing for food
- to prove that he is not a shaman
- to resist forces of nature thought to be present in animals

Paragraph 5 is marked with an arrow [→].

11. According to paragraph 6, why might the puzzling questions about the paintings never be answered?

- Keeping the paintings a mystery will increase their importance.
- The artists hid their tools with great intelligence and skill.
- Too many years have gone by since the images were painted.
- Answering the questions is not very important to scholars.

Paragraph 6 is marked with an arrow [→].

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

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

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage.

13. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. ***This question is worth 2 points.***

Scholars have wondered about the meaning of the subjects, location, and overpainting of Lascaux cave images.



Answer Choices

The paintings may have recorded information about animal migrations, and may only have been useful for one migration at a time.

Unlike painters of the recently discovered paintings, other Lascaux cave painters usually painted on rocks near cave entrances or in open spaces outside the caves.

The human figures represented in the paintings appear to be less carefully shaped than those of animals.

Some scholars believe that the paintings motivated hunters by allowing them to picture a successful hunt.

It is possible that the animals in the paintings were of mythical significance to the tribe, and the paintings reflected an important spiritual practice.

Scientific analysis suggests that paintings were sprayed onto the rock walls with tubes made from animal bones.

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**.

Reading Answer Key

Reading Question 1 - Lascaux Cave Painting

1. C - beasts
2. A - Ways
3. D - Artists developed special techniques for painting the walls.
4. B - To contrast the location of their rock paintings to those found at Lascaux
5. C - They developed their own sources of light to use while painting.
6. C - To suggest a possible explanation for a weakness in an opinion expressed in the passage
7. C - were associated with
8. C - Because some of the animals are shown wounded by weapons
9. D - To give a possible reason for the strange appearance of the men painted on the cave walls
10. A - to look like an animal while a hunt took place
11. C - Too many years have gone by since the images were painted.
12. Insert text at square number 1 (A)
- 13.

- The paintings may have recorded information about animal migrations, and may only have been useful for one migration at a time.
- Some scholars believe that the paintings motivated hunters by allowing them to picture a successful hunt.
- It is possible that the animals in the paintings were of mythical significance to the tribe, and the paintings reflected an important spiritual practice.

Listening Section Directions

Sample questions for the Listening section of TOEFL® iBT test are like the ones on the actual test. The sample questions are **non-interactive**.

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Using the Headphones

The following two screens are delivered before the Listening section directions.

[Put on headset directions]

Now put on your headset.



Click **Proceed** to continue.

[Volume check directions]

Changing the Volume

To change the volume, click the **Volume** icon at the top of the screen. The volume control appears. Move the indicator to the left or to the right to make the sound louder or softer. You can change the volume during the test if you need to.

To close the volume control, move the mouse pointer to another part of the screen.

Directions

The Listening section of TOEFL iBT measures your ability to understand conversations and lectures in English.


In the Listening section of TOEFL iBT, there are two or three separately timed parts. In these practice questions, there is only one part, and you will answer questions about one conversation and one lecture.

After each conversation or lecture, you will answer some questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.

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

If you need to change the volume while you listen, click the Volume icon at the top of the screen.



In some questions, you will see this icon: . This means that you will hear, but not see, part of the question.

Some of the questions have special directions. These directions appear in a gray box on the screen.

Most questions are worth one point. If a question is worth more than one point, it will have special directions that indicate how many points you can receive.

You must answer each question. After you answer, click Next. Then click OK to confirm your answer and go on to the next question. After you click OK, you cannot return to previous questions. In the Listening section of TOEFL iBT, you will hear each conversation and each lecture only one time. You will not be able to return to previous questions or listen to the recordings again. In these practice questions, however, you may return to previous questions, and you may listen to each conversation and each lecture again.

During the test, a clock at the top of the screen shows you how much time is remaining. The clock does not count down while you are listening. The clock counts down only while you are answering the questions.

Listening 1

Narrator

Listen to part of a conversation between a student and a professor.



Student

Hi, Professor Johnson.

Professor

Hi, Anna. What can I do for you?

Student

[upspeak]

Remember, I e-mailed you about getting the handouts from the class I missed the other day, and you said I could stop by and pick them up today.

Professor

Oh, that's right. *[friendly, but seeking an explanation]*

You know, that's the fourth class you've missed this semester, and that's not doing your grade any good. I assume you had a good reason for being out...

Student

[apologetically]

I know, I really hated to miss another class, but I had the flu, and I could hardly get out of bed. That'll be the last class I miss, though. I promise.

Professor

[accepting her promise]

Okay...

[sincerely]

So how are you feeling now—are you all recovered?

Student

Well, I'm still not quite a hundred per cent, but I'm feeling much better than I did a few days ago.

Professor

Well, that's good.

Okay, uh...

[regaining train of thought]

oh yes, the handouts. There were three of them, and I'll get those for you in just a minute. They're pretty self-explanatory, but if you have any questions, just send me an e-mail.

But...

Student

[interrupting]

Okay, thank you.

Professor

Sure. Uh, but we also watched a video, and we'll be having an essay question about it on the next exam, so,

[searching for a solution]

uh... *[thinking]*

Hmmm...Do you have a VCR at home?

Student

Actually, I don't, but I do have access to one.

Professor

Okay...Well I can lend it you, but the only thing is, you'd have to watch it tonight and get it back to me early tomorrow, because I'm going to be showing it in the other section of that class tomorrow afternoon.

Student

That'd be great.

Professor

But you really have to get it back to me tomorrow before my class.

Student

No problem. I can drop it off first thing in the morning if you'd like.

Professor

Okay...

[changing his mind]

You know what? How about if we do it this way. I'll keep it for now and show it in my class tomorrow, and uh then you can drop by here and pick it up on Friday morning and keep it for the whole weekend, and just bring it with you when you come to class next week. How does that sound? Uh then you'll have a couple of days to watch it, and you won't have to worry about getting it back here tomorrow.

Student

[checking her schedule in her mind]

Let's see, Friday morning...

[turning happy when she realizes she can do it]

Yeah, that'll work.

Professor

Excellent. I'll be here from about ten to eleven thirty.

Student

[leaving]

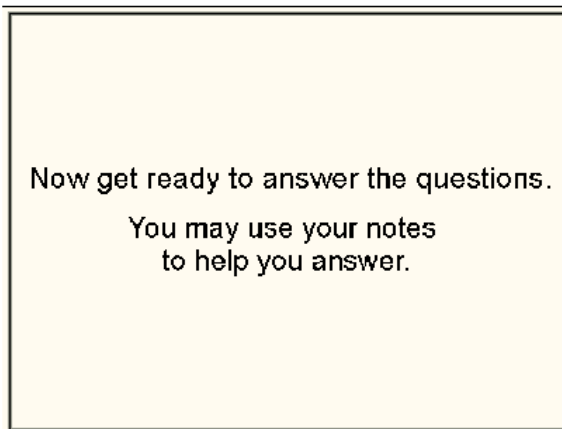
Great. I'll see you then.

Professor

Uh, just a second. Let me get you those handouts.

Student

Oh, yeah. Thank you.



Narrator

Now get ready to answer the questions. You may use your notes to help you answer.

1. Why does the woman go to see her professor?

- To get materials for a class she missed
- To discuss an assignment she is working on
- To ask a question about a video her class recently watched
- To inform the professor of changes in her schedule

2. Why does the professor change his mind about when he will lend the woman the video?

- He remembers that he does not have the video in his office.
- He realizes that the woman does not have a VCR.
- He is worried that he will not have the video back in time for his class.
- He realizes that he will not need the video until the following week.

3. Why will the woman stop by the professor's office on Friday morning?

- To return the video to the professor
- To get the video from the professor
- To hand in an assignment to the professor
- To discuss the handouts with the professor

Listen again to part of the conversation.
Then answer the question.

Narrator

Listen again to part of the conversation. Then answer the question.



Professor

You know, that's the fourth class you've missed this semester, and that's not doing your grade any good. I assume you had a good reason for being out...



4. Why does the professor say this:

[This text will only be heard.]

Professor

I assume you had a good reason for being out...

- To indicate that he is not concerned about the woman's absence
- To assure the woman that her absence will not affect her grade
- To indicate that he has finished discussing the woman's absence
- To encourage the woman to explain why she was absent

Listen again to part of the conversation.
Then answer the question.

Narrator

Listen again to part of the conversation. Then answer the question.



Professor

Okay, uh...

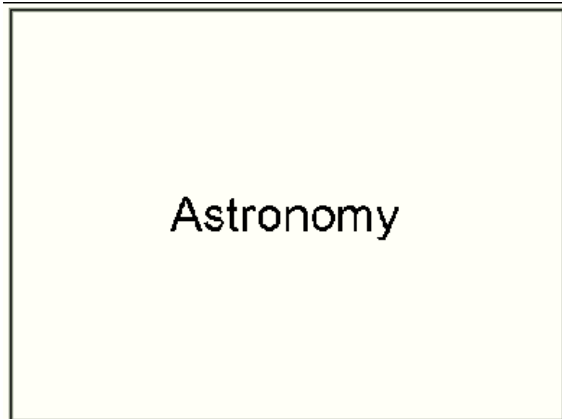
[regaining train of thought]

oh yes, the handouts. There were three of them, and I'll get those for you in just a minute. They're pretty self-explanatory, but if you have any questions, just send me an e-mail.

5. What can be inferred about the professor?

- He is not planning to talk about the handouts now.
- He expects the woman to respond to questions in the handouts.
- He is concerned that the handouts may be difficult to understand.
- He is not sure if he has the handouts the woman needs.

Listening 2



Narrator

Listen to part of a discussion in an astronomy class. The professor is discussing Pluto.



Professor

Well, today I thought we'd talk about some of the reasons why Pluto's status as a planet has been debated. You see, until recently what makes a planet a planet was one of the simpler concepts in astronomy. It's always been deemed so, uh...so obvious, so... basic that it was never officially defined...So anyway,...uh improvements in telescopes and related technology have led to a whole host of discoveries in our solar system...with one result being that now even the generally accepted idea of what a planet is is being challenged...or at least qualified. And this directly affects the status of Pluto.

Student A

So what makes Pluto so different that it could be, um...reclassified?

Professor

Well, actually, there are several important differences between Pluto and the other planets. First, when you look at the other planets, especially the planets in the outer solar system, where Pluto orbits, you see that Pluto stands out, it's the oddball...and I'll give you one guess why.



Student B

It's gotta be the size...Jupiter, Saturn and uh, Uranus and Neptune,...they're the gas giants, and, well, Pluto isn't.

Professor

Exactly,...uh compared to the gas giants, Pluto's very different,...it's neither gaseous nor a giant. See, uh Pluto is less than half the size of the next smallest planet, Mercury. It's even smaller than our moon...and smaller than other moons in our solar system. So Pluto is very small for a planet,...maybe it's not large enough to be considered a planet.



Student A

But Pluto orbits the Sun and...I mean...well, that's one of the things planets do.

Professor

You're right...Most people agree that a planet orbits a sun, and Pluto certainly does that...every 248 years, but with a highly eccentric orbit. Take a look at this:

What I mean when I say 'eccentric' is...it's not like the other planets' orbits, instead it's different in uh, two major ways. One, it's elliptical, but the others are nearly circular. So for part of its orbit, Pluto is closer to the Sun than Neptune and for the rest it's farther away. And two, Pluto orbits on a different plane. That is, all the planets orbit the Sun on the same plane, except Pluto...which orbits at a seventeen degree angle to the other orbits. Do you see where it looks like it crosses the other orbits?

Student A

[interrupting]

But I don't see why being small and having an unusual orbit would change Pluto's status. I mean it still has most of the features that the other planets have, doesn't it? It's got an atmosphere, granted it's thin, but it's there. It even has a moon!

Professor

That's true. In fact, if it wasn't for the discovery of the Kuiper belt rhymes with "piper", there probably wouldn't be a question about Pluto's status....

[questioning sounds by the students]

Student B

It's...I'm sorry, the what belt?

Professor

Uh, it's the Kuiper belt.

It's like a swarm of icy-rocky objects out beyond Neptune. It turns out that Kuiper belt objects, which are also called KBOs, have a lot in common with Pluto.

For one, KBOs and Pluto are made of the same stuff, namely rock and ice. And for most of its orbit, Pluto is in the Kuiper belt.

Remember when I said that Pluto has an eccentric orbit? Well, many KBOs do, too,...for the same reason,...their orbits are influenced by Neptune's gravity. Now, without going into too much detail,...let me just say that Neptune's gravity sort of pulls Pluto and the KBOs around...this results in orbits that are elliptical and almost exactly one and one half times longer than Neptune's.

In light of these similarities, some suggest that Pluto's merely the largest KBO found to date. Now, I'm saying this because several other large Kuiper belt objects have been found, some half as large as Pluto. Some scientists believe that they might find other KBOs as large as Pluto...

Student B

So you're saying that Pluto's more like a KBO than a planet?

Student A

Yeah...I mean, considering everything you just said, um, if Pluto were discovered today, would it even...well,...would it even be called a planet?

Professor

Well, let's see. You tell me.

Student A

Hmmm, well...I'd still call it a planet. Like I said before...it may be small, but it's got an atmosphere and a moon, it orbits the Sun and...

Student B

[interrupting]

Come on...it, it's obviously a KBO. I mean, it's in the Kuiper belt, it's made of the same materials, it orbits the same way and it's way smaller than any other planet. I think it's clear.

Professor

Well, nobody knew about the Kuiper belt when Pluto was discovered, so they called it a planet. But now? I think its status will continue to be questioned until there's an official definition for planet.

Now get ready to answer the questions.
You may use your notes
to help you answer.

1. What is the discussion mainly about?

- Why most planets are larger than Pluto
- The reasons some objects may soon be considered planets
- How Pluto challenges the conventional idea of a planet
- The discovery of Kuiper belt objects

2. How does the professor emphasize his point about Pluto's size?

- By stating the dimensions of nearby planets
- By explaining the relationship between Pluto's size and its orbit
- By identifying the reasons why Pluto was originally misclassified
- By comparing Pluto to other planets and objects in the solar system

3. What are two key features of Pluto's orbit mentioned in the discussion?

Click on 2 answers.

- Pluto's orbit is influenced by Neptune's gravity.
- Pluto's orbit is nearly circular.
- Pluto's orbit is at an angle to the other planets' orbits.
- Pluto's orbit passes nearer to the Sun than most of the other planets.

4. According to the discussion, what are some reasons for NOT classifying Pluto as a planet?

Click on 3 answers.

- It has an atmosphere.
- It is located in the Kuiper belt.
- It is composed of rock and ice.
- It is located too far from the Sun.
- It is much smaller than the other planets.

Listen again to part of the lecture.
Then answer the question.

Narrator

Listen again to part of the lecture. Then answer the question.



Professor

...When you look at the other planets, especially the planets in the outer solar system, where Pluto orbits, you see that Pluto stands out, it's the oddball...and I'll give you one guess why.



5. What does the professor mean when he says this:

[This text will only be heard.]

Professor

"I'll give you one guess why."

- He thinks the question is difficult to answer.
- He thinks the reason is obvious.
- He does not expect a reply.
- He does not want many people to reply.

Listen again to part of the lecture.
Then answer the question.

Narrator

Listen again to part of the lecture. Then answer the question.



Student A

Hmmm, well...I'd still call it a planet. Like I said before...it may be small, but it's got an atmosphere and a moon, it orbits the Sun and...

Student B

Come on...it, it's obviously a KBO. I mean, it's in the Kuiper belt, it's made of the same materials, it orbits the same way and it's way smaller than any other planet. I think it's clear.

6. What can be inferred about the students?

- They both disagree with the professor's conclusion.
- The woman has not yet reached a conclusion about Pluto.
- The man easily convinced the woman to change her mind.
- They have come to different conclusions about Pluto.

Listening Answer Key

Listening 1 - Missed Classes

1. A - To get materials for a class she missed
2. C - He is worried that he will not have the video back in time for his class.
3. B - To get the video from the professor
4. D - To encourage the woman to explain why she was absent.
5. A - He is not planning to talk about the handouts now.

Listening 2 - Astronomy

1. C - How Pluto challenges the conventional idea of a planet
2. D - By comparing Pluto to other planets and objects in the solar system
- 3.

X	1. Pluto's orbit is influenced by Neptune's gravity.
	2. Pluto's orbit is nearly circular.
X	3. Pluto's orbit is at an angle to the other planets' orbits.
	4. Pluto's orbit passes nearer to the Sun than most of the other planets

4.

	1. It has atmosphere.
X	2. It is located in the Kuiper belt.
X	3. It is composed of rock and ice.
	4. It is located too far from the Sun.
X	5. It is much smaller than the other planets.

5. B - He thinks the reason is obvious.
6. D - They have come to different conclusions about Pluto.

Speaking Section Directions

Sample questions for the Speaking section are like the ones on the actual test. They are **non-interactive**.

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Adjusting the Microphone

[Microphone check, delivered before Speaking section directions]

To adjust your microphone volume, please answer the practice question below using your normal voice tone and volume. The microphone volume will be automatically adjusted as you speak.

Begin speaking after the beep. Continue speaking until a message appears.

"Describe the city you live in."

Directions

In the Speaking section of TOEFL iBT, you will be able to demonstrate your ability to speak about a variety of topics by answering six questions.

In the test, questions 1 and 2 are about familiar topics. Your responses are scored on your ability to speak clearly and coherently about the topics. In questions 3 and 4, your responses are based on what you have read and heard. First you read a short text. The text goes away, and you then listen to a talk on the same topic. You are then asked a question about what you have read and heard. You need to combine appropriate information from the text and the talk to provide a complete answer to the question. Your responses to questions 5 and 6 are based on what you have heard. First you listen to part of a conversation or a lecture. You are then asked a question about what you have heard. Your responses to questions 3 through 6 are scored on your ability to speak clearly and coherently and your ability to accurately convey information about what you have read and/or heard.

During the test, you are able to take notes while you read and while you listen to the conversations and lectures. You may use your notes to help prepare your response. Listen carefully to the directions for each question. The directions are not written on the screen. You are given a short time to prepare your response (15 to 30 seconds, depending on the question). A clock shows how much preparation time is remaining. When the preparation time is up, you are told to begin your response. A clock shows you how much time is remaining. A message appears on the screen when the response time has ended.

In these practice questions, you will not record your responses. Instead, you will hear sample responses to a question 2, a question 4, and a question 5.

Speaking 1

Please listen carefully.



Narrator

Describe a class you have taken in school and explain why the class was important to you. Include details and examples to support your explanation.

Please begin speaking after the beep.

[2 secs beep]

[Appearing on screen]

1. Describe a class you have taken in school and explain why the class was important to you. Include details and examples to support your explanation.

Preparation time: 15 seconds

Response time: 45 seconds

Speaking 2

Please listen carefully.



Narrator

You may begin to prepare your response after the beep.

[2 secs beep]

Narrator

Some universities require first-year students to live in dormitories on campus. Others allow students to live off campus. Which policy do you think is better for first-year students and why? Include details and examples in your explanation.

Please begin speaking after the beep.

[2 secs beep]

[Appearing on screen]

2. Some universities require first-year students to live in dormitories on campus. Others allow students to live off campus. Which policy do you think is better for first-year students and why? Include details and examples in your explanation.

Preparation time: 15 seconds

Response time: 45 seconds

Speaking 3

Please listen carefully.



Narrator

You may begin to prepare your response after the beep.

[2 secs beep]

Narrator

City University is planning to increase tuition and fees. Read the announcement about the increase from the president of City University. You will have 45 seconds to read the announcement. Begin reading now.

Reading Time: 45 seconds

Announcement from the president

The university has decided to increase tuition and fees for all students by approximately 8 percent next semester. For the past 5 years, the tuition and fees have remained the same, but it is necessary to increase them now for several reasons. The university has many more students than we had five years ago, and we must hire additional professors to teach these students. We have also made a new commitment to research and technology, and will be renovating and upgrading our laboratory facilities to better meet our students' needs.

Narrator

Now listen to two students as they discuss the announcement.

[2 seconds]



Student A

Oh great, now we have to come up with more money for next semester.

Student B

Yeah, I know, but I can see why. When I first started here, classes were so much smaller than they are now. With this many students, it's hard to get the personal attention you need...

Student A

Yeah, I guess you're right. You know, in some classes I can't even get a seat. And I couldn't take the math course I wanted to because it was already full when I signed up.

Student B

And the other thing is, well, I am kind of worried about not being able to get a job after I graduate.

Student A

Why? I mean you're doing really well in your classes, aren't you?

Student B

I'm doing ok, but the facilities here are so limited. There are some great new experiments in microbiology that we can't even do here... there isn't enough equipment in the laboratories, and the equipment they have is out of date. How am I going to compete for jobs with people who have practical research experience? I think the extra tuition will be a good investment.

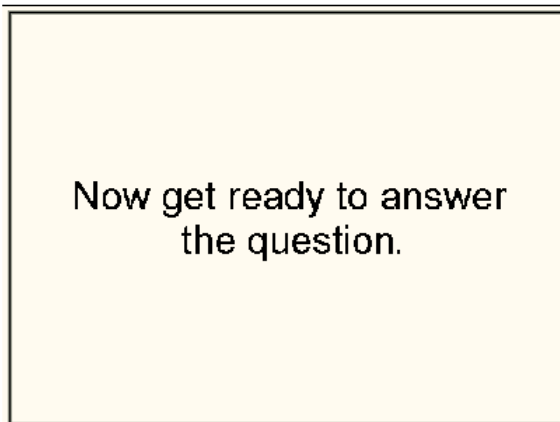
[2 seconds]

Narrator

The woman expresses her opinion of the announcement made by the university president. State her opinion and explain the reasons she gives for holding that opinion.

Please begin speaking after the beep.

[2 secs beep]



[Appearing on screen]

3. The woman expresses her opinion of the announcement made by the university president. State her opinion and explain the reasons she gives for holding that opinion.

Preparation time: 30 seconds

Response time: 60 seconds

Writing Section General Directions

Sample questions for the Writing section are like the ones on the actual test. The questions are **non-interactive**.

To try interactive practice questions and receive feedback about your English skills, go to the [TOEFL® Practice Online Community](http://www.ets.org/toeflpractice) (<http://www.ets.org/toeflpractice>).

Writing Section Directions

Make sure your headset is on.

This section measures your ability to use writing to communicate in an academic environment.

There are two writing tasks. For the first task, you will read a passage and listen to a lecture and then answer a question based on what you have read and heard.

For the second task, you will answer a question based on your own knowledge and experience.

Now, listen to the directions for the first writing task.

Writing Directions for Task 1

Writing Based on Reading and Listening Directions

For this task, you read a passage about an academic topic. A clock at the top of the screen shows how much time you have to read. You may take notes on the passage while you read. The passage is then removed, and you listen to a lecture about the same topic. While you listen, you may also take notes. You will be able to see the reading passage again when it is time for you to write. You may use your notes to help you answer the question.

You then have 20 minutes to write a response to the question that asks you about the relationship between a reading passage and a lecture. You should try to answer the question as completely as possible using information from the reading passage and the lecture. The question does not ask you to express your personal opinion. Typically, an effective response is 150 to 225 words.

In this practice question, you will not write a response. Instead, you will read three sample responses to the task.

Now you will see the reading passage for 3 minutes. Immediately after the reading time ends, the lecture will begin. During the test you will **not** be able to listen to the lecture again. In this practice question, however, you may listen to the lecture again by clicking the **Replay** button.

Writing 1

Directions

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 be 150 to 225 words.

Altruism is a type of behavior in which an animal sacrifices its own interest for that of another animal or group of animals. Altruism is the opposite of selfishness; individuals performing altruistic acts gain nothing for themselves.

Examples of altruism abound, both among humans and among other mammals. Unselfish acts among humans range from the sharing of food with strangers to the donation of body organs to family members, and even to strangers. Such acts are altruistic in that they benefit another, yet provide little reward to the one performing the act.

In fact, many species of animals appear willing to sacrifice food, or even their life, to assist other members of their group. The meerkat, which is a mammal that dwells in burrows in grassland areas of Africa, is often cited as an example. In groups of meerkats, an individual acts as a sentinel, standing guard and looking out for predators while the others hunt for food or eat food they have obtained. If the sentinel meerkat sees a predator such as a hawk approaching the group, it gives an alarm cry alerting the other meerkats to run and seek shelter. By standing guard, the sentinel meerkat gains nothing—it goes without food while the others eat, and it places itself in grave danger. After it issues an alarm it has to flee alone, which might make it more at risk to a predator, since animals in groups are often able to work together to fend off a predator. So the altruistic sentinel behavior helps ensure the survival of other members of the meerkat's group.

Narrator

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



Professor

You know, often in science, new findings force us to re-examine earlier beliefs and assumptions. And a recent study of meerkats is having exactly this effect. The study examined the meerkat's behavior quite closely, much more closely than had ever been done before. And some interesting things were found...like about eating habits...it showed that typically meerkats eat before they stand guard — so the ones standing guard had a full stomach! And the study also found that since the sentinel is the first to see a predator coming, it's the most likely to escape...because it often stands guard near a burrow, so it can run immediately into the burrow after giving the alarm. The other meerkats, the ones scattered about looking for food, are actually in greater danger.

And in fact, other studies have suggested that when an animal creates an alarm, the alarm call might cause the other group members either to gather together or else to move about very quickly, behaviors that might actually draw the predator's attention away from the caller, increasing that animal's own chances of survival.

And what about people—what about some human acts that might be considered altruistic? Let's take an extreme case, uh, suppose a person donates a kidney to a relative, or even to a complete stranger. A selfless act, right? But ...doesn't the donor receive appreciation and approval from the stranger and from society? Doesn't the donor gain an increased sense of self worth? Couldn't such non-material rewards be considered very valuable to some people?

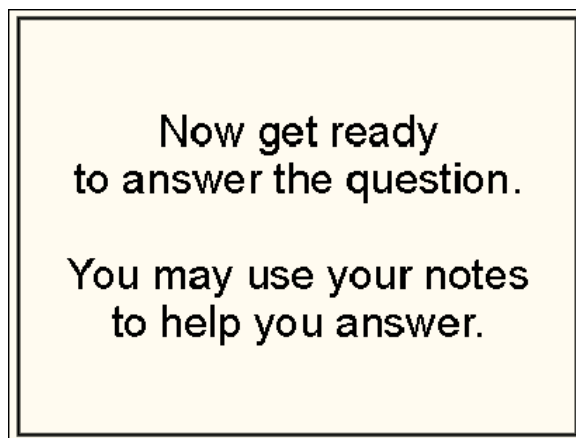
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Question:

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



Narrator

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

Writing Sample Responses

This is a high-level response:

The lecture completely refutes the passage. It is said in the lecture that, the perceived acts of altruism are nothing more than sneaky methods of gaining advantage for one's self. Contrary to the belief in the passage that sentinels risk their lives for the cause of the whole group, the professor says that the meerkat sentinels are in fact less prone to outside threats. The alarm sentinels give off causes to group to move rashly which draws the predators attention towards them, thus drawing away the attention from the sentinels. The lecture refutes the fact that these meerkats are altruistic in the sense that they gain nothing in exchange of their services. In fact, researches have shown that they have a full stomach as they perform this "altruistic" duty and have a better chance of escaping from danger because they witness it first. Proffesor also offers a different underlying motivation that causes people to believe that acts such as donating an organ or sharing food with someone in need are altruistic. She says that people gain appreciation as a result of such acts, which may be deemed by some much more important than materialistic gains.

This is a mid-level response:

In the lecture, the professor stated that there are something valuable which are not mentioned in the reading.

First, in meerkat's group, the guard eats food before others. In addition, the guard could make a call which asks other meerkats which are eating food to get together or seperate when the predator comes. This act may make the predator pay attention to those meerkats which are eating food instead of guard. Therefore, the guard would have ample time to escape. The guard might not have altruism as stated in the reading because the guard gets the most benefits than others and put other members in grave danger.

Second, people who donate their organs to their family members or to strangers may get the sense of community or achievement which might be important to themselves. They get benefits from giving or donating organs.

The professor gave examples and the sources to explain support her objection to the reading.

This is a low-level response:

The lecture said about altruism. It happen both animal and human. First, the meerkat is a good example of altruism for animal. They have special eating habit. The meerkat which guard and look out predator is full stomach. After finish standing guard they eat some food while other meerkat guard from predators. When they find predators then they alarm to others to hide into the shelter. Also, human is altruistic animal. People share their food with strangers or they donate food or clothing even body organs. It stated both human and animal are altruism.

This lecture make our easy to understand and organize this lecture in mind. It shows short summary about this reading, and also give us some detail information. That is outlind of this reading. In addition, every contents is related to the reading, and also offer some more information. For this reason we can make sure about this reading.