

When you open a test section, you will first see the instructions for that section. A timer visible on the screen shows how many minutes and seconds you have left for that section. (You can hide the timer if you find it distracting.)

Click on **Help** at any time for detailed instructions. You will see complete explanations for each function available during the test and how to use those functions to answer each question type.

If you must take a break during the test, click on the **Break** button. Your work will not be lost, and when you resume, you will take up exactly where you left off. The timer clock will stop while you are on your break and will restart immediately when you resume the test. Try not to use the Break function too often because on the actual exam, the clock keeps running even if you leave the room on a break. To resume work on a test, click on **Resume**.

Answering Questions

To answer the questions, click on the corresponding answer oval, or follow the instructions given. Once you select an answer, the **Next** button is enabled. (For some questions, you will need to click on more than one answer choice.) Click on it to move forward to the next question. (On the Reading test, you can also click on the **Back** button to go back to any question you skipped. This function is not available on the other tests.)

When all the questions in the section have been answered, the **Finished** button will be enabled. Once you click on **Finished**, the test ends.

Playing Audio Tracks

On the Listening, Speaking, and Writing test sections, you will listen to audio tracks. An Audio Control bar will appear on the screen. You can use it to adjust the sound volume. At the end of the track, click on **Questions** to start answering questions. On the Speaking and Writing tests, you will first see the instructions and the question, then you will click on **Play** to start the audio track.

Seeing Your Scores

On the Navigation page, click on **Scoring and Review**. You will be able to see your results for any test section that you have completed at least once. On the question list at the lower right corner of the screen, you will see the correct answers. Explanations are available for Practice Test 1 by clicking on the question numbers. For Reading and Listening, a chart at the bottom left side of the screen shows how many points you earned for answering questions correctly, the percentage of questions that you answered correctly, and how much of the total time available you used.

Also on the Navigation page, click on **Compare Test Scores**. You will see bar charts that plot your scores from trial to trial for both the Reading and the Listening tests.

Working Through the Practice Sets and Practice Tests in the Book

On the Navigation screen, click on **Play Audio Tracks in Book Order**. You will see a window listing audio tracks in the sequence in which they appear in the book. As you work through the Practice Sets and Practice Tests in the book, you will be told when to play each audio track. Each time you need to play a track, you will see the following symbol:



Click on the number of the track as instructed in the book. Then click on **Play**.

Tips for Factual Information Questions

- You may need to refer back to the passage in order to know what exactly is said about the subject of the question. Since the question may be about a detail, you may not recall the detail from your first reading of the passage.
- Eliminate choices that present information that is contradicted in the passage.
- Do not select an answer just because it is mentioned in the passage. Your choice should answer the specific question that was asked.

Example

PASSAGE EXCERPT: “. . . Sculptures must, for example, be stable, which requires an understanding of the properties of mass, weight distribution, and stress. Paintings must have rigid stretchers so that the canvas will be taut, and the paint must not deteriorate, crack, or discolor. These are problems that must be overcome by the artist because they tend to intrude upon his or her conception of the work. For example, in the early Italian Renaissance, bronze statues of horses with a raised foreleg usually had a cannonball under that hoof. This was done because the cannonball was needed to support the weight of the leg. In other words, the demands of the laws of physics, not the sculptor’s aesthetic intentions, placed the ball there. That this device was a necessary structural compromise is clear from the fact that the cannonball quickly disappeared when sculptors learned how to strengthen the internal structure of a statue with iron braces (iron being much stronger than bronze) . . . ”

According to paragraph 2, sculptors in the Italian Renaissance stopped using cannonballs in bronze statues of horses because

- they began using a material that made the statues weigh less
- they found a way to strengthen the statues internally
- the aesthetic tastes of the public had changed over time
- the cannonballs added too much weight to the statues

Explanation

The question tells you to look for the answer in paragraph 2. You do not need to skim the entire passage to find the relevant information.

Choice 1 says that sculptors stopped putting cannonballs under the raised legs of horses in statues because they learned how to make the statue weigh less and not require support for the leg. The passage does not mention making the statues weigh less; it says that sculptors learned a better way to support the weight. Choice 3 says that the change occurred only because people’s taste changed, meaning that the cannonballs were never structurally necessary. That directly contradicts the passage. Choice 4 says that the cannonballs weakened the structure of the statues. This choice also contradicts the passage. Choice 2 correctly identifies the reason the passage gives for the change: sculptors developed a way to strengthen the statue from the inside, making the cannonballs physically unnecessary.

2 makes the same point as the third sentence: “. . . the United States was long overdue in developing art that did not reproduce European traditions” means that up to this point in history, American art did reproduce European traditions. Choice 3 is a restatement of the second sentence in the paragraph: American artists were frustrated because of “the public’s attitude that European art was better than American art. . . .” Choice 4 is not mentioned anywhere in the paragraph. Because you are asked to identify the choice that is NOT mentioned in the passage or that contradicts the passage, the correct answer is choice 4.

Type 3: Inference Questions

These questions measure your ability to comprehend an argument or an idea that is strongly implied but not explicitly stated in the text. For example, if an effect is cited in the passage, an Inference question might ask about its cause. If a comparison is made, an Inference question might ask for the basis of the comparison. You should think about not only the explicit meaning of the author’s words, but the logical implications of those words.

How to Recognize Inference Questions

Inference questions will usually include the word *infer*, *suggest*, or *imply*.

- Which of the following can be inferred about X?
- The author of the passage implies that X . . .
- Which of the following can be inferred from paragraph 1 about X?

Tips for Inference Questions

- Make sure your answer does not contradict the main idea of the passage.
- Don’t choose an answer just because it seems important or true. The correct answer must be inferable from the passage.
- You should be able to defend your choice by pointing to explicitly stated information in the passage that leads to the inference you have selected.

Example

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

Which of the following can be inferred from paragraph 1 about candles before the nineteenth century?

- They did not smoke when they were burned.
- They produced a pleasant odor as they burned.
- They were not available to all.
- They contained sulfuric acid.

Type 6: Reference Questions

These questions ask you to identify referential relationships between the words in the passage. Often, the relationship is between a pronoun and its antecedent (the word to which the pronoun refers). Sometimes other kinds of grammatical reference are tested (like *which* or *this*).

How to Recognize Reference Questions

Reference questions look similar to vocabulary questions. In the passage, one word or phrase is highlighted. Usually the word is a pronoun. Then you are asked:

- The word **X** in the passage refers to

The four answer choices will be words or phrases from the passage. Only one choice is the word to which the highlighted word refers.

Tips for Reference Questions

- If the Reference question is about a pronoun, make sure your answer is the same number (singular or plural) and case (first person, second person, third person) as the highlighted pronoun.
- Substitute your choice for the highlighted word or words in the sentence. Does it violate any grammar rules? Does it make sense?

Examples

PASSAGE EXCERPT: “. . . These laws are universal in their application, regardless of cultural beliefs, geography, or climate. If pots have no bottoms or have large openings in their sides, they could hardly be considered containers in any traditional sense. Since the laws of physics, not some arbitrary decision, have determined the general form of applied-art objects, they follow basic patterns, so much so that functional forms can vary only within certain limits . . . ”

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

- applied-art objects
- the laws of physics
- containers
- the sides of pots

Explanation

This is an example of a simple pronoun-referent item. The highlighted word *they* refers to the phrase “applied-art objects,” which immediately precedes it, so choice 1 is the correct answer.

Often the grammatical referent for a pronoun will be separated from the pronoun. It may be located in a preceding clause or even in the preceding sentence.

PASSAGE EXCERPT: “. . . The first weekly newspaper in the colonies was the Boston Gazette, established in 1719, the same year that marked the appearance of Philadelphia’s first newspaper, the *American Mercury*, where the young Benjamin Franklin worked. By 1760 Boston had 4 newspapers and 5 other printing establishments; Philadelphia, 2 newspapers and 3 other presses; and New York, 3 newspapers. The

How to Recognize Sentence Simplification Questions

Sentence Simplification questions always look the same. A single sentence in the passage is highlighted. You are then asked:

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

Tips for Sentence Simplification Questions

- Make sure you understand both ways a choice can be incorrect:
 - It contradicts something in the highlighted sentence.
 - It leaves out something important from the highlighted sentence.
- Make sure your answer does not contradict the main argument of the paragraph in which the sentence occurs, or the passage as a whole.

Example

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

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

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

3. Reading to learn

- Identify the passage type (e.g., classification, cause/effect, compare/contrast, problem/solution, description, narration, and so on).
- Do the following to organize the information in the passage:
 - Create an outline of the passage to distinguish between major and minor points.
 - If the passage categorizes information, create a chart and place the information in appropriate categories. (Remember: On the TOEFL iBT test, you do not have to create such a chart. Instead, a chart with possible answer choices is provided for you, and you must fill in the chart with the correct choices.) Practicing this skill will help you think about categorizing information and be able to do so with ease.
 - If the passage describes the steps in a process, create an outline of the steps in their correct order.
- Create a summary of the passage using the charts and outlines.
- Paraphrase individual sentences in a passage, and then progress to paraphrasing an entire paragraph. Note: The TOEFL iBT Reading section measures the ability to recognize paraphrases. The ability to paraphrase is also important for the integrated tasks in the Writing and Speaking sections of the test.

cies. The key lies in recognizing that the portion of the lecture following the replayed statement is a personal story. The correct answer is choice 3. With the replayed statement the professor indicates to the class that what she is about to say does not have the same status as what she was talking about previously.

How to Recognize Understanding Organization Questions

Understanding Organization questions are typically phrased as follows:

- How does the professor organize the information about X?
- How is the discussion organized?
- Why does the professor discuss X?
- Why does the professor mention X?

Tips for Understanding Organization Questions

- Questions that ask about the overall organization of the passage are more likely to be found after lectures than after conversations. Refer to your notes to answer these questions. It may not have been apparent from the start that the professor organized the information (for example) chronologically, or from least to most complex, or in some other way.
- Pay attention to comparisons made by the professor. In the following example the professor is discussing the structure of plants. He uses steel and the steel girders in a new building to make a point. When the professor mentions something that is seemingly off-topic, you should ask yourself what point the professor is making.

Examples

Professor

So, we have reproductive parts—the seeds, the fruit-walls—we have leaf parts, but the great majority of plant fibers come from vasculature within the stem . . . fibers that occur in stem material. And what we do is consider these fibers [*false start*]*—*basically they're what are called **bast** fibers. Bast fibers. Now basically bast fibers are parts of the plant that the plant uses to maintain vertical structure.

Think about it this way: what's the first thing you see when you see a building being built . . . uh what's the first thing they put up? Besides the foundation of course? The metal-work, right? They put all those steel girders up there, the framework. OK, well, think of [*false start*]*—*bast fibers basically constitute the structural framework to support the stem of the plant. OK? So as the plant grows, it basically builds a girder system within that plant, like steel, so to speak.

So suppose you cut across the stem of one of these plants, take a look at how the bast fibers are arranged, so you're looking at a cross-section . . . you'll see that the fibers run vertically side-by-side. Up and down next to each other, forming a kind of tube, which is significant . . . 'cause, which is physically stronger—a solid rod or a tube? The tube—physics tells you that. What's essentially happening—well, the plant is forming a structural ring of these bast fibers all around the stem, and that shape allows for structural rigidity, but also allows for bending and motion.

- Listen to a portion of a lecture or talk and write a brief summary of important points. Gradually increase the amount you listen to and summarize. Note: Summarizing skills are not tested in the Listening section, but they are useful for the integrated tasks in the Writing and Speaking sections.

Listening for Pragmatic Understanding

- Think about what each speaker hopes to accomplish; that is, what is the purpose of the speech or conversation? Is the speaker apologizing, complaining, making suggestions?
- Notice the way each speaker talks. Is the language formal or casual? How certain does each speaker sound? Is the speaker's voice calm or emotional? What does the speaker's tone of voice tell you?
- Notice the degree of certainty of the speaker. How sure is the speaker about the information? Does the speaker's tone of voice indicate something about his or her degree of certainty?
- Listen for changes in topic or side comments in which the speaker briefly moves away from the main topic and then returns (digressions).
- Watch television or movie comedies and pay attention to stress and intonation patterns used to convey meaning.

Listening to Connect Ideas

- Think about how the lecture is organized. Listen for the signal words that indicate the introduction, major steps or ideas, examples, and the conclusion or summary.
- Identify the relationships between ideas in the information being discussed. Possible relationships include: cause-and-effect, compare-and-contrast, steps in a process.
- Listen for words that show connections and relationships between ideas.
- When you listen to recorded material, stop the recording at various points and try to predict what information or idea will be expressed next.
- Create an outline of the information discussed while listening or after listening.

7. How will mistakes affect my score?

Raters will not focus on the number of errors you make. They will score the response based on the overall performance. A response that contains minor or occasional errors may still be scored at the highest level.

8. What happens if I do not have time to finish my answer?

You may find that for some tasks, you are not able to include in your answer all the information you would like to. The time allotted for each speaking response is considered sufficient for you to give a complete answer, and you should try to give as thorough an answer as possible. However, the raters who evaluate your responses recognize that it may not always be possible for you to anticipate precisely how much of what you want to say will fit into the amount of time provided. Keep in mind that how clearly and coherently you convey information is as important as how much information you convey. Therefore, you should avoid speaking at an unnaturally rapid pace if you see that time is going to run out before you say everything you have planned to say. You may find it useful to time yourself when practicing the speaking tasks. This will help you get an idea of how much can be said in the allotted time.

9. What happens if I finish my response before time runs out?

If you finish your answer before time runs out, you may want to consider what additional information you could add that would make your answer more complete. If you have extra time, it may not be a good idea for you to merely repeat what you have already said. Rather, ask yourself what else you could say to clarify, elaborate on, or otherwise develop your response more fully. Timing yourself when practicing the speaking tasks should help you get accustomed to the time allowances.

10. May I go back and change an answer?

No. Each of your spoken responses is recorded, and it is not possible to go back and re-record what you have said. For each question, you will be given some time to prepare your answer, and this should help you plan ahead of time what you want to say. You should also remember that your speaking responses are not expected to be perfect. If in the course of giving your spoken response, you realize that you should have said something differently, you should feel free to correct your mistake if you wish, just as you would if you had made a mistake while speaking in your native language and wanted to correct it. Otherwise you may want to simply ignore an error and continue with your response, making sure that the remainder of what you say is as intelligible, coherent, and accurate as possible.

11. How will my accent and pronunciation affect my score?

All TOEFL iBT test takers speak with an accent to some degree or another, and your score will not be affected by your accent, unless your accent interferes with the intelligibility of your response. Minor and/or occasional pronunciation mistakes are also expected, even among the most proficient test takers, and, here again, as long as pronunciation mistakes do not interfere with the intelligibility of your response, they will not count against your score.

13. ① ⑤ ⑥ This is a Prose Summary question. It is completed correctly below. The correct choices are 1, 5, and 6. Choices 2, 3, and 4 are therefore incorrect.

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 answer choices 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.**

The political system of the United States in the mid-nineteenth century was strongly influenced by the social and economic circumstances of the time.

- The Democratic and Whig Parties developed in response to the needs of competing economic and political constituencies.
- A fundamental difference between Whigs and Democrats involved the importance of the market in society.
- The role of government in the lives of the people was an important political distinction between the two parties.

Answer Choices

- | | |
|--|--|
| <p>1. The Democratic and Whig Parties developed in response to the needs of competing economic and political constituencies.</p> <p>2. During Andrew Jackson's two terms as President, he served as leader of both the Democratic and Whig parties.</p> <p>3. The Democratic Party primarily represented the interests of the market, banks, and commerce.</p> | <p>4. In contrast to the Democrats, the Whigs favored government aid for education.</p> <p>5. A fundamental difference between Whigs and Democrats involved the importance of the market in society.</p> <p>6. The role of government in the lives of the people was an important political distinction between the two parties.</p> |
|--|--|

Correct Choices

Choice 1, "The Democratic and Whig Parties developed in response to the needs of competing economic and political constituencies," is correct because it is a recurring theme throughout the entire passage. It is a broad general statement about the development of the Whigs and Democrats. Paragraphs 2, 3, 4, 5, and 6 all provide support for this statement with examples of the nature of the competing constituencies in the United States at that time and the ways in which these two parties responded to them.

Choice 5, "A fundamental difference between Whigs and Democrats involved the importance of the market in society," is correct because it is a broad general statement about the differences between the Whigs and Democrats. Paragraphs 2, 3, 4, and 6 all provide support for this statement with examples of the differences in the ways that the two parties viewed the market and society.

5. ③ This is a Factual Information question asking for specific information that can be found in paragraph 2. The correct answer is choice 3, which states that the Fore people of New Guinea knew very little about Western culture. The paragraph explicitly says that the Fore had almost no contact with Western culture. None of the other three choices is mentioned in connection with the Fore, so none of them is correct.
6. ③ This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses.

The correct answer is choice 3. It contains all of the essential ideas in the highlighted sentence without changing the meaning. This choice says that the Fore “exhibited the same relationship of facial and basic emotions that is seen in Western culture when they acted out stories.” The sentence that precedes the highlighted sentence states that in a survey, the Fore agreed with Westerners on how various emotions are portrayed. Then the highlighted sentence says that in a different situation (story-telling) the Fores’ expressions were also familiar; that is, these expressions were the same as those exhibited by Westerners in this situation.

Choices 1 and 2 are incorrect because each one changes the highlighted sentence into a statement that is not true.

Choice 4 is incorrect because it says that the Fore were familiar with the facial expressions of characters in stories. The highlighted sentence says that it was the investigators who were familiar with the Fores’ expressions. This is a change in meaning, so it is incorrect.

7. ① This is a Factual Information question asking for specific information that can be found in the passage. The correct answer is choice 1, emotions that are not expressed become less intense. This is correct based on the direct quotation of Darwin in paragraph 3. In that quotation, Darwin says that emotions that are freely expressed become more intense, while “on the other hand” those that are not freely expressed are “softened,” meaning that they become less intense. Choices 2, 3, and 4 are all incorrect because there is nothing in the passage that indicates Darwin ever believed these things about expressing emotions. Some or all of them may actually be true, but there is nothing in this passage that supports them.
8. ① This is a Factual Information question asking for specific information that can be found in the passage. You can see that the phrase “The facial-feedback hypothesis” is highlighted where it first appears in the passage in paragraph 3. The correct answer is choice 1, research supporting this hypothesis came from studying experiments of the reactions of people to cartoons. This idea is found in paragraph 4, which uses these experiments as an example of how facial feedback works.

The sentence provided, “This universality in the recognition of emotions was demonstrated by using rather simple methods,” is best inserted at square 3.

Square 3 is correct because the inserted sentence begins with the phrase “This universality.” The universality being referred to is the fact, stated in the second sentence, that “people in diverse cultures recognize the emotions manifested by the facial expressions.”

None of the other answer choices follows a sentence that contains a universal statement. Sentence 1 mentions that “Most investigators concur,” which means that some do not. Therefore this is not a universal statement.

Squares 2 and 4 are incorrect because there is nothing in either sentence to which “This universality” could refer.

13. **2 4 6** This is a Prose Summary question. It is completed correctly below. The correct choices are 2, 4, and 6. Choices 1, 3, and 5 are therefore incorrect.

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 answer choices 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.*

Psychological research seems to confirm that people associate particular facial expressions with the same emotions across cultures.

- Facial expressions and emotional states interact with each other through a variety of feedback mechanisms.
- A person’s facial expression may reflect the person’s emotional state.
- Facial expressions that occur as a result of an individual’s emotional state may themselves feed back information that influences the person’s emotions.

Answer Choices

- | | |
|--|--|
| <p>1. Artificially producing the Duchenne smile can cause a person to have pleasant feelings.</p> <p>2. Facial expressions and emotional states interact with each other through a variety of feedback mechanisms.</p> <p>3. People commonly believe that they can control their facial expressions so that their true emotions remain hidden.</p> | <p>4. A person’s facial expression may reflect the person’s emotional state.</p> <p>5. Ekman argued that the ability to accurately recognize the emotional content of facial expressions was valuable for human beings.</p> <p>6. Facial expressions that occur as a result of an individual’s emotional state may themselves feed back information that influences the person’s emotions.</p> |
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Installing the CD

Insert the CD into your computer. If the program does not begin to automatically install, go to the CD-ROM drive and click on the file labeled “Setup.” You will be guided through a short series of screens, and at the end of the process, the program will be installed on your computer. An icon labeled “ETS TOEFL Guide” will appear on your desktop. You can click on that icon to start the program. (Note that the CD must be present in your CD-ROM drive any time you wish to launch the program. You can remove it later if necessary.)

Changing Regional and Language Settings

Please note: If you encounter error messages while attempting to use this program, you may need to adjust your computer’s regional and language settings. Please follow the steps below:

- Select “Regional and Language Options” from the Control Panel
- Go to the “Regional Options” tab
- Select “English (United States)” as the language
- Go to the “Advanced” tab
- Select “English (United States)” as the language
- Click “OK”