



Official
TOEFL iBT[®]
Tests

Volume 1

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Contents

Introduction	1
About the <i>TOEFL iBT</i> ® Test	2
How to Use This Book/Digital Resources	5
<i>TOEFL iBT</i>® Test 1	7
<i>TOEFL iBT</i>® Test 2	57
<i>TOEFL iBT</i>® Test 3	111
<i>TOEFL iBT</i>® Test 4	163
<i>TOEFL iBT</i>® Test 5	213
Appendix A: Speaking and Writing Scoring Rubrics	261
Appendix B: Audio Track Transcripts	271

About the *TOEFL iBT*® Test

The *TOEFL iBT*® test measures your ability to use and understand the English language as it is read, heard, spoken, and written in the university classroom. More than 11,000 universities, agencies, and other institutions in more than 180 countries—including Australia, Canada, New Zealand, the U.S., the U.K. and all across Europe and Asia—accept *TOEFL*® scores as part of their admissions criteria, making the *TOEFL iBT*® test the most widely respected English-language test in the world.

Each *TOEFL iBT*® test contains four sections: Reading, Listening, Speaking, and Writing. The questions in these sections measure how well you **read, listen, speak, and write in English**. They also measure how well you use these skills together, so in some cases you will be asked to integrate your skills. For example, you may read a passage or listen to a lecture, and then write or speak about what you learned. Here are brief descriptions of each section, including what the section measures and the types of questions it contains.

Reading Section

This section measures your ability to understand academic passages in English. The passages are excerpts from textbooks and other books suitable for use in introductory university courses.

You do not need any background knowledge about the topics contained in the passages in order to successfully answer the questions. All the information you need to answer the questions can be found in the passages. The questions cover your ability to find and understand basic information, make inferences, and read to learn.

Here are the types of Reading questions, with an explanation of each type:

Factual Information Questions	These questions ask you to identify factual information that was explicitly stated in the passage.
Negative Factual Information Questions	These questions ask you to distinguish information that is true from information that is not true or not included in the passage.
Inference Questions	These questions ask about information that is implied but not explicitly stated in the passage.
Rhetorical Purpose Questions	These questions ask about the rhetorical function of specific information presented in a passage. These questions ask <i>why</i> the author mentioned or included a specific piece of information in the passage.
Vocabulary Questions	These questions ask you to identify the meanings of individual words or phrases <i>as they are used in the passage</i> .
Reference Questions	These questions measure your ability to identify relationships between ideas mentioned in the passage and expressions that refer to the ideas. For example, an idea could be presented and another sentence could refer to “This idea.” A question might ask what the phrase “This idea” refers to.

Sentence Simplification Questions	These questions ask you to choose a sentence that has the same essential meaning as a particular sentence from the passage.
Insert Text Questions	These questions provide a new sentence and ask you to place that sentence into the passage where it would best fit.
Prose Summary Questions	These questions ask you to identify major ideas from the passage and distinguish them from minor ideas or from ideas that were not presented in the passage. To select the correct answers, you need to both understand the relative importance of various pieces of information from the passage and identify the combination of answer choices that covers the major ideas presented in the passage.
Fill in a Table Questions	These questions ask you to select which answer choices belong in a table containing two or three categories. You will need to organize or categorize major ideas or points from the passage into the correct categories.

Listening Section

This section measures your ability to understand conversations and academic lectures in English.

You will listen to two conversations. One conversation takes place in a professor's office and may include discussion of academic material or course requirements. The other conversation takes place on a university campus and includes discussion of nonacademic content that is related to university life. Each conversation is followed by five questions.

You will also listen to three lectures on a variety of topics. In some lectures, only the professor speaks. In other lectures, students contribute to the discussion; the professor may ask students questions about the topic being discussed or may answer students' questions. Each lecture is followed by six questions.

Each conversation and lecture is heard only once. Each contains a context photograph depicting the speaker(s). Some conversations and lectures contain other visuals, such as blackboards that present technical vocabulary or uncommon names.

Here are the types of Listening questions, with an explanation of each type:

Basic Comprehension Questions	These questions ask about the main idea or main purpose of a conversation or lecture, or they ask about important details that were discussed.
Connecting Information Questions	These questions ask you to identify the organization of information in a conversation or lecture, to make connections between important points that were discussed, or to make inferences based on important points that were discussed.
Pragmatic Understanding Questions	These questions ask you to identify a speaker's purpose in making a statement or asking a question or to identify a speaker's attitude, opinion, or degree of certainty.

Most questions are multiple choice with one correct answer. Some questions require more than one answer. You may also encounter questions that ask you to place the steps of a process in order, place checkmarks in a grid, or listen again to a portion of a conversation or lecture.

Speaking Section

This section measures your ability to speak in English about a variety of topics.

For each question, you will be given a short time to prepare your response. When the preparation time is up, answer the question as completely as possible in the time indicated for that question. For the tests in this book, you should record your responses on a recording device. That way, you can review them later and compare them with the notes in the Answers section and rubrics.

For the first question, Paired Choice, you will give your opinion about a familiar topic. You will need to explain what your opinion is and explain the reasons you have for holding that opinion.

For the second question, Fit and Explain, you will first read a short passage and then listen to or read a transcript of a conversation on the same topic. You will then be asked a question about both. You will need to combine appropriate information from the passage and the conversation to provide a complete answer to the question. Your response is scored on your ability to speak clearly and coherently and on your ability to accurately convey information about the passage and the conversation.

For the third question, General/Specific, you will first read a short passage on an academic subject and then listen to or read a transcript of a talk on the same subject. You will then be asked a question about both. Your response is scored on your ability to speak clearly and coherently and on your ability to integrate and convey key information from the passage and the talk.

For the last question, Summary, you will listen to or read a transcript of part of a lecture. You will then be asked a question about it. Your response is scored on your ability to speak clearly and coherently and on your ability to accurately convey information from the lecture.

Speaking responses are scored in terms of three important dimensions: delivery, language use, and topic development. When raters evaluate responses, they consider all three dimensions equally. No single dimension is weighted more heavily than another.

Writing Section

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

For Writing question 1, you will read a passage and listen to or read a transcript of a lecture. Then you will respond to a question that asks you about the relationship between the reading passage and the lecture. Try to answer as completely as possible using information from both the reading passage and the lecture. The question does *not* ask you to express your personal opinion. You may consult the reading passage again when it is time for you to write. Typically, an effective response will be 150 to 225 words. Your response is judged on the quality of your writing and on the completeness and accuracy of the content.


For Writing question 2, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue. Typically, an effective essay will contain a minimum of 300 words. Your essay is judged on the quality of your writing. This includes the development of

your ideas, the organization of your essay, and the quality and accuracy of the language you use to express your ideas.

How to Use This Book/Digital Resources

Official TOEFL iBT® Tests Volume 1, Fourth Edition can help you prepare for the test. It includes five complete actual past *TOEFL iBT®* tests. All the test questions are real *TOEFL iBT®* questions given to test takers at test administrations around the world, but some questions are presented differently than on the real test.

You can take each test in two ways:

- **In the book**, using a pen or pencil to mark your answers or to write your responses. Whenever you need to listen to an audio track, you will see the headphones icon  printed on the page. The audio tracks for all listening sections are provided on the digital download. On the **Main Menu**, select **Audio Tracks**, and you will see the tracks listed by number. Click on each one when you are instructed to do so in the book.
- **On your computer**, using the interactive versions of the tests provided on the digital download. Follow the instructions provided on the first page of this book, titled “Using the Digital Resources.” Click on your answers and enter your written responses as instructed. The audio tracks will play automatically as the test questions are presented to you on screen.

Written transcripts of the audio tracks are located in Appendix B. If you do not have access to the audio tracks, but do have access to people with good English pronunciation, ask them to read the transcripts aloud to you. Listening to the transcripts is better practice than reading them to yourself. If someone reads the transcripts to you, make sure you see the pictures.

If you are using the print versions of the tests, listen to each audio track only one time. As in the real test, you may take notes while you listen and use your notes to help you answer the questions.

Answers

An Answers section for each test in this book is provided immediately following the end of the test.

For the Reading and Listening sections, Answer Keys are provided.

For the Speaking and Writing sections, there is no single correct answer for each question. The Answers section has descriptions of what you need to do to get a high score. You can also evaluate your responses using the scoring rubrics provided in Appendix A.

In the Speaking section, if you have recorded your responses on a recording device, you can compare them with the descriptions in the Answers section and with the rubrics.

If you are using the computerized tests, follow the on-screen instructions to see the Reading and Listening answers and the answer descriptions for Speaking and Writing.

Rubrics

Rubrics are used to guide raters in evaluating Speaking and Writing section responses. All *TOEFL iBT®* test rubrics can be found in Appendix A.

Speaking scores represent an overall judgment of how well a response communicates its intended message. **Delivery** and **language use** are two key feature categories that raters consider when scoring responses to all four of the Speaking questions. **Topic development** is a third key category. For the Independent Speaking question, topic development is characterized by the *fullness* of the content provided in the response as well as its overall *coherence*. Using memorized responses or examples is strongly discouraged and could lower your score. It is very easy for ETS raters to distinguish memorized responses from those that are natural and spontaneous. For Integrated Speaking questions, topic development is characterized by the *accuracy* and *completeness* of the content provided in the response as well as its overall *coherence*.

Writing scores also represent an overall judgment of how well a response communicates its intended message. The **quality of the writing** is a key characteristic that raters consider when scoring responses to the Integrated Writing question (question 1) and the Independent Writing question (question 2). High-quality writing is characterized by *good organization*, as well as *appropriate and precise use of grammar and vocabulary*. For an Independent Writing question, high-quality writing also *effectively addresses the topic and task* and is *well developed*. Using memorized sentences or examples is strongly discouraged. Responses with extensive stretches of memorized writing will receive a low score. The **completeness and accuracy of the content** is another key characteristic of responses that raters consider when scoring responses to an Integrated Writing question. A complete and accurate response presents the relevant main points from both the lecture and the reading, demonstrates the relationship between each of these main points, includes supporting details, and does not include information from sources other than the lecture and the reading.

More Official Resources

ETS has many official resources to help you prepare for the *TOEFL iBT*® test, including:

- *The Official Guide to the TOEFL® Test, Sixth Edition*
- TOEFL® Practice Online
- “Inside the TOEFL® Test” Video Series
- *TOEFL® Test Preparation: The Insider’s Guide (MOOC)*
- TOEFL Go!® App

For information about these resources and more, and to register for the test, visit www.ets.org/toefl.

***TOEFL iBT[®]* Test 1**

READING

This section measures your ability to understand academic passages in English.

There are three passages in the section. Give yourself 18 minutes to read each passage and answer the questions about it. The entire section will take 54 minutes to complete.

You may look back at a passage when answering the questions. You can skip questions and go back to them later as long as there is time remaining.

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

DEER POPULATIONS OF THE PUGET SOUND

Two species of deer have been prevalent in the Puget Sound area of Washington state in the Pacific Northwest of the United States. The black-tailed deer, a lowland, west-side cousin of the mule deer of eastern Washington, is now the most common. The other species, the Columbian white-tailed deer, in earlier times was common in the open prairie country; it is now restricted to the low, marshy islands and flood plains along the lower Columbia River.

Nearly any kind of plant of the forest understory can be part of a deer's diet. Where the forest inhibits the growth of grass and other meadow plants, the black-tailed deer browses on huckleberry, salal, dogwood, and almost any other shrub or herb. But this is fair-weather feeding. What keeps the black-tailed deer alive in the harsher seasons of plant decay and dormancy? One compensation for not hibernating is the built-in urge to migrate. Deer may move from high-elevation browse areas in summer down to the lowland areas in late fall. Even with snow on the ground, the high bushy understory is exposed; also snow and wind bring down leafy branches of cedar, hemlock, red alder, and other arboreal fodder.

The numbers of deer have fluctuated markedly since the entry of Europeans into Puget Sound country. The early explorers and settlers told of abundant deer in the early 1800s and yet almost in the same breath bemoaned the lack of this succulent game animal. Famous explorers of the North American frontier, Lewis and Clark arrived at the mouth of the Columbia River on November 14, 1805, in nearly starved circumstances. They had experienced great difficulty finding game west of the Rockies and not until the second of December did they kill their first elk. To keep 40 people alive that winter, they consumed approximately 150 elk and 20 deer. And when game moved out of the lowlands in early spring, the expedition decided to return east rather than face possible starvation. Later on in the early years of the nineteenth century, when Fort Vancouver became the headquarters for the Hudson's Bay Company, deer populations continued to fluctuate. David Douglas, Scottish botanical explorer of the 1830s, found a disturbing change in the animal life around the fort during the period between his first visit in 1825 and his final contact with the fort in 1832. A recent Douglas biographer states: "The deer which once picturesquely dotted the meadows around the fort were gone [in 1832], hunted to extermination in order to protect the crops."

Reduction in numbers of game should have boded ill for their survival in later times. A worsening of the plight of deer was to be expected as settlers encroached on the land, logging, burning, and clearing, eventually replacing a wilderness landscape with roads, cities, towns, and factories. No doubt the numbers of deer declined still further. Recall the fate of the Columbian white-tailed deer, now in a protected status. But for the black-tailed deer, human pressure has had just the opposite effect. Wildlife zoologist Helmut Buechner (1953), in reviewing the nature of biotic changes in Washington through recorded time, says that "since the early 1940s, the state has had more deer than at any other time in its history, the winter population fluctuating around approximately 320,000 deer (mule and black-tailed deer), which will yield about 65,000 of either sex and any age annually for an indefinite period."

The causes of this population rebound are consequences of other human actions. First, the major predators of deer—wolves, cougar, and lynx—have been greatly reduced in numbers. Second, conservation has been insured by limiting times for and types of hunting. But the most profound reason for the restoration of high population numbers has been the fate of the forests. Great tracts of lowland country deforested by logging, fire, or both have become ideal feeding grounds for deer. In addition to finding an increase of suitable browse, like huckleberry and vine maple, Arthur Einarsen, longtime game biologist in the Pacific Northwest, found quality of browse in the open areas to be substantially more nutritive. The protein content of shade-grown vegetation, for example, was much lower than that for plants grown in clearings.

Directions: Now answer the questions.

P
A
R
A
G
R
A
P
H
1

Two species of deer have been prevalent in the Puget Sound area of Washington state in the Pacific Northwest of the United States. The black-tailed deer, a lowland, west-side cousin of the mule deer of eastern Washington, is now the most common. The other species, the Columbian white-tailed deer, in earlier times was common in the open prairie country; it is now restricted to the low, marshy islands and flood plains along the lower Columbia River.

1. According to paragraph 1, which of the following is true of the white-tailed deer of Puget Sound?
 - (A) It is native to lowlands and marshes.
 - (B) It is more closely related to the mule deer of eastern Washington than to other types of deer.
 - (C) It has replaced the black-tailed deer in the open prairie.
 - (D) It no longer lives in a particular type of habitat that it once occupied.

P
A
R
A
G
R
A
P
H
2

Nearly any kind of plant of the forest understory can be part of a deer's diet. Where the forest inhibits the growth of grass and other meadow plants, the black-tailed deer browses on huckleberry, salal, dogwood, and almost any other shrub or herb. But this is fair-weather feeding. What keeps the black-tailed deer alive in the harsher seasons of plant decay and dormancy? One compensation for not hibernating is the built-in urge to migrate. Deer may move from high-elevation browse areas in summer down to the lowland areas in late fall. Even with snow on the ground, the high bushy understory is exposed; also snow and wind bring down leafy branches of cedar, hemlock, red alder, and other arboreal fodder.

2. It can be inferred from the discussion in paragraph 2 that winter conditions
 - (A) cause some deer to hibernate
 - (B) make food unavailable in the highlands for deer
 - (C) make it easier for deer to locate understory plants
 - (D) prevent deer from migrating during the winter

23. Which of the following can be inferred from paragraph 3 about gushers?

- Ⓐ They make bringing the oil to the surface easier.
- Ⓑ They signal the presence of huge oil reserves.
- Ⓒ They waste more oil than they collect.
- Ⓓ They are unlikely to occur nowadays.

P
A
R
A
G
R
A
P
H
4

As oil becomes increasingly difficult to find, the search for it is extended into more-hostile environments. The development of the oil field on the North Slope of Alaska and the construction of the Alaska pipeline are examples of the great expense and difficulty involved in new oil discoveries. Offshore drilling platforms extend the search for oil to the ocean's continental shelves—those gently sloping submarine regions at the edges of the continents. More than one-quarter of the world's oil and almost one-fifth of the world's natural gas come from offshore, even though offshore drilling is six to seven times more expensive than drilling on land. A significant part of this oil and gas comes from under the North Sea between Great Britain and Norway.

24. Which of the following strategies for oil exploration is described in paragraph 4?

- Ⓐ Drilling under the ocean's surface
- Ⓑ Limiting drilling to accessible locations
- Ⓒ Using highly sophisticated drilling equipment
- Ⓓ Constructing technologically advanced drilling platforms

25. What does the development of the Alaskan oil field mentioned in paragraph 4 demonstrate?

- Ⓐ More oil is extracted from the sea than from land.
- Ⓑ Drilling for oil requires major financial investments.
- Ⓒ The global demand for oil has increased over the years.
- Ⓓ The North Slope of Alaska has substantial amounts of oil.

P
A
R
A
G
R
A
P
H
5

Of course, there is far more oil underground than can be recovered. It may be in a pool too small or too far from a potential market to justify the expense of drilling. Some oil lies under regions where drilling is forbidden, such as national parks or other public lands. Even given the best extraction techniques, only about 30 to 40 percent of the oil in a given pool can be brought to the surface. The rest is far too difficult to extract and has to remain underground.

26. According to paragraph 5, the decision to drill for oil depends on all of the following factors EXCEPT

- Ⓐ permission to access the area where oil has been found
- Ⓑ the availability of sufficient quantities of oil in a pool
- Ⓒ the location of the market in relation to the drilling site
- Ⓓ the political situation in the region where drilling would occur

Moreover, getting petroleum out of the ground and from under the sea and to the consumer can create environmental problems anywhere along the line. Pipelines carrying oil can be broken by faults or landslides, causing serious oil spills. Spillage from huge oil-carrying cargo ships, called tankers, involved in collisions or accidental groundings can create oil slicks at sea. Offshore platforms may also lose oil, creating oil slicks that drift ashore and **foul** the beaches, harming the environment. Sometimes, the ground at an oil field may subside as oil is removed. The Wilmington field near Long Beach, California, has subsided nine meters in 50 years; protective barriers have had to be built to prevent seawater from flooding the area. Finally, the refining and burning of petroleum and its products can cause air pollution. Advancing technology and strict laws, however, are helping control some of these adverse environmental effects.

27. The word “**foul**” in the passage is closest in meaning to

- (A) reach
- (B) flood
- (C) pollute
- (D) alter

28. In paragraph 6, the author’s primary purpose is to

- (A) provide examples of how oil exploration can endanger the environment
- (B) describe accidents that have occurred when oil activities were in progress
- (C) give an analysis of the effects of oil spills on the environment
- (D) explain how technology and legislation help reduce oil spills

Continued sedimentation—the process of deposits’ settling on the sea bottom—buries the organic matter and subjects it to higher temperatures and pressures, which convert the organic matter to oil and gas. **(A)** As muddy sediments are pressed together, the gas and small droplets of oil may be squeezed out of the mud and may move into sandy layers nearby. **(B)** Over long periods of time (millions of years), accumulations of gas and oil can collect in the sandy layers. **(C)** Both oil and gas are less dense than water, so they generally tend to rise upward through water-saturated rock and sediment. **(D)**

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

Unless something acts to halt this migration, these natural resources will eventually reach the surface.

Where would the sentence best fit?

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

30. **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.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

"Petroleum" is a broad term that includes both crude oil and natural gas.

-
-
-

Answer Choices

- ☐ A Petroleum formation is the result of biological as well as chemical activity.
- ☐ B Petroleum tends to rise to the surface, since it is lower in density than water.
- ☐ C The difficulty of finding adequate sources of oil on land has resulted in a greater number of offshore drilling sites.
- ☐ D Current methods of petroleum extraction enable oil producers to recover about half of the world's petroleum reserves.
- ☐ E Petroleum extraction can have a negative impact on the environment.
- ☐ F Accidents involving oil tankers occur when tankers run into shore reefs or collide with other vessels.