

READING SECTION**Reading Practice Set 1**

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

Reading Practice Set 2

15. C
16. C
17. B
18. A
19. A
20. D
21. C
22. B
23. D
24. C
25. B
26. A
27. B
28. A, D, E

LISTENING SECTION**Listening Practice Set 1**

29. D
30. C
31. A, C
32. D
33. B

Listening Practice Set 2

34. C
35. A, C
36. A, D
37. C
38. D
39. B

Listening Practice Set 3

40. D
41. C
42. B
43. A
44. D
45. B

SPEAKING SECTION**Speaking Practice Set 1**

46. There are many ways you could answer this particular question. You will need to choose a time when a friend or relative helped you and their help was important to you for some reason.

You should begin by describing how the friend or family member helped you. After you describe what happened, you need to explain why the person's help was important to you. You need to give enough details so that a listener understands both how you were helped and why it was important. The situation you choose does not need to be serious, such as an illness or an accident. It only needs to be important to you in some way that you can explain.

For example, you might describe how a friend helped you study for an important test. You could describe why you needed help for the test, perhaps because it is a subject you have trouble with. Next, you could describe how your friend helped you. For instance, maybe the friend came to your house several evenings before the test and helped you review material from your textbook, or asked you questions that might appear on the test to allow you to practice answering. Then you would need to explain why the friend's help was so important to you. For instance, you might say that you passed the test, which was important to you because you were able to maintain good marks in all your classes. Perhaps it also showed what a true friend the person was.

As with all speaking tasks, your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. This task is scored using the Independent Speaking Rubric (see Appendix A).

Speaking Practice Set 2

47. To respond to this particular question you should explain the concept of behavior modification as it was presented in the reading. Behavior modification occurs when individuals change their behavior because of consequences.

You should then use the example given by the professor to explain the concept. You should talk about how children learn in school that misbehaving (such as interrupting the teacher) brings punishment (such as not being allowed to play outside). On the other hand, following the rules (such as paying attention in class) brings rewards (such as praise from the teacher). You should add that as a result, children modify their behavior and begin to consistently behave well. This illustrates the concept of behavior modification.

You do not need to repeat all of the details from the reading and the lecture, but instead integrate points from both to answer the question completely.

As with all speaking tasks, your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. This task is scored using the Integrated Speaking Rubric (see Appendix A).

Speaking Practice Set 3

48. To respond to this particular question, you should briefly describe the problem. It is enough to say that the man needs to take two classes in order to fulfill requirements (for graduation), but the classes meet at the same time. You do not need to give details such as the subjects of the classes.

Next, you need to choose one of the two solutions and explain why you think that solution is best. The two solutions in this conversation are: 1) take one of the classes as an independent study, or 2) take one of the classes at another university. It does not matter which of the two proposed solutions you chose, since there is no “right” solution or “wrong” solution. You should choose the solution that you think is best and support your choice with reasons why you think it is best. The reasons you give can include information provided by the speakers as well as your own experiences.

For example, if you believe the first solution is preferable, you would probably begin by saying that you think it would be best for the man to take one of the classes as an independent study, then you would proceed to explain why. There are any number of reasons you can give: you might say that the professor would be available to help him whenever he needs it, and he could do all the assignments whenever he had the time to work on them. You could also speak about the disadvantages of the second solution; for example, if he had to drive to the other university three times a week, it would take a lot of time and also money for gasoline. Remember, this type of question can be answered in many different ways.

As with all speaking tasks, your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. This task is scored using the Integrated Speaking Rubric (see Appendix A).

WRITING SECTION**Writing Practice Set 1**

49. To earn a top score, you should develop a multi-paragraph essay that responds to the issue of whether it is more important for students to understand ideas and concepts than it is for them to learn facts. Typically an effective response will contain a minimum of 300 words. One successful way to express agreement with the statement is to explain that learning facts without understanding ideas and concepts is not useful. For example, you might discuss how learning facts such as math formulas and historical dates serves no practical purpose unless there is some understanding of those facts' context.

Those who disagree with the statement often discuss a profession or field of study for which learning facts is essential; you might point out that in medicine, for example, it is of great importance to know every fact about the structure of the human body and its physiological processes as a precondition for diagnosing or healing.

Keep in mind that there is no “correct” answer to this question. Either side of the issue can be supported with examples and reasons. The important part of this task is to make sure that you state your opinion and develop a response that explains your opinion well. The development

of your essay is judged by how effectively you support your opinion; a well-developed essay will contain clearly appropriate reasons, examples, and details that illustrate your opinion. Development is not evaluated simply in terms of how many words you write.

Your response should be well organized. A well-organized essay allows an evaluator to read from the beginning to the end of the essay without becoming confused. You should be sure not to just repeat the same information in different ways.

The quality and accuracy of the sentence structure and vocabulary you use to express your ideas is also very important.

This task is scored using the Independent Writing Rubric (see Appendix A).

APPENDIX

TOEFL iBT® Speaking Scoring Rubric—Independent Tasks

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress, and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limits (or prevents) expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic			

TOEFL iBT® Speaking Scoring Rubric—Integrated Tasks

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.
2	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary in order to follow what is being discussed.
1	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limits (or prevents) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).
0	Speaker makes no attempt to respond OR response is unrelated to the topic			

TOEFL iBT® Writing Scoring Rubric—Independent Tasks

Score	Task Description
5	<p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none"> effectively addresses the topic and task is well organized and well developed, using clearly appropriate explanations, exemplifications, and/or details displays unity, progression, and coherence displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors
4	<p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none"> addresses the topic and task well, though some points may not be fully elaborated is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications, and/or details displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form, or use of idiomatic language that do not interfere with meaning
3	<p>An essay at this level is marked by one or more of the following:</p> <ul style="list-style-type: none"> addresses the topic and task using somewhat developed explanations, exemplifications, and/or details displays unity, progression, and coherence, though connection of ideas may be occasionally obscured may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning may display accurate but limited range of syntactic structures and vocabulary
2	<p>An essay at this level may reveal one or more of the following weaknesses:</p> <ul style="list-style-type: none"> limited development in response to the topic and task inadequate organization or connection of ideas inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task a noticeably inappropriate choice of words or word forms an accumulation of errors in sentence structure and/or usage
1	<p>An essay at this level is seriously flawed by one or more of the following weaknesses:</p> <ul style="list-style-type: none"> serious disorganization or underdevelopment little or no detail, or irrelevant specifics, or questionable responsiveness to the task serious and frequent errors in sentence structure or usage
0	<p>An essay at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</p>