



## Sample Questions

This section of the *Bulletin* includes questions similar to those that will be presented in the actual test.

### LISTENING

The Listening section of the test measures the ability to understand conversations and talks in English. You will use headphones to listen to the conversations and talks. While you are listening, pictures of the speakers or other information will be presented on your computer screen. There are two parts to the Listening section, with special directions for each part.

On the day of the test, the amount of time you will have to answer all the questions will appear on the computer screen. The time you spend listening to the test material will not be counted. The listening material and questions about it will be presented only one time. You will not be allowed to take notes or have any paper at your computer. You will both see and hear the questions before the answer choices appear. You can take as much time as you need to select an answer; however, it will be to your advantage to answer the questions as quickly as possible. You may change your answer as many times as you want before you confirm it. After you have confirmed an answer, you will not be able to return to the question.

Before you begin working on the Listening section, you will have an opportunity to adjust the volume of the sound. You will only be able to change the volume during question directions, after you have started the test.

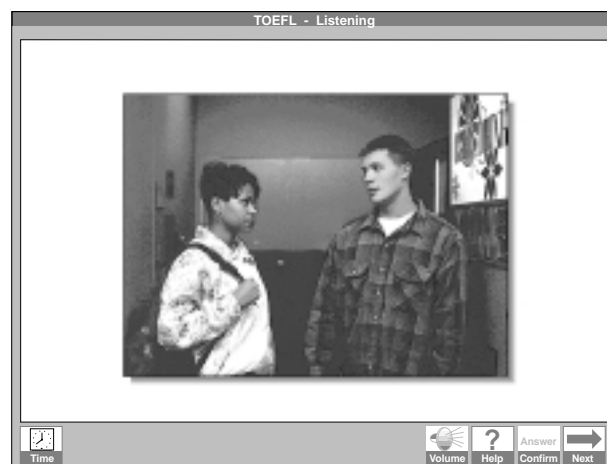
### QUESTION DIRECTIONS — Part A

In Part A of the Listening section, you will hear short conversations between two people. In some of the conversations, each person speaks only once. In other conversations, one or both of the people speak more than once. Each conversation is followed by one question about it.

Each question in this part has four answer choices. You should click on the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers.

*Here is an example.*

**On the computer screen, you will see:**



**On the recording, you will hear:**

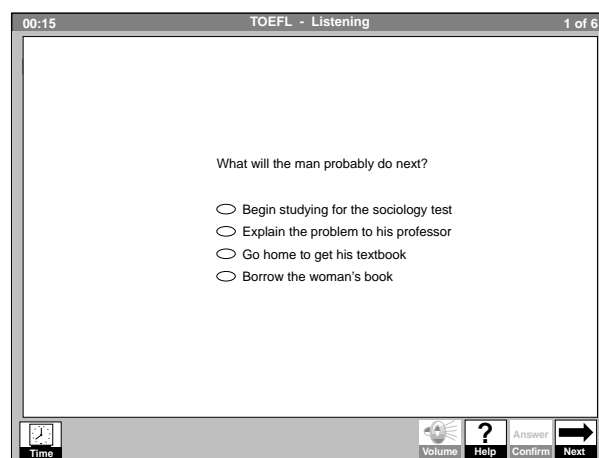
(woman) Hey, where's your sociology book?

(man) At home. Why carry it around when we're just going to be taking a test?

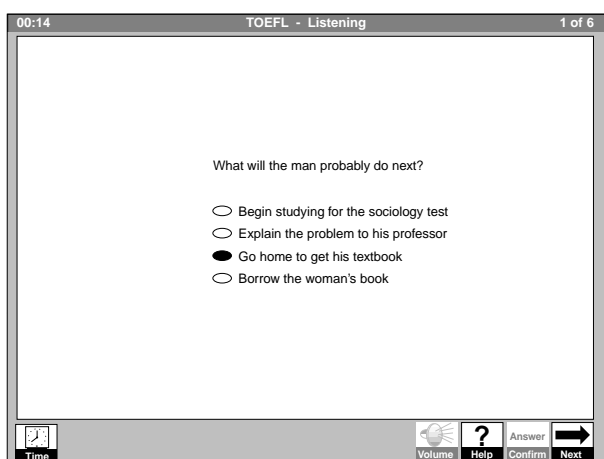
(woman) Don't you remember? Professor Smith said we could use it during the test.

(man) Oh, no! Well, I've still got an hour, right? I'm so glad I ran into you!

**You will then see and hear the question before the answer choices appear:**



To choose an answer, you will click on an oval. The oval next to that answer will darken. **The correct answer is indicated on the next screen.**



After you click on **Next** and **Confirm Answer**, the next conversation will be presented.

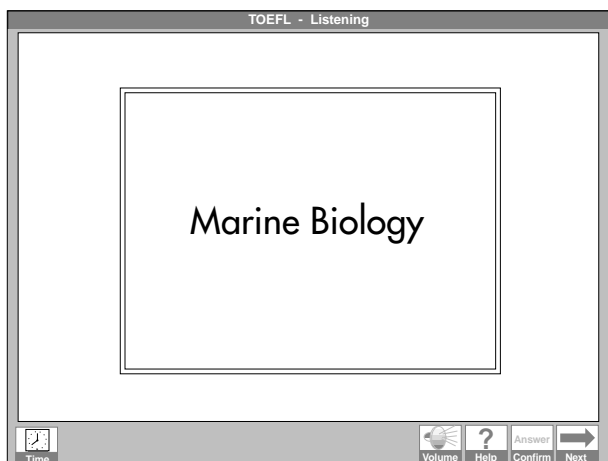
## QUESTION DIRECTIONS — Part B

In Part B of the Listening section, you will hear several longer conversations and talks. Each conversation or talk is followed by several questions. The conversations, talks, and questions will not be repeated.

The conversations and talks are about a variety of topics. You do not need special knowledge of the topics to answer the questions correctly. Rather, you should answer each question on the basis of what is stated or implied by the speakers in the conversations or talks.

For most of the questions, you will need to click on the best of four possible answers. Some questions will have special directions. The special directions will appear in a box on the computer screen.

*Here is an example of a conversation and some questions:*



(**narrator**) Listen to part of a discussion in a marine biology class.



(**professor**) A few years ago, our local government passed a number of strict environmental laws. As a result, Sunrise Beach looks nothing like it did ten years ago. The water is cleaner, and there's been a tremendous increase in all kinds of marine life — which is why we're going there on Thursday.

(**woman**) I don't know if I agree that the water quality has improved. I mean, I was out there last weekend, and it looked all brown. It didn't seem too clean to me.

(**professor**) Actually, the color of the water doesn't always indicate whether it's polluted. The brown color you mentioned might be a result of pollution, or it can mean a kind of brown algae is growing there. It's called "devil's apron," and it actually serves as food for whales.

(**man**) So when does the water look blue?

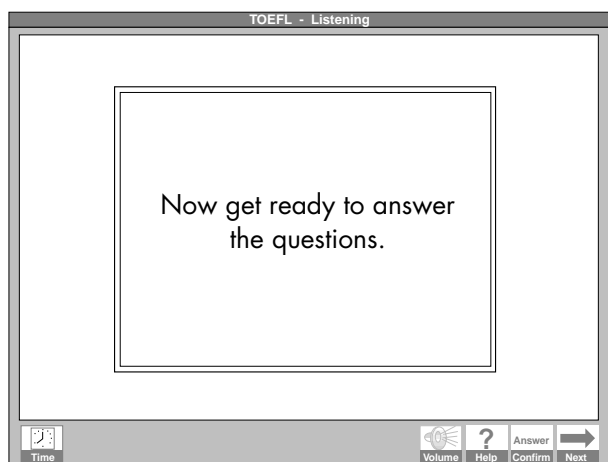
(**professor**) Well, water that's completely unpolluted is actually colorless. But it often looks bluish-green because the sunlight can penetrate deep down and that's the color that's reflected.

(**woman**) But sometimes it looks really green. What's that about?

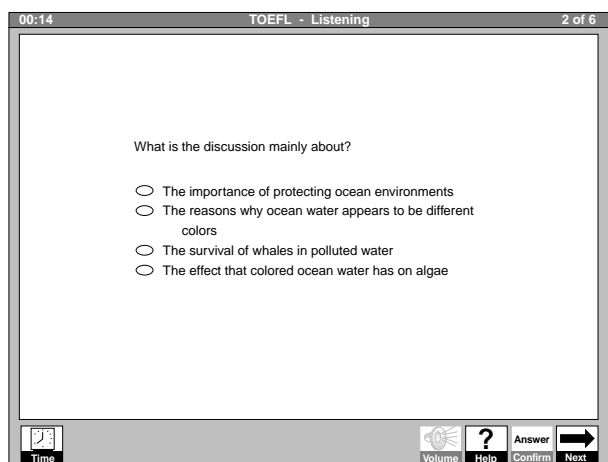
(**professor**) OK, well, it's the same principle as with "devil's apron": the water might look green because of different types of green algae there — gulfweed, phytoplankton. You all should finish reading about algae and plankton before we go. In fact, those are the types of living things I'm going to ask you to be looking for when we're there.



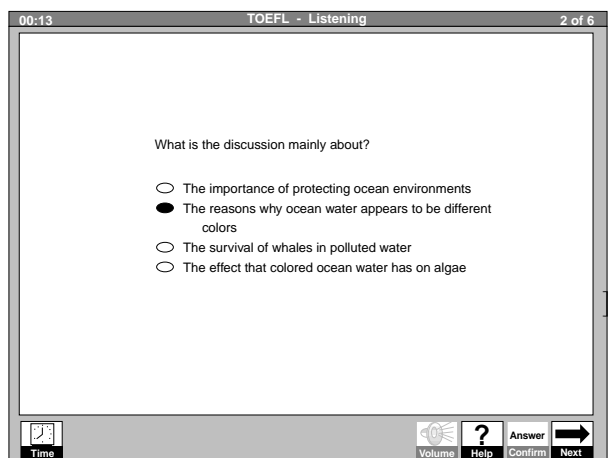
After the conversation, you will read:



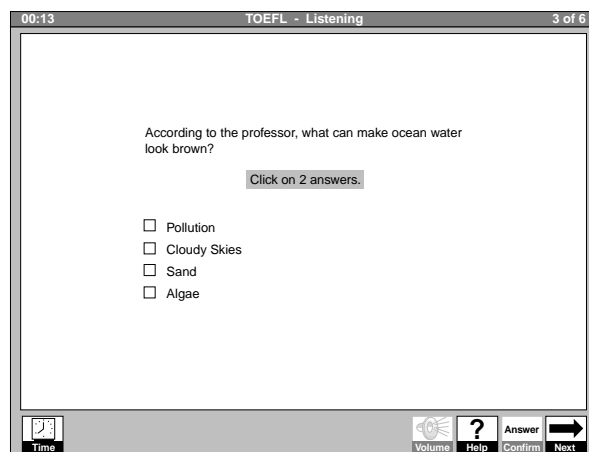
Then, the first question will be presented:



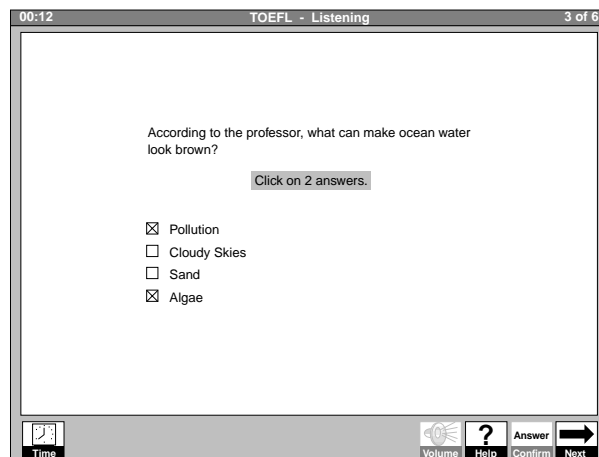
To choose an answer, you will click on an oval. The oval next to that answer will darken. The correct answer is indicated on the screen below.



After you click on **Next** and **Confirm Answer**, the next question will be presented:

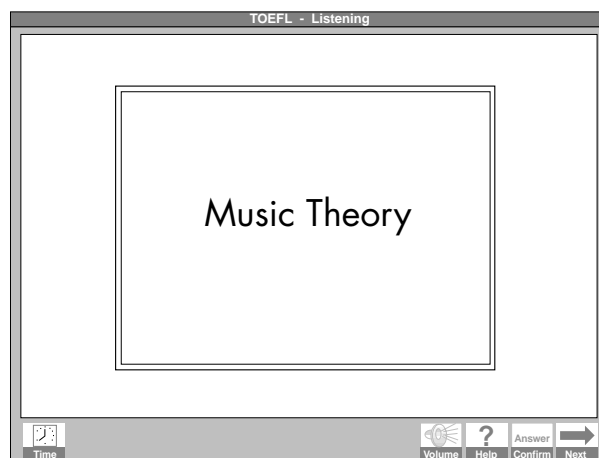


To choose your answers, you will click on the squares. An "X" will appear in each square. The correct answer is indicated on the screen below.



Sometimes the screen changes several times during a conversation or talk, as in the next example.

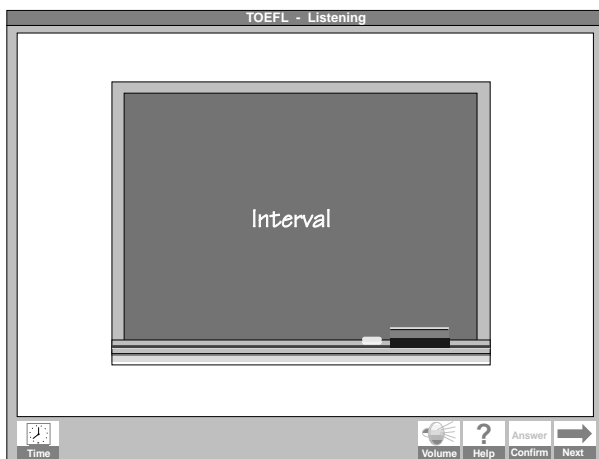
*Here is an example of a talk and some questions:*



**(narrator)** Listen to part of a talk in a music theory class.



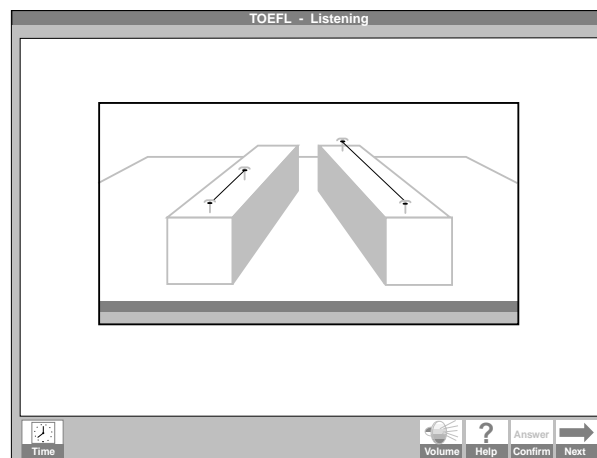
**(professor)** I'm sure if I asked you, you'd be able to tell me the common meaning of the word "interval."



**(professor)** An interval is the period of time between two events. For example, buses might stop at a certain location every ten minutes — that is, at ten minute intervals. In the typical sense of the word, an interval is a period of time. But in music theory the word has a different meaning. A musical interval is the distance between two notes. So, if two notes are far apart, the musical interval between them is large. If two notes sound close together, the musical interval is small. The smallest musical interval is actually no distance at all between two notes. It's called "the unison," and that's the interval when two notes are exactly the same.



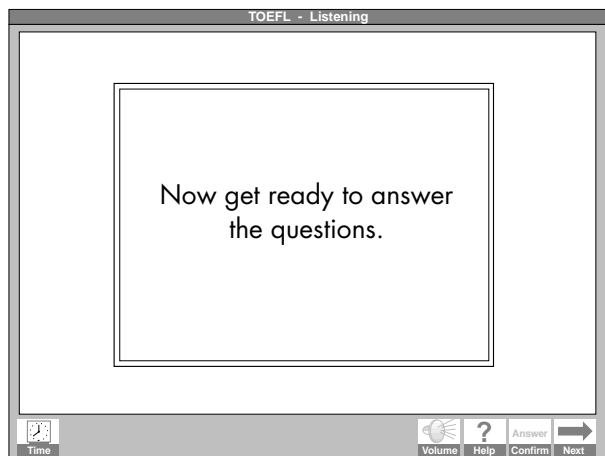
**(professor)** Today, I'd like to focus on a way of analyzing musical intervals by looking at the precise mathematical relationship that exists between musical notes. To do this, I've made some sounding boxes.



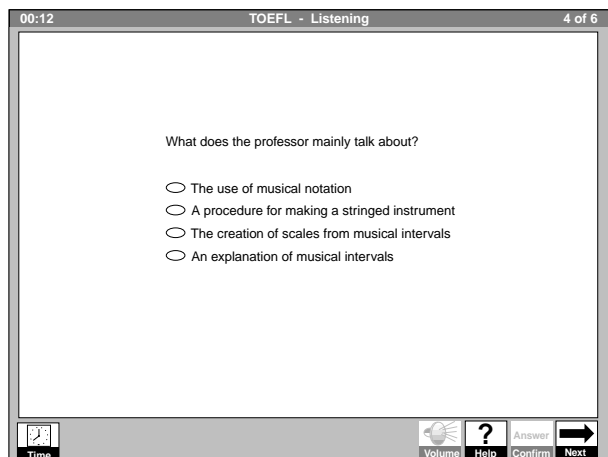
**(professor)** As you can see, they're just boxes made of wood with strings wrapped around two nails on the top. Now, the only difference between these two sounding boxes is the length of the string. I made the strings two different lengths to show you how this affects the sound. In fact, if you measured the length of the two strings, you'd see that the long string is exactly twice the length of the short string. So, the ratio between the short string and the long string is one to two. That's a pretty basic ratio, mathematically, and it produces an interval that is essential to many types of music — the octave.



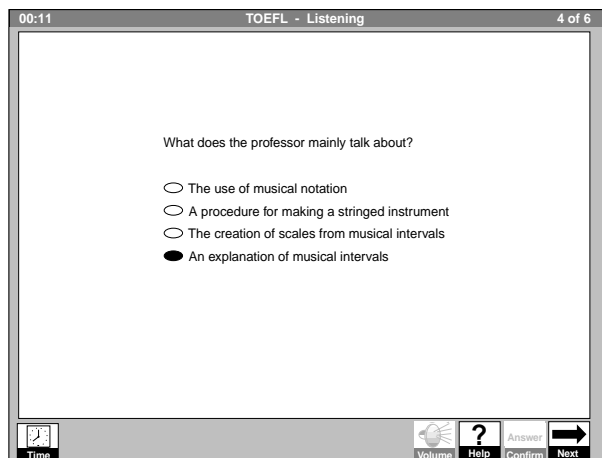
*After the talk, you will read:*



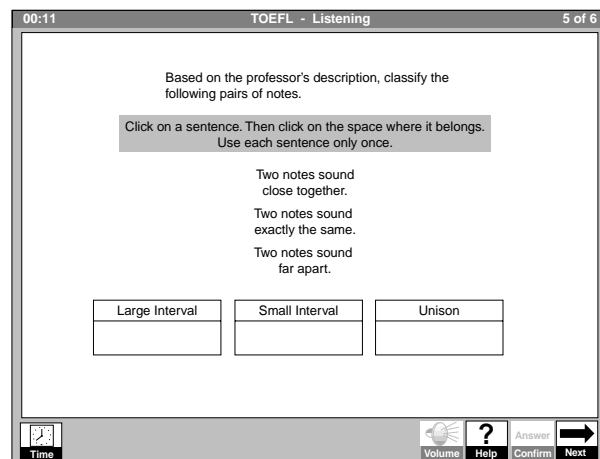
Then, the first question will be presented:



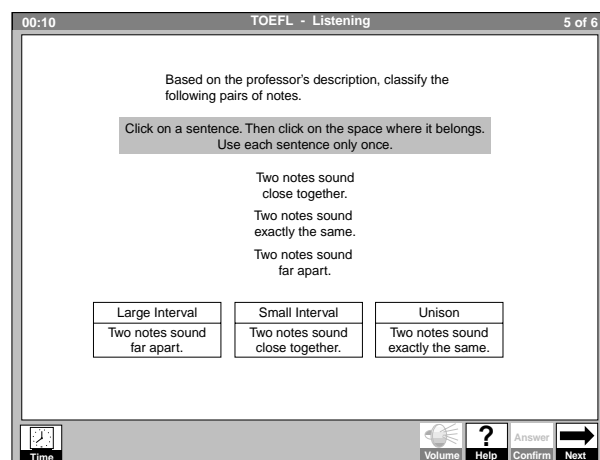
To choose an answer, you will click on an oval. The oval next to that answer will darken. The correct answer is indicated on the screen below.



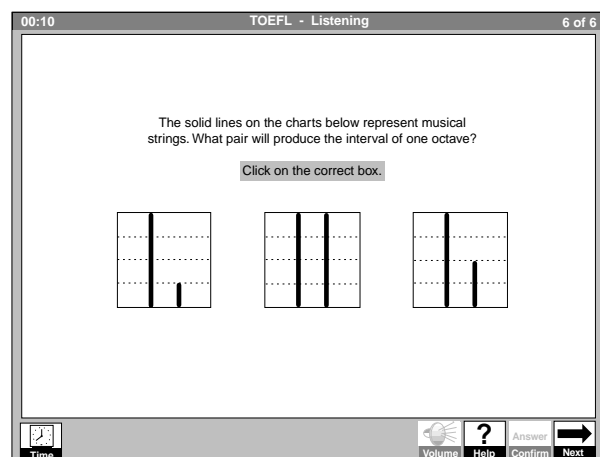
After you click on **Next** and **Confirm Answer**, the next question will be presented:



To choose your answers, you will click on a sentence and then click on the space where it belongs. As you do this, each sentence will appear in the square you have selected. The correct answer is indicated on the screen below.



After you click on **Next** and **Confirm Answer**, the next question will be presented:



To choose your answer, you will click on the box. As you do this, the box will become highlighted. The correct answer is indicated on the screen below.

00:09 TOEFL - Listening 6 of 6

The solid lines on the charts below represent musical strings. What pair will produce the interval of one octave?

Click on the correct box.

Three charts are shown, each with a vertical line and a horizontal line. The first chart has a solid line at the bottom and a dashed line at the top. The second chart has a solid line at the bottom and a solid line at the top. The third chart has a solid line at the bottom and a solid line at the top.

Time Volume Help Answer Confirm Next

## STRUCTURE

This section measures the ability to recognize language that is appropriate for standard written English. There are two types of questions in this section.

In the first type of question, there are incomplete sentences. Beneath each sentence, there are four words or phrases. You will choose the one word or phrase that best completes the sentence.

*Here is an example:*

00:15 TOEFL - Structure 1 of 2

Directions: Click on the one word or phrase that best completes the sentence.

The columbine flower, \_\_\_\_\_ to nearly all of the United States, can be raised from seed in almost any garden.

☐ native  
☐ how native is  
☐ how native is it  
☐ is native

Time Help Answer Confirm Next

Clicking on a choice darkens the oval. The correct answer is indicated on the screen below.

00:14 TOEFL - Structure 1 of 2

Directions: Click on the one word or phrase that best completes the sentence.

The columbine flower, \_\_\_\_\_ to nearly all of the United States, can be raised from seed in almost any garden.

☒ native  
☐ how native is  
☐ how native is it  
☐ is native

Time Help Answer Confirm Next

After you click on **Next** and **Confirm Answer**, the next question will be presented.

The second type of question has four underlined words or phrases. You will choose the one underlined word or phrase that must be changed for the sentence to be correct.

*Here is an example:*

00:14 TOEFL - Structure 2 of 2

Directions: Click on the one underlined word or phrase that must be changed for the sentence to be correct.

One of the most difficult problems in understanding sleep is determining what the functions of sleep is.

Time Help Answer Confirm Next



Clicking on an underlined word or phrase will darken it. The correct answer is indicated on the screen below.

The sentence should read: One of the most difficult problems in understanding sleep is determining what the functions of sleep are. After you click on **Next** and **Confirm Answer**, the next question will be presented.

## READING

This section measures the ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages. There are several different types of questions in this section.

In the Reading section, you will first have the opportunity to read the passage.

You will use the scroll bar to view the rest of the passage.

When you have finished reading the passage, you will use the mouse to click on **Proceed**. Then the questions about the passage will be presented. You are to choose the one best answer to each question. Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

Most of the questions will be multiple-choice questions. To answer these questions you will click on a choice below the question.

*Here is an example:*

When you click on a choice, the oval darkens to show which answer you have chosen. To choose a different answer, click on a different oval.





The correct answer is indicated on the screen below.

01:02 TOEFL - Reading Comprehension 1 of 4

Questions 1 to 4 More Available

However, no one really knows, since the center of the Sun can never be directly observed.

→ Solar astronomers do know that the Sun is divided into five general layers or zones. Starting at the outside and going down into the sun, the zones are the corona, chromosphere, photosphere, convection zone, and finally the core. The first three zones are regarded as the Sun's atmosphere. But since the Sun has no solid surface, it is hard to tell where the atmosphere ends and the main body of the Sun begins.

The Sun's outermost layer begins about 10,000 miles above the visible surface and goes outward for millions of miles. This is the only part of the Sun that can be seen during an eclipse such as the one in February 1979. At any other time, the corona can be seen only when special instruments are used on cameras and telescopes to block the light from the photosphere.

The corona is a brilliant, pearly white, filmy light, about as bright as the full Moon. Its beautiful rays are a sensational sight during an eclipse. The corona's rays flash out in a brilliant fan that has wispy spikelike rays near the Sun's north and south poles.

With what topic is paragraph 2 mainly concerned?

☐ How the Sun evolved

☒ The structure of the Sun

☐ Why scientists study the Sun

☐ The distance of the Sun from the planets

Paragraph 2 is marked with an arrow [ → ].

Time ? Help Prev Next

You will see the next question after you click on **Next**. To answer some questions you will click on a word or phrase.

*Here is an example:*

01:02 TOEFL - Reading Comprehension 2 of 4

Questions 1 to 4 More Available

Solar astronomers do know that the Sun is divided into five general layers or zones. Starting at the outside and going down into the sun, the zones are the corona, chromosphere, photosphere, convection zone, and finally the core. The first three zones are regarded as the Sun's atmosphere. But since the Sun has no solid surface, it is hard to tell where the atmosphere ends and the main body of the Sun begins.

The Sun's outermost layer begins about 10,000 miles above the visible surface and goes outward for millions of miles. This is the only part of the Sun that can be seen during an eclipse such as the **one** in February 1979. At any other time, the corona can be seen only when special instruments are used on cameras and telescopes to block the light from the photosphere.

The corona is a brilliant, pearly white, filmy light, about as bright as the full Moon. Its beautiful rays are a sensational sight during an eclipse. The corona's rays flash out in a brilliant fan that has wispy spikelike rays near the Sun's north and south poles. The corona is generally thickest at the Sun's equator.

The corona is made up of gases streaming

Look at the word **one** in the passage. Click on the word or phrase in the **bold** text that **one** refers to.

Time ? Help Prev Next

To answer, you can click on any part of the word or phrase in the passage. Your choice will darken to show which word you have chosen. The correct answer is indicated on the screen below.

01:01 TOEFL - Reading Comprehension 2 of 4

Questions 1 to 4 More Available

Solar astronomers do know that the Sun is divided into five general layers or zones. Starting at the outside and going down into the sun, the zones are the corona, chromosphere, photosphere, convection zone, and finally the core. The first three zones are regarded as the Sun's atmosphere. But since the Sun has no solid surface, it is hard to tell where the atmosphere ends and the main body of the Sun begins.

The Sun's outermost layer begins about 10,000 miles above the visible surface and goes outward for millions of miles. This is the only part of the Sun that can be seen during an **eclipse** such as the **one** in February 1979. At any other time, the corona can be seen only when special instruments are used on cameras and telescopes to block the light from the photosphere.

The corona is a brilliant, pearly white, filmy light, about as bright as the full Moon. Its beautiful rays are a sensational sight during an eclipse. The corona's rays flash out in a brilliant fan that has wispy spikelike rays near the Sun's north and south poles. The corona is generally thickest at the Sun's equator.

The corona is made up of gases streaming

Look at the word **one** in the passage. Click on the word or phrase in the **bold** text that **one** refers to.

Time ? Help Prev Next

You will see the next question after you click on **Next**. To answer some questions you will click on a sentence in the passage.

*Here is an example:*

01:01 TOEFL - Reading Comprehension 3 of 4

Questions 1 to 4 End

cameras and telescopes to block the light from the photosphere.

→ The corona is a brilliant, pearly white, filmy light, about as bright as the full Moon. Its beautiful rays are a sensational sight during an eclipse. The corona's rays flash out in a brilliant fan that has wispy spikelike rays near the Sun's north and south poles.

→ The corona is made up of gases streaming outward at tremendous speeds that reach a temperature of more than 2 million degrees Fahrenheit. The gas thins out as it reaches the space around the planets. By the time the gas of the corona reaches the Earth it has a relatively low density.

Click on the sentence in paragraph 4 or 5 in which the author compares the light of the Sun's outermost layer to that of another astronomical body.

Paragraphs 4 and 5 are marked with arrows [ → ].

Time ? Help Prev Next

You can click on any part of the sentence in the passage. The sentence will darken to show which answer you have chosen. The correct answer is indicated below.

01:00 TOEFL - Reading Comprehension 3 of 4

Questions 1 to 4 End

cameras and telescopes to block the light from the photosphere.

→ The corona is a brilliant, pearly white, filmy light, about as bright as the full Moon. Its beautiful rays are a sensational sight during an eclipse. The corona's rays flash out in a brilliant fan that has wispy spikelike rays near the Sun's north and south poles.

→ The corona is made up of gases streaming outward at tremendous speeds that reach a temperature of more than 2 million degrees Fahrenheit. The gas thins out as it reaches the space around the planets. By the time the gas of the corona reaches the Earth it has a relatively low density.

Click on the sentence in paragraph 4 or 5 in which the author compares the light of the Sun's outermost layer to that of another astronomical body.

Paragraphs 4 and 5 are marked with arrows [ → ].

Time ? Help Prev Next

You will see the next question after you click on **Next**.





To answer some questions you will click on a square to add a sentence to the passage.

*Here is an example:*

01:00 TOEFL - Reading Comprehension 4 of 4

Questions 1 to 4 More Available

→ ■ The temperature of the Sun is over 10,000 degrees Fahrenheit at the surface, but it rises to perhaps more than 27,000,000° at the center. ■ The Sun is so much hotter than the Earth that matter can exist only as a gas, except perhaps at the core. In the core of the Sun, the pressures are so great that, despite the high temperature, there may be a small solid core. ■ However, no one really knows, since the center of the Sun can never be directly observed. ■ Solar astronomers do know that the Sun is divided into five general layers or zones. Starting at the outside and going down into the sun, the zones are the corona, chromosphere, photosphere, convection zone, and finally the core. The first three zones are regarded as the Sun's atmosphere. But since the Sun has no solid surface, it is hard to tell where the atmosphere ends and the main body of the Sun begins. The Sun's outermost layer begins about 10,000 miles above the visible surface and goes outward for millions of miles. This is the only part of the Sun that can be seen during an eclipse such as the one in February 1979. At any other time, the corona can be seen only when special instruments are used on

The following sentence can be added to paragraph 1.

**At the center of the Earth's solar system lies the Sun.**

Where would it best fit in paragraph 1? Click on the square [ ■ ] to add the sentence to the paragraph.

Paragraph 1 is marked with an arrow [ → ].

Time ? Help Prev Next

When you click on a square, the sentence will appear in the passage at the place you have chosen. You can read the sentence added to the paragraph to see if this is the best place to add it. You can click on another square to change your answer.

The sentence will be added and shown in a dark box. The correct answer is indicated on the screen below.

00:59 TOEFL - Reading Comprehension 4 of 4

Questions 1 to 4 More Available

→ **At the center of the Earth's solar system lies the Sun.** The temperature of the Sun is over 10,000 degrees Fahrenheit at the surface, but it rises to perhaps more than 27,000,000° at the center. ■ The Sun is so much hotter than the Earth that matter can exist only as a gas, except perhaps at the core. In the core of the Sun, the pressures are so great that, despite the high temperature, there may be a small solid core. ■ However, no one really knows, since the center of the Sun can never be directly observed. ■ Solar astronomers do know that the Sun is divided into five general layers or zones. Starting at the outside and going down into the sun, the zones are the corona, chromosphere, photosphere, convection zone, and finally the core. The first three zones are regarded as the Sun's atmosphere. But since the Sun has no solid surface, it is hard to tell where the atmosphere ends and the main body of the Sun begins. The Sun's outermost layer begins about 10,000 miles above the visible surface and goes outward for millions of miles. This is the only part of the Sun that can be seen during an eclipse such as the one in February 1979. At any other time, the corona can

The following sentence can be added to paragraph 1.

**At the center of the Earth's solar system lies the Sun.**

Where would it best fit in paragraph 1? Click on the square [ ■ ] to add the sentence to the paragraph.

Paragraph 1 is marked with an arrow [ → ].

Time ? Help Prev Next

## WRITING

In this section, you will have an opportunity to demonstrate your ability to write in English. This includes the ability to generate and organize ideas, to support those ideas with examples or evidence, and to compose in standard written English in response to an assigned topic.

On the day of the test, an essay topic will be given to you. You will have 30 minutes to write your essay on that topic. You must write on the topic you are assigned. An essay on any other topic will receive a score of "O." Before the topic is presented, you must choose whether to type your essay on the computer or to handwrite your essay on the paper essay answer sheet provided.

Scratch paper will be given to you for making notes. However, only your response handwritten on the essay answer sheet or typed in the essay box on the computer will be scored.

The essay topic will be presented to you on the computer screen. The essay screen will be similar to this:

00:30 TOEFL - Writing 1 of 1

Read the topic below and then make any notes that will help you plan your response. Begin typing your response in the box at the bottom of the screen, or write your answer on the answer sheet provided to you.

Do you agree or disagree with the following statement?  
Teachers should make learning enjoyable and fun for their students.  
Use specific reasons and examples to support your opinion.

Cut Paste Undo

Time ? Answer Confirm Next

You can click on **Next** and **Confirm Answer** to end the Writing Section at any time. At the end of 30 minutes, the computer will automatically end the section.