

TOEFL Diagnostic Test

K N O W Y O U R S C O R E





TOEFL Diagnostic Test

Know Your Score





W W W. T S T P R E P. C O M



Directions

This is a condensed version of the actual TOEFL test. Here is how it looks compared to the full TOEFL test, which was updated on August 1st, 2019.

Test Sections	TOEFL Test	Diagnostic Test
Reading	54 minutes, 30 questions	18 minutes, 10 questions
Listening	40-50 minutes, 28 questions	20-30 minutes, 17 questions
Speaking	20-25 minutes, 4 questions	12-16 minutes, 3 questions
Writing	60 minutes, 2 questions	30 minutes, 1 question

The main purpose of this test is for you to identify your current ability level and get a rough idea of what you might score on test day.

Follow the steps before each section so you mimic the test day experience.

***Be aware that this is only an estimate of your current level, not a promise that this is the score you will earn on test day.







The Reading Section

In this diagnostic test for the reading section, you will be expected to read an academic passage and answer ten questions about it.

Be sure to follow these steps carefully:

Step 1: Find a quiet space and time for you to focus for about 45 minutes (if you plan on completing both the reading and listening sections).

Step 2: Create two copies of the diagnostic test. It will be much easier to read and answer the questions. Also, the real test will have a similar layout.

Step 3: For the reading, when you are ready to start, set a timer for 18 minutes. Be sure to stop after 18 minutes even if you haven't answered all the questions.

Good luck!







Ceratopsians

The ceratopsians, also known as ceratopsia or ceratopia, are among the most well-known and distinctive of all dinosaur species. The majority of ceratopsians were four-legged dinosaurs that ranged in length from one meter (three feet) to nine meters and in weight from 23 kilograms (50 pounds) to 5,400 kilograms. The earliest ceratopsians lived around 161 million years ago, and the last ones died out approximately 66 million years ago during the Cretaceous-Paleogene extinction event. The first fossil remains of ceratopsians were discovered in the mid to late nineteenth century, and they were first classified as separate from other dinosaur species in 1890 by Othniel Charles Marsh, one of the preeminent paleontologists of the period.

The most distinguishing features of ceratopsians can be found on their skulls. They typically have parrot-like beaks, a frill of bone on their heads, and one or more horns on their faces. Indeed, the name ceratopsian derives from the Greek words for 'horn' and 'face.' In chasmosaurines like Triceratops, the horns and frill were usually long, but the frill rarely had spines; in centrosaurines like Styracosaurus, the horns and frill were relatively short but the frill often had spines. The function of the horns and bony frills is uncertain. One theory is that they served a defensive purpose to protect the dinosaurs from attacks by predators such as Tyrannosaurus Rex. However, in some species of ceratopsians, the horns were small and the frills were either small or relatively fragile because they had large openings in them, which would have severely limited their defensive value. Other theories are that they helped the animals rid themselves of excess heat, or recognize others of the same species.

The majority view among scientists is that ceratopsians were herbivores. In addition to their beak, which is designed for biting through heavy vegetation, they have rows of teeth in their cheeks that would have allowed them to extract nutrition by chewing and grinding plants. In terms of how they lived, evidence from bone beds – areas in which fossils of dozens or hundreds of individual dinosaurs of different ages and genders have been found – suggest that many, if not all, species of ceratopsians lived together in herds. These herds may have contained hundreds of animals that moved slowly across the land grazing the low-lying vegetation. In general, males had larger frills and horns than females, and may have been correspondingly larger overall, too.

The very earliest species of ceratopsians – from the Jurassic period – have only been found in parts of what is now Asia. This fact strongly suggests that this is where the dinosaurs originated. Fossil evidence from later periods shows that various species of ceratopsians had migrated to what is now North America by the middle of the Cretaceous period. The number of ceratopsian fossils discovered in these regions implies that some species of ceratopsians were the dominant herbivores in their environments. In parts of Mongolia, for instance, the most common dinosaur fossils discovered are those of two species of ceratopsians: Psittacosaurus and Protoceratops. And in western parts of North America, more than eight in ten large fossils of dinosaurs are from Triceratops. Unusually, the skulls of ceratopsians are the most commonly preserved bones.







The earliest species of ceratopsians to be discovered were Agathaumas, Polyonax, and Monoclonius, all in the 1870s. Among the most recently identified species is Wendiceratops, which was unearthed in Alberta, Canada between 2011 and 2014. To date, scientists believe they have discovered and classified almost eighty different species of ceratopsians. Among the most unusual of these is the Psittacosaurus, whose name translates to 'parrot-lizard,' the only ceratopsian believed to have walked on two legs rather than four. Like the parrot-lizard, a number of the classifications are still the subject of debate. Some scholars have contended that fossil bones, which have been classified as coming from two different species of ceratopsians, could in fact represent individuals of the same species but of different ages -- a juvenile and a mature adult, for example -- or even different genders. The issue of classification is not likely to be resolved until many more additional fossils are discovered.

Reading Paragraph 1

The ceratopsians, also known as ceratopsia or ceratopia, are among the most well-known and distinctive of all dinosaur species. The majority of ceratopsians were four-legged dinosaurs that ranged in length from one meter (three feet) to nine meters and in weight from 23 kilograms (50 pounds) to 5,400 kilograms. The earliest ceratopsians lived around 161 million years ago, and the last ones died out approximately 66 million years ago during the Cretaceous-Paleogene extinction event. The first fossil remains of ceratopsians were discovered in the mid to late nineteenth century, and they were first classified as separate from other dinosaur species in 1890 by Othniel Charles Marsh, one of the preeminent paleontologists of the period.

1. The word distinctive in paragraph 1 is closest in meaning to

- **a.** Charismatic
- **b.** Formative
- **c.** Impassive
- **d.** Recognizable

2. In paragraph 1, the author says that ceratopsians

- **a.** Are among the largest of all dinosaurs
- **b.** Varied significantly in size and weight
- **c.** Went extinct about 160 million years ago
- **d.** Were discovered by scientists in 1890







Reading Paragraph 2

The most distinguishing features of ceratopsians can be found on their skulls. They typically have parrot-like beaks, a frill of bone on their heads, and one or more horns on their faces. Indeed, the name ceratopsian derives from the Greek words for 'horn' and 'face.' In chasmosaurines like Triceratops, the horns and frill were usually long, but the frill rarely had spines; in centrosaurines like Styracosaurus, the horns and frill were relatively short but the frill often had spines. The function of the horns and bony frills is uncertain. One theory is that they served a defensive purpose to protect the dinosaurs from attacks by predators such as Tyrannosaurus Rex. However, in some species of ceratopsians, the horns were small and the frills were either small or relatively fragile because they had large openings in them, which would have severely limited their defensive value. Other theories are that they helped the animals rid themselves of excess heat, or recognize others of the same species.

3. Which of the following is NOT true about the horns and frills of ceratopsians?

- a. The characteristics of frills and horns changed depending on the species
- **b.** Researchers agree that the horns and frills were used to hunt other animals
- c. The frills and horns were sometimes small and easily breakable
- **d.** Some believe that the frills and horns helped ceratopsians cool down

4. What can be inferred from the information in paragraph 2?

- **a.** Ceratopsians needed relatively little protection from predators
- **b.** Chasmosaurines and centrosaurines are kinds of ceratopsians
- **c.** The climate was warm in the regions where ceratopsians lived
- **d.** The skulls of ceratopsians are larger than those of other dinosaurs







Reading Paragraph 3

The majority view among scientists is that ceratopsians were herbivores. In addition to their beak, which is designed for biting through heavy vegetation, they have rows of teeth in their cheeks that would have allowed them to extract nutrition by chewing and grinding plants. In terms of how they lived, evidence from bone beds – areas in which fossils of dozens or hundreds of individual dinosaurs of different ages and genders have been found – suggest that many, if not all, species of ceratopsians lived together in herds. These herds may have contained hundreds of animals that moved slowly across the land grazing the low-lying vegetation. In general, males had larger frills and horns than females, and may have been correspondingly larger overall, too.

5. In paragraph 3, all of the following are mentioned about ceratopsians EXCEPT

- a. Their teeth were designed to chew through animal bone
- **b.** They preferred to live with other ceratopsians
- **c.** They ate mostly plants
- **d.** The male features were usually bigger than females

6. Why does the author mention the teeth of ceratopsians in paragraph 3?

- **a.** To illustrate why researchers believe ceratopsians ate mostly plants
- **b.** To provide more details on how most ceratopsians looked
- **c.** To show the difference between ceratopsians and humans
- **d.** To explain the reason most ceratopsians lived in herds

7. Which of the following best expresses the essential information in the highlighted sentence in paragraph 3? Incorrect choices change the meaning in important ways or leave out essential information.

- **a.** Discoveries of ceratopsian remains suggest that they lived in groups
- **b.** Fossils of individual herds of ceratopsians have been discovered in bone beds
- **c.** The evidence shows ceratopsians of all ages and genders lived, ate, and slept in groups
- **d.** Numerous fossils support the idea that individual ceratopsians differed from each other







Reading Paragraph 4

The very earliest species of ceratopsians – from the Jurassic period – have only been found in parts of what is now Asia. This fact strongly suggests that this is where the dinosaurs originated. Fossil evidence from later periods shows that various species of ceratopsians had migrated to what is now North America by the middle of the Cretaceous period. The number of ceratopsian fossils discovered in these regions implies that some species of ceratopsians were the dominant herbivores in their environments. In parts of Mongolia, for instance, the most common dinosaur fossils discovered are those of two species of ceratopsians: Psittacosaurus and Protoceratops. And in western parts of North America, more than eight in ten large fossils of dinosaurs are from Triceratops. Unusually, the skulls of ceratopsians are the most commonly preserved bones.

8. According to paragraph 4, which of the following is true of ceratopsians?

- a. More fossils of ceratopsians have been found than scientists expected
- **b.** It is unusual to find fossilized skulls of large ceratopsians in North America
- **c.** Triceratops were the strongest of all ceratopsians
- **d.** Over time ceratopsians moved out of the region they originally came from

9. Look at the four squares (A, B, C, D) that indicate where the following sentence could be added to the passage.

After these initial findings, more ceratopsians were unearthed across the globe.

Where would the sentence best fit?

A The earliest species of ceratopsians to be discovered were Agathaumas, Polyonax, and Monoclonius, all in the 1870s. B Among the most recently identified species is Wendiceratops, which was unearthed in Alberta, Canada between 2011 and 2014. C To date, scientists believe they have discovered and classified almost eighty different species of ceratopsians. D Among the most unusual of these is the Psittacosaurus, whose name translates to 'parrot-lizard,' the only ceratopsian believed to have walked on two legs rather than four.







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

Ceratopsia are a well-known kind of dinosaur with several distinguishing features.

- -
- -
- a. The horns and frills on their head were used for various purposes
- b. Ceratopsian dinosaurs died out because of predators like Tyrannosaurus
- c. It is rare to find ceratopsian fossils except in specific regions of Asia
- d. Ceratopsia remains suggest that these species thrived for millions of years on multiple continents
- e. Ceratopsian dinosaurs ate mostly plants and tended to live with others
- f. There are many species of ceratopsia but the exact number is disputed







The Listening Section

In this part of the test, you will be expected to listen to one conversation and two academic lectures.

This icon symbolizes that there is a listening passage.

Be sure to follow the following steps carefully:

- **Step 1**: Play the first passage on the next page only once, without looking at the questions.
- **Step 2**: After listening to the passage, answer the five questions on the following page. Answer the questions in order. You can NOT skip questions.
- **Step 3**: After you finish those questions, turn the page and play the second passage. Do not look at the questions.
- **Step 4**: After listening to the passage, turn the page and answer the next six questions.
- **Step 5:** Play the final passage only once without previewing the questions.
- **Step 6**: Turn the page and answer the six questions about the third passage.

Good luck!







Listening Passage #1

<u>Directions</u>: Now listen to a conversation between a student and his professor.

NOTE TO STUDENT:

Do NOT look at the questions on the next page until after you listen. Get a pen and a piece of paper and get ready to take notes. Click the icon above or the link below when you're ready.



Listen to a conversation between a student and his professor







<u>Directions</u>: Now, answer the questions.

1. Why does the student go to see his professor?

- **a.** To ask about enrolling in her class next semester
- **b.** To complain about another professor's assignment
- **c.** To find more information on the topic he needs to research
- **d.** To discuss an assignment he has written

2. What is the professor initially confused about?

- **a.** Whether the student is taking her class or Professor Saeed's class
- **b.** Why the student is asking her questions about Professor Saeed's class
- **c.** Why the student is interested in the courses she teaches
- **d.** Whether the student is actually enrolled at the university

3. Listen again to part of the conversation. What does the professor mean when she says this?

- **a.** She respects the student's interests
- **b.** Part of the situation is clearer to her
- **c.** The student's response makes sense
- **d.** She has a concern about the situation

4. By the end of the conversation, how does the professor feel about the student's research?

- **a.** She believes she can help him with some resources
- **b.** She feels like he should be talking to another professor
- **c.** She thinks he would be better off studying in the library than in a cafe
- **d.** She feels that he is not ready for graduate level courses







5. What point does the student make about his study habits?

- **a.** He prefers studying with his friends
- **b.** He mostly studies at home or in a café
- **c.** He almost always studies in the library
- **d.** He likes studying in places that are quiet







Listening Passage #2



<u>Directions</u>: Now listen to part of a talk in an environmental studies class.

NOTE TO STUDENT:

Do NOT look at the questions on the next page until after you listen. Get a pen and a piece of paper and get ready to take notes. Click the icon above or the link below when you're ready.



Listen to part of a talk in an environmental studies class

***Vocabulary is sometimes provided in written form when it may be unfamiliar to the student, but essential for understanding the lecture.

wind power

wind turbine

lattice blades monopole design windstalk







<u>Directions</u>: Now, answer the questions.

1. What is the talk mainly about?

- **a.** How to solve a problem caused by wind turbines
- **b.** The effects of power generation on animals
- **c.** Ways in which birds are affected by the wind
- **d.** How wind can be used to generate electricity

2. According to the professor, how many birds do wind turbines kill each year in America?

- **a.** No more than 10,000
- **b.** Between 10,000 and 500,000
- **c.** Approximately 10,000
- **d.** Over 500,000

3. What does the professor say about early designs of wind turbines? Select two.

- **a.** They had solid spinning blades
- **b.** They were hazardous for birds
- **c.** Their blades were in a lattice
- **d.** They never harmed animals that walk on land

4. What point does the professor make about the Windstalk design?

- **a.** It is so large that birds can see it from a distance and fly around it
- **b.** It is safe because it only has one rotating blade
- c. It is thought to be easy for birds to see and avoid
- **d.** It is narrow so birds are unlikely to hit it when flying

5. What does the speaker imply about the impact of the use of wind turbines on the environment?

- **a.** Wind energy should replace all other forms of energy
- **b.** It is difficult to predict how new energy sources will affect the environment
- **c.** Researchers must find a solution to stop the mass killing of birds by turbines
- **d.** All wind turbine farms must be equipped with radar detection







6. Why does the professor mention a facility in Texas?

- **a.** To name an alternative solution for protecting birds using technology
- **b.** Because there are many offshore wind farms operating from there
- **c.** To describe where the original wind turbines were built
- **d.** Because the Windstalk design was created at this location







Listening Passage #3



<u>Directions</u>: Now listen to part of a talk in an American history class.

NOTE TO STUDENT:

Do NOT look at the questions on the next page until after you listen. Get a pen and a piece of paper and get ready to take notes. Click the icon above or the link below when you're ready.



Listen to part of a talk in an American history class

***Vocabulary is sometimes provided in written form when it may be unfamiliar to the student, but essential for understanding the lecture.

The Louisiana Purchase

New Orleans

Thomas Jefferson







Directions: Now, answer the questions.

1. What is the professor's main purpose in giving this lecture?

- **a.** To highlight the events leading to the Louisiana Purchase
- **b.** To argue that the sale of Louisiana was of great importance
- **c.** To explain why Thomas Jefferson was an effective president
- **d.** To describe the causes and effects of the Louisiana Purchase

2. According to the professor, which modern-day states were wholly within the Louisiana Territory at the time of its purchase? Select two.

- **a.** Arkansas
- **b.** Colorado
- **c.** Kansas
- d. Louisiana

3. According to the lecture, why was the Louisiana Purchase important?

- **a.** It helped boost the French economy
- **b.** It gave the American government more control over the land
- **c.** It solidified Thomas Jefferson's reputation as a great president
- **d.** It helped improve the relationship between France and America

4. Listen again to part of the lecture. What does the professor imply when he says this?



- **a.** Some politicians believed Jefferson's point of view was mistaken
- **b.** Some politicians felt the Louisiana Purchase was unconstitutional
- **c.** Some politicians felt the Constitution provided too little information
- d. Some politicians did not want Jefferson to have treaties with France







5. Listen again to part of the talk. Why does the professor say this?



- **a.** To suggest that the price paid for Louisiana was too expensive
- **b.** To remind students that the United States is a modern country
- **c.** To help students understand the actual cost of the Louisiana Purchase
- **d.** To prove that the price for Louisiana would be a lot more today

6. What effects of the Louisiana Purchase does the professor mention? Select two.

- a. It increased the population and natural resources of the United States
- **b.** It gave the United States more control over the continent
- **c.** It proved the United States could employ peaceful diplomacy methods
- **d.** It allowed the United States to produce more timber for trade







The Speaking Section

In this part, you will be expected to answer three speaking questions.

If you have purchased a speaking and writing diagnostic test, <u>please check your email inbox for further directions (including spam)</u>.

If you did NOT purchase feedback then take a look at the questions and follow the directions. Be sure to record each of your responses so you can listen to them again later.

Why not try getting feedback on your speaking and writing?

The benefits of having your speaking and writing scored by a TOEFL I	professional	are
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get a complete TOEFL test score estimate
uncover your weaknesses
get feedback on how to improve on your weaknesses
discover the TOEFL grading criteria
understand how to organize and deliver your response on test day
feel prepared for the real test
get a better picture of how you would perform on test day

***All feedback comes with in-depth analysis of your responses and recommendations on how to improve.

Send us an email at: **contact@tstprep.com** to learn more.

Or visit our website: www.tstprep.com

Good luck!







Speaking Task 1 - Question

<u>Directions</u>: You will now be asked a question about a familiar topic. After you hear the question, you will have 15 seconds to plan your response and 45 seconds to speak.

You have to volunteer hours at your university library, would you rather:

- a. Stack books
- b. Read to children
- c. Help with Internet searches

PREPARE - 15 Seconds **SPEAK** - 45 Seconds







Speaking Task 2

<u>Directions</u>: You will now read a short passage and then listen to a conversation on the same topic. You will then be asked a question about the passages. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.

You have 45 seconds to read the passage below. You may begin reading now.

The University Orchestra Spring Concert Cancelled

The Music and Drama Department has decided to discontinue the University Orchestra's spring concert. The reason for this decision is that there has been very little interest in the event over the past three years. In other words, there have not been enough tickets sold to justify the cost. This year, the concert will be replaced by the Drama Department's production of Hamlet because surveys show that students prefer to watch plays than listen to classical music concerts. The increase in revenue from ticket sales will be used to renovate and expand the auditorium.

Now listen to a conversation about the same topic

Now answer the question.

The woman expresses her opinion on the University Orchestra Spring Concert being cancelled. State her opinion and explain the reasons she gives for holding that opinion.

Preparation Time: 30 seconds **Response Time**: 60 seconds







Speaking Task 3 - Question

<u>Directions</u>: You will now listen to part of a lecture. You will then be asked a question about it. After you hear the question, you will have 20 seconds to prepare your response and 60 seconds to speak.

Now, listen to part of a lecture in a business studies class

Now answer the question.

Using points and details from the talk, explain what equity compensation is, and why companies might offer it to employees.

Preparation Time: 20 seconds **Response Time**: 60 seconds







The Writing Section

In this shortened version of the TOEFL Writing section, you will be expected to write at least 300 words in response to a question. Please be sure to provide your opinion to the question, along with reasons and examples. You will have 30 minutes to type your response.

If you have purchased a speaking and writing diagnostic test, <u>please check your email inbox for further directions (including spam)</u>.

If you did NOT purchase feedback then take a look at the questions and follow the directions. Be sure to record each of your responses so you can listen to them again later.

Why not try getting feedback on your speaking and writing?

The benefits of having your speaking and writing scored by a TOEFL professional are:

get a complete TOEFL test score estimate
uncover your weaknesses
get feedback on how to improve on your weaknesses
discover the TOEFL grading criteria
understand how to organize and deliver your response on test day
feel prepared for the real test
get a better picture of how you would perform on test day

***All feedback comes with in-depth analysis of your responses and recommendations on how to improve.

Send us an email at: **contact@tstprep.com** to learn more.

Or visit our website: www.tstprep.com

Good luck!







Writing Task 1 - Question

<u>Directions</u>: For this task, 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 will be judged based 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.

You have 30 minutes to plan and complete your essay.

Now more than ever, people are aware of the importance of good health. Unfortunately, many have poor lifestyle habits that are difficult to break. It is crucial for people to adopt better physical and dietary routines if they expect to improve their health. Which of the following do you think is the best way to stay in good health?

- Participating in group sports
- Learning how to cook healthy meals
- Joining a gym and following a strict exercise routine

Use specific reasons and examples to support your essay. Be sure to use your own words. Do not use memorized examples.







TOEFL Diagnostic Test

Reading and Listening Answer Key







Note to Student

All the scores in each section of this handout are given based on a range of points (i.e. 26-28), rather than a specific score. Here are three reasons why:

- a. A diagnostic test is meant to be an estimate of your score, not a specific number.
- b. This is a shortened version of the exam. Your score may fluctuate in a longer format.
- c. We are not official employees of ETS, therefore, we do not want to give specific scores and have you falsely assume ETS would do the same.

***Check your answers and then use the keys below to estimate your reading and listening scores.

READING SECTION

Raw Points	Score Estimate
11	28-30
10	26-28
9	23-26
8	20-23
7	17-20
6	14-17
5	11-14
4	8-11
3	5-8
2	2-5
1	0-2

LISTENING SECTION

Raw Points	Score Estimate
17	29-30
16	28-29
15	26-28
14	24-26
13	22-24
12	20-22
11	18-20
10	16-18
9	14-16
8	12-14
7	10-12
6	8-10
5	6-8
4	4-6
3	2-4
2	0-2







Ceratopsians: Answer Key

1. D (vocabulary)

D is the correct answer because "distinctive" means "characteristic of one person or thing," thus making it more "recognizable." This word is describing ceretopsia, a species of dinosaur, so A ("charismatic") does not make sense. Also, the context clue before this word indicates that they are also "well-known," so D is the best fit.

2. B (detail)

B is correct because the author states that "The majority of ceratopsians were four-legged dinosaurs that ranged in length from one meter (three feet) to nine meters and in weight from 23 kilograms (50 pounds) to 5,400 kilograms." A is incorrect because this information was never mentioned. C is not correct because the third sentence states "the last ones died out approximately 66 million years ago...". D is incorrect because the last sentence of paragraph one mentions that "...they were first classified as separate from other dinosaurs in 1890", not discovered.

3. B (negative detail)

B is the correct answer because the sentence in the middle of the passage states, "...the function of the horns and bony frills is uncertain." A is incorrect because the passage states that the horns and frills were sometimes strong, while at other times fragile. C is incorrect because the passage states "...the horns were small and the frills were either small or relatively fragile...". D is not correct because the last sentence of the paragraph states, "...other theories are that they helped the animals rid themselves of excess heat...".

4. B (inference)

B is correct because after mentioning ceratopsian in the second sentence, the following two sentences describe sub-species of ceratopsian: chasmosaurines and centrosaurines. A is incorrect because it is not mentioned in the passage. C is incorrect because even though the last sentence of paragraph 2 states "...they helped the animals rid themselves of excess heat..." this could be due to factors other than climate. D is incorrect because skull size is never mentioned or alluded to.

5. A (negative detail)

A is the correct answer because the passage mentions that "they have rows of teeth in their cheeks that would have allowed them to extract nutrition by chewing and grinding plants," not animals. This means that option C is true, so it is incorrect. Choices B and D are incorrect because the paragraph states that ceratopsians lived together in herds and that the males were larger than females.







6. A (author's purpose)

A is correct because the second sentence of the paragraph states, "in addition to their beak which is designed for biting through heavy vegetation...". B is incorrect because it does provide more details on how ceratopsia look, but this is not the reason why the author mentioned their teeth. C is incorrect because the author does not mention that they were good at finding certain plants. D is also incorrect because they lived in a herd, but this is not related to the mention of their teeth.

7. A (paraphrasing)

A is the correct answer because it best expresses the main idea of this sentence. The most important piece of information in this sentence is that the "...evidence from bone beds...suggest... ceratopsians lived together." B is not correct because they only include half of this information. C is wrong because it includes some information that is not directly stated, but must be inferred, particularly that they are and slept together. D is also wrong because this is not what the sentence is saying.

8. D (detail)

D is correct because the second sentence of the paragraph states, "...that various species of ceratopsians had migrated...". A is incorrect because they never mention how many fossils scientists expected to find. B is incorrect because the author stated the opposite in the last sentence of the paragraph. C is incorrect because the passage never mentions that triceratops were dominant.

9. B (insert)

B is the correct answer. The key noun reference here is "After these initial findings...", which is alluding to the previous sentence that states "...the earliest species of ceratopsians to be discovered were...". Therefore, A would not make sense at the start of the paragraph. C and D are also incorrect because the sentences that follow explain where they were unearthed and what was discovered, so this sentence must come before them.

10. A, D, and E (summary)

A, D, and E are the correct options because these choices are directly related to the given statement, "*Ceratopsia are a well-known kind of dinosaur with several distinguishing features*." B is never mentioned in the passage. C is incorrect because they lived on multiple continents. F is incorrect because it is not directly related to the main idea.







Reading Scoring Chart

Keep in mind that there are only 10 questions, but the highest raw score is 11. Question #10, the summary question, is worth two points.

READING SECTION

Raw Points	Score Estimate
11	28-30
10	26-28
9	23-26
8	20-23
7	17-20
6	14-17
5	11-14
4	8-11
3	5-8
2	2-5
1	0-2

My reading score estimate is: ______.







Listening Answer Key

Passage #1: Answer Key

1. C (main idea)

After some confusion, in the middle of the passage, the student states, "Actually, I just wanted to talk to you about the reading list for your class. You see, Professor Saeed lets us choose our own topic for this end-of-semester assignment. I came up with an interesting topic and started researching it, but I couldn't find many books or articles with useful information. When I mentioned this to him, Professor Saeed said my topic was something that you cover in your class. I was hoping to see your reading list to do more focused research. Would that be possible?" Since the student is looking for a reading list with helpful resources, it is clear that C is the best choice. A is incorrect because that was part of the confusion in the beginning and not why the student came to the office. B is incorrect because the student is not complaining and D is incorrect because he never mentions that he wrote the assignment.

2. C (detail)

Within the first 30 seconds, the professor states, "You are right, that I'm teaching world history class next semester, but I'm not sure it's worth discussing. I don't mean to sound negative, but if you are in Professor Saeed's world history class this semester, you have no reason to take my class next semester. The two of us have different teaching styles, of course, but the classes are pretty much the same." A is incorrect because she already knows he has enrolled in Professor Saeed's class. B is incorrect because the student has not asked any questions about Professor Saeed's curriculum and D is never mentioned or implied.

3. B (function)

The key phrase here is in the first few words where the professor says, "Well, that makes more sense in one respect," which implies that she understands a portion of the situation, but she is still unclear about something else, which is why B is the best answer.

4. A (detail)

A is correct because she is elaborating on the resources she can provide when her computer is up and running and also what is available in the library. B is incorrect because this is her feeling towards the beginning of the conversation. C and D are incorrect because they are never mentioned or implied by the professor. At the end of the conversation she gives some conditions, but finally states:

- Great! Now, the second issue is that since it's for grad-level class, some of the books in the reading list are reserved for grad students. As I understand it, you can use those books in the library, but not borrow them.
- That's fine. My friends like studying in a coffee shop or at home, but I generally find those environments distracting, so I'm fine with reading in a library.
- Well, so that's fine. I'll send you the list as soon as I can, Peter.







5. D (detail)

D is correct because the library is a quiet place, especially when compared to a coffee shop. A and B are incorrect because the student actually states or implies the opposite. C is incorrect because the student never mentions visiting the library before. At the end of the conversation the student assures the professor that:

- Great! Now, the second issue is that since it's for grad-level class, some of the books in the reading list are reserved for grad students. As I understand it, you can use those books in the library, but not borrow them.
- That's fine. My friends like studying in a coffee shop or at home, but I generally find those environments distracting, so I'm fine with reading in a library.
- Well, so that's fine. I'll send you the list as soon as I can, Pete.







Passage #1: Transcript

Man: Excuse me, Professor Ellison?

Woman: Yes, that's right. How can I help you?

Man: My name is Pete, Pete Druitt, and I'm taking Professor Saeed's world history class. He mentioned that you have a class next semester on the same topic and I wanted to ask you about it.

<u>Woman</u>: You are right that I'm teaching world history class next semester, but I'm not sure it's worth discussing. I don't mean to sound negative, but if you are in Professor Saeed's world history class this semester, you have no reason to take my class next semester. The two of us have different teaching styles, of course, but the classes are the world history II or III, so the content of his class and my class will be the same.

Man: Sorry, I didn't explain very clearly. I wanted to ask about your graduate level class of world history, not world history II or III.

<u>Woman</u>: Well, that makes more sense in one respect, but I still want to clear things up. If you are in world history II or III, I'm guessing you are an undergraduate and, as you know, undergraduates are not generally permitted to take grad-level classes.

Man: Actually, I just wanted to talk to you about the reading list for your class. You see, professor Saeed lets us choose our own topic for this end- of- semester assignment. I came up with an interesting topic and started researching it, but I couldn't find many books or articles with useful information. When I mentioned this to him, Professor Saeed told my topic was something that you cover in your class. I was hoping to see your reading list to do more focused research. Would that be possible?

<u>Woman</u>: Oh, OK. I understand the situation now. I'd be happy to give you the reading list. There's a couple of things, though. First, I had a problem with my computer yesterday and apparently, it needs a new disc drive. The IT department is handling it, but apparently, they have a backlog of problems to sort out. Can I email you the list when my computer is up and running?

Man: Oh, absolutely. My assignment is not due until the end of the semester so there's plenty of time. If you are OK, I'll send you an email later and you just reply and attach the list when you get a chance.

<u>Woman</u>: Great! Now, the second issue is that since it's for grad-level class, some of the books in the reading list are reserved for grad students. As I understand it, you can use those books in the library, but not borrow them.

Man: That's fine. My friends like studying in a coffee shop or at home, but I generally find those environments distracting, so I'm fine with reading in a library.

Woman: Well, so that's fine. I'll send you the list as soon as I can, Pete.

Man: Thanks, professor.







Passage #2: Answer Key

1. A (main idea)

After listening to the whole passage, it's clear that A is the best answer. B is incorrect because the topic is wind turbines, not power generation in general. C is also incorrect because the talk is about how birds are affected by wind turbines, not the wind.

2. B (detail)

B is the correct answer because at around the one minute mark the professor states, "There's considerable debate about how many birds are killed by turbines in the United States annually, and estimates vary from as low as ten thousand to as high as half a million."

3. B, C (detail)

B and C are correct because the professor states, "Earlier turbines had lattice blades that attracted birds and resulted in many deaths." A and D are never mentioned in the passage.

4. C (detail)

When the professor describes Windstalk he states, "When wind causes the stocks to sway, the discs compress generating a current. Since the stocks gently sway in the wind rather than rotating very quickly, birds are more likely to see them, and it's considered unlikely that they would collide with them." This is why C is the best answer. The Windstalk has no blades, so B is incorrect. A and D are also wrong because the professor never mentions how large or narrow the Windstalk is. It is the gentle sway that makes the stocks easier for birds to see, not their size or shape.

5. B (inference)

In the very last lines of the passage the professor concludes by saying that, "The impact of wind turbines on bird populations indicates how complex the problems can be. When researchers are looking for sources of energy that will minimize the environmental damage, they need to consider the entire ecosystem." The key phrase is "indicates how complex the problem is" which implies that it is difficult to predict how a new energy source will affect the environment, so B is the best answer. The professor never mentions other forms of energy, so A is not an inference that can be made. C and D are both topics mentioned in the lecture, but the professor never implies that either "must" be done.







6. A (function)

Towards the end of the passage, the professor states "Some operators are turning technology to protect bird populations. At one facility in Texas, radars are used to detect flocks of birds." In this case, A is the best answer because it describes the function of this statement in the lecture. The professor has listed several possible solutions, such as offshore wind farms and the Windstalk design, that have been created to protect birds. This is an alternative solution using technology. B and D are incorrect because this is not where offshore wind farms or Windstalk turbines are located. C is also incorrect because California, not Texas, is where the original wind turbines were built.







Passage #2: Transcript

So, does anyone remember what we were discussing last class?

Yes, we were talking about alternative energy sources, and you mentioned how they didn't start to become a real viable option to fossil fuels until the end of the 90s, about 20 years ago.

So, today, I'd like to talk more specifically about wind power, one of the more popular alternative energy options.

You see, to generate electricity from wind, turbines are required. These are large machines with blades that turn when wind pushes against them. This motion is converted into energy in the form of electricity. Have any of you ever send these big kind of windmills before?

Yes, I have, when I was driving to my aunt's house last year, there was a huge field of these giant windmills. They looked pretty cool.

Ha, well, they definitely do have an interesting look. And, more importantly, there are many benefits to using wind turbines, especially when compared to the oil and gas we use to power our everyday lifestyle.

For one thing, the wind is a renewable energy source, unlike fossil fuels which, in theory, we will one day run out of.

Also, wind does not produce any greenhouse gases, such as carbon dioxide. And, as most of you already know, carbon dioxide has been linked to climate change. Now, despite these positives, there are unintended downsides to wind turbines.

To put it bluntly, they appear to kill birds.

Wait, what, I never heard of that before?

Well, it's true. The wind turbines are built high in the air since there is more wind the higher you go. However, these blades may also be spinning in the path of flying birds. If the birds don't see the turning blades, they may fly into them.

Now there's considerable debate about how many birds are killed by turbines in the United States annually, and estimates vary from as low as ten thousand to as high as half a million. The real figure in undoubtedly somewhere between these two extremes.

Whatever the actual figures, it's a problem that people are trying to solve.







One potential solution is through better design of the wind turbines. Earlier turbines had lattice blades that attracted birds and resulted in many deaths. Modern wind turbine design appears to be less dangerous. Today, there's a monopole design with three solid spinning blades. Of course, there is still a risk for the birds when flying into the blades, but this design is meant to warn birds and signal them to fly around.

Other wind turbine designs have gotten rid of the blades altogether. The Windstalk is one such a design that is less dangerous for birds. This device has no blades. Energy is generated by more than a thousand narrow 50-meter tall poles packed tightly together. Within each hollow carbon wire pole is a stalk of small ceramic discs and between the discs are electrodes. These discs and electrodes are connected to a cable running up the pole. When wind causes the stocks to sway, the discs compress, generating a current. Since the stocks gently sway in the wind rather than rotating very quickly, birds are more likely to see them, and it's considered unlikely that they would collide with them.

Planners of wind turbine projects are also working to reduce the risk of bird deaths. When the first wind turbines were built in California, more than 20 years ago, they were simply placed in windy locations. Unfortunately, this also turned out to be a migratory route for birds. Now, legislation has been put into place that prevents wind turbines from being constructed in migratory paths.

There's also a growing trend to build the wind farms offshore, in oceans or major lakes. Offshore winds are typically stronger, allowing more electricity to be generated. There are fewer birds near these water-based turbines and therefore fewer deaths result.

Some operators are turning to technology to protect bird populations. At one facility in Texas, radars are used to detect flocks of birds. If a large group of birds is approaching a wind farm, the turbines shut down and they only restart once the birds have passed. The impact of wind turbines on bird populations indicates how complex environmental problems can be. When researchers are looking for sources of energy that will minimize the environmental damage, they need to consider the entire ecosystem.







Passage #3: Answer Key

1. D (main idea)

For this question, the best answer is D. A is incorrect because, while the professor does provide some background information about the Louisiana Purchase, it is not what this passage is mostly about. B is incorrect because the professor is not trying to convince the class that the sale was important, but instead give information about it. C is incorrect because Thomas Jefferson is not the main focus of the lecture.

2. A, C (detail)

This question is difficult because the professor mentions several states in the lecture that were wholly and partially within the Louisiana Territory. . He says, "It included not only the present-day states Arkansas, Iowa, Kansas, Missouri, Nebraska, and Oklahoma, but also parts of the present-day states of Colorado, Louisiana, of course, Minnesota, Montana, New Mexico, North and South Dakota, Texas and Wyoming." The latter mentioned states of Colorado and Louisiana are incorrect because only parts of their states were included.

3. B (detail)

A little after the one minute mark of the lecture, the professor asks, "So, why was the Louisiana Purchase so important? Well, for one thing, it gave the United States greater control over its own continent," which is why B is the correct answer. While C and D may be true statements, the professor never mentions them as reasons the Louisiana Purchase was important.

4. B (inference)

In the restated part of the lecture, the professor says, "There was some opposition to the purchase among politicians who claimed that the US constitution did not grant the right to acquire territory through purchase. Jefferson accepted this viewpoint, but argued as the purchase was in a form of a treaty and as the constitution granted him, as a president, power to negotiate treaties, then the purchase was in fact constitutional." Because the opposition thought they could not acquire territory under the constitution, and Jefferson actually thought it was in fact constitutional, it can be inferred that some politicians felt the Louisiana Purchase was unconstitutional. Therefore, B is the best answer.

5. C (function)

C is the correct answer. In the excerpt the professor states, "On this basis, he agreed to pay the sum of 11 million dollars, to cancel French debt that was almost 4 million dollars. This total of 15 million is equivalent approximately to a quarter of a billion in today's terms." A is incorrect because nothing is implied about it being overpriced. B is incorrect because it has nothing to do with the question. D is incorrect because just because it was a larger sum of money does not mean it is more expensive. Rather he is just showing how, due to inflation, the number would be different but the price would still be the same.







6. B, C (detail)

In this part of the lecture, the professor states, "So, why was the Louisiana Purchase so important? Well, for one thing, it gave the United States greater control over its own continent." This is why B is correct. C is correct because later on in the lecture the professor states, "Another important effect of the Louisiana Purchase is that it virtually doubled the size of the young United States without a need for wars or conquests. This showed other nations that the United States was willing to use peaceful diplomacy to resolve international disputes." A and D are not correct because, although possibly true statements, they are not impacts of the purchase mentioned by the professor in the lecture.







Passage #3: Transcript

The 19th century was a time of many important events in the history of the United States. One of the most pivotal which occurred near the start of the century, in 1803, was the Louisiana Purchase, the name given to US government's purchase from France of approximately of 830.000 square miles of the Louisiana territory named after the French King Louis the 14th, the Sun King.

This territory stretched from the Mississippi River in the east to the Rocky Mountains in the west and from Canada in the North to the Gulf of Mexico South of Mexico in the South.

It included not only the present-day states Arkansas, Iowa, Kansas, Missouri, Nebraska, and Oklahoma, but also parts of the present-day states of Colorado, Louisiana, of course, Minnesota, Montana, New Mexico, North and South Dakota, Texas and Wyoming.

The purchase had important implications for the US not just at that time, but continuing down to the present day. Indeed, it's been described as one of the three most important events upon which the continental power of the modern United States is founded.

So, why was the Louisiana Purchase so important? Well, for one thing, it gave the United States greater control over its own continent. For most of the second half of the 18th century, American politicians were concerned about which country controlled Louisiana. From much of that period, Louisiana was controlled by France, but after the Spanish defeated the French in so-called 7-Years War, from the mid-1750s to 1763, it was controlled by Spain until 1800 when the French again took control.

The US government wanted to get ownership of this land because it did not like having European power controlling territory in continental North America. It also wanted access to the port of New Orleans to facilitate trade. However, it was assumed by most Americans, including Thomas Jefferson, under his presidency the purchase was actually completed, that it would be necessary to acquire this vast territory little by little. And, in fact, the US government's original plan for the purchase was just to purchase the port of New Orleans and St. Jason's lands.

When negotiation between the US and France began, however, Jefferson was soon offered the chance to buy the entire Louisiana territory. There was some opposition to the purchase among politicians who claimed that the US Constitution did not grant the right to acquire territory through purchase. Jefferson accepted this viewpoint, but argued as the purchase was in a form of a treaty and as the constitution granted him, as a president, power to negotiate treaties, then the purchase was in fact constitutional. On this basis, he agreed to pay a sum of 11 million dollars, to cancel French debt that was almost 4 million dollars. This total of 15 million is equivalent approximately a quarter of a billion in today's terms.







Another important effect of the Louisiana Purchase is that it virtually doubled the size of the young United States without a need for wars or conquests. This showed other nations that the United States was willing to use peaceful diplomacy to resolve international disputes. It also contributed to a stronger sense of nationalism that had not been apparent before. In simple terms, Americans began to take more pride in their country, to feel it was strong and globally important.

And the land that formed Louisiana Territory was not just vast, it had ample supplies of valuable natural resources, including gold, silver and other ores, vast forests that could be cut down for timber, and much of the land was ideally suited for agriculture with rich soil and a pleasant climate.

Taken together, these factors vastly increased the wealth of the United States.







Listening Scoring Chart

There are 17 questions, and each question is worth one point, which is why the total raw score is 17.

LISTENING SECTION

Raw Points	Score Estimate
17	29-30
16	28-29
15	26-28
14	24-26
13	22-24
12	20-22
11	18-20
10	16-18
9	14-16
8	12-14
7	10-12
6	8-10
5	6-8
4	4-6
3	2-4
2	0-2

My listening score estimate is: ______.







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***All f	feedback comes with in-depth analysis of your responses and recommendations on how to re.
Send u	s an email at: contact@tstprep.com to learn more.
Or visit	our website: www.tstprep.com

Good luck!







Student name: Student Example 1

Date: 12/01/2018

Writing Comments

Strengths Weaknesses #1 - You spoke within the allocated time without sounding rushed - There were a few too many instances where you had to pause or pressured. and rely on vocal fillers (uh and um). - You used a varied amount of lexical and grammatical terms and displayed an advanced level of fluency. #2 - You clearly understood the question and the content within - You sounded nervous at times and it negatively impacted each of the passages. your performance. #3 - You spoke with a slight accent, but it rarely, if ever, got in the - You ended a bit too early. Be sure to look at the clock at least way of being understood. twice while you respond. - You failed to include important pieces of information from the reading and listening passage in your response.

This is a shortened version of the test. Keep in mind that the questions will be harder on test day because you must go to a testing center and take the test in a room filled with other students speaking. Use this feedback as a tool to help you identify your strengths and weaknesses. Do NOT assume that your scores here will be the same grades you get on test day.



Your pronunciation and organization were excellent. Clearly, you have been working hard to reduce your accent and to feel more comfortable responding to TOEFL questions. The amount of work you have put in shows in the quality of your responses. However, you still need some work on comprehension. It's clear that your reading and listening skills need a bit of work, particularly listening. The closest resource to TOEFL listening passages are TED talks. Go to this site https://www.ted.com/talks and look specifically for videos that are six minutes or less. Try listening and dictating. In other words, try to write down all the words and phrases you hear. This may require you to listen to the same short passage multiple times. Be aware that improving your comprehension requires work and patience. If you would like to save time and maximize your results then I strongly suggest working with a fluency teacher here: https://toeflspeakingteacher.com/products-and-services/english-fluency-classes/.

Estimated Speaking Score

18-22









Writing Comments

Strengths

Weaknesses

#1

- You included well-developed examples and anecdotes that were clear and concise and showed how they are connected back to the topic.
- There are instances where you employ words and phrases that do NOT sound natural to a native speaker. Stick to the vocabulary you know and have used in past writing examples.

#2

- You understood and addressed the question for the majority of your response.
- You did not write in the typical North American academic structure. Each paragraph must begin with a general introduction and get more specific through details, examples, and elaboration.

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The strength in your writing is the way you vary your grammar. Unlike most students, you didn't rely on simple grammatical construction to carry your essay. You varied the sentence structure by using conditionals and other complex sentences that included two or more clauses. However, like everyone, you do have a few weaknesses. More specifically, there is a bit of a problem in the way you develop the topic. Your essay would be much stronger if you included a few anecdotes and personal examples that are well-developed. A good anecdote should have a beginning, middle and end while also being connected to the topic. When trying to think of a good personal example, consider how the question could effect your time, money or relationships. Finding a personal example or anecdote for every question is sometimes challenging, but when you consider how your answer to a given question might effect your time, money or relationships, it will be easier to come up with a story or anecdote that relates to the question.

Estimated Writing Score

18-20





