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TOEFL PRACTICE TESTS 2025-2026

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Ankara doğumlu Dr. Hikmet ŞAHİNER Ankara Üniversitesi DTCF Fakültesinden 1993 yılında Üniversite birincisi olarak (94/100) mezun oldu.

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Dr. Hikmet Şahiner, 2006 yılından bu yana TOEFL sınav soruları, bu sınava yönelik kurs kitapları ve materyalleri hazırlamaktadır!

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PREFACE

Are you preparing to take the TOEFL test? Why not study with the ultimate guide on the market that contains 8 full-length authentic TOEFL tests? TOEFL Practice Tests, Set 4 will satisfy all your test prep practice needs so that you can achieve the highest score on the real test. This book contains eight TOEFL practice tests with authentic reading, listening, speaking, and writing questions, plus an answer key and sample answers for each test. This guide reflects all the latest changes and updates to the test, including the change to the Writing Test in July, 2023.

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The ebook features:

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- **Answer keys for the reading and listening test sections**

- **Sample responses for the speaking and writing test sections**

PRACTICE TEST

1

READING

PLATE BOUNDARIES

What the theory of plate tectonics has done for geology is what Charles Darwin's theory of evolution had done for biology. It offers a comprehensive perspective on geology by explaining "how the Earth works." The theory holds that the Earth is divided into several distinct layers, each with its own properties: the dense, iron-rich core: the mantle made of silicate rocks that are semi-molten at depth: the outermost, thin crust, which consists of a lower and denser oceanic crust and an upper, lighter continental crust.

The Earth is separated into layers based on mechanical properties as well as composition. The lithosphere, the outermost layer, comprises the crust and the solid portion of the upper mantle. The lithosphere is made up of many pieces called plates that move in relation to each other due to tectonic forces. The lithosphere floats on a fluid layer called the asthenosphere. This layer, lacking control over the solid lithosphere, lets it move freely. Each plate moves in a different direction at a different speed in relation to the others. Like cars in a demolition derby, the plates move around, sometimes crashing into each other, pulling apart, or sideswiping each other. The place where the two plates meet is called a plate boundary. Boundaries are named differently depending on how the two plates move in relation to one another.

Places where plates crash or crunch together are called convergent boundaries. There are several states of convergent boundaries. First, when a dense oceanic plate and a less dense buoyant continental plate meet, the dense, leading edge of the oceanic plate actually pulls the rest of the plate into the flowing asthenosphere, and then a subduction zone is created. Where the two plates intersect, a deep trench is formed. As the subducting oceanic plate is pushed down more than 100 kilometers beneath the Earth's surface, temperature and pressure greatly increase, releasing the trapped water and gases which then work their way upward, causing a chain of chemical reactions that melt the mantle above the subducting plate. This hot, freshly melted liquid rock (magma) makes its way toward the surface. Over time, layer upon layer of erupting lava and ash build volcanic mountain ranges above the simmering cauldrons below. This subduction zone is known for producing earthquakes of great magnitudes.

When two huge plates of the continental lithosphere meet head-on, neither one can sink because both plates are too buoyant. It is at these plate boundaries that the highest mountains in the world are created. At these boundaries solid rock is crumpled and faulted. As a result, a towering mountain range forms as huge slivers of rocks, many kilometers wide, are forced on top of one another. The pressure here is so great that an enormous piece of Asia is being wedged sideways, slipping out of the way like a watermelon seed squeezed out between fingers. A magnificent example of continent versus continent collision can be seen in the Himalayan mountain range.

Places where plates are moving away from each other are called divergent boundaries. When the two drift apart, mid-ocean ridges are formed as magma soars up from the mantle through a crack in the oceanic crust and cools, in turn, causing the oceanic crust to grow. As the plates continue moving and more crust is formed, the ocean basin grows larger and a ridge system is established. The process which actually drives the motion at these ridges is known as convection. Convection currents push magma upwards through the ridge cracks. As some magma bursts out through the crust, the magma which does not erupt continues its movement under the crust with the current away from the ridge crest. These continual convection currents, known as convection cells, cause the plates to drift away from each other, allowing more crust to be created and the sea floor to develop. This phenomenon is called sea-floor spreading.

Places where plates are sliding past each other are called transform boundaries. There is a lot of strain in many of these boundaries where the two plates are sliding and scraping past each other like two ships passing on the water. The resulting strain from the sliding action of the plates causes cracks in the crust called faults. When the movement along the cracks or faults is great, we feel it in the form of earthquakes. A classic example of a transform plate boundary is the San Andreas Fault in California. The North American and Pacific Plates are moving past each other at this boundary and this is where many earthquakes take place.

Paragraph 1

What the theory of plate tectonics has done for geology is what Charles Darwin's theory of evolution had done for biology. It offers a comprehensive perspective on geology by explaining "how the Earth works." The theory holds that the Earth is divided into several distinct layers, each with its own properties: the dense, iron-rich core: the mantle made of silicate rocks that are semi-molten at depth: the outermost, thin crust, which consists of a lower and denser oceanic crust and an upper, lighter continental crust.

1. Why does the author mention Charles Darwin's theory of evolution in paragraph 1?

(A) to explain the contribution of Charles Darwin to geology
(B) to contrast it with the theory of plate tectonics
(C) to give an example of a theory which most scientists agree on
(D) to stress the importance of the theory of plate tectonics in geology

Paragraph 2

The Earth is separated into layers based on mechanical properties as well as composition. The lithosphere, the outermost layer, comprises the crust and the solid portion of the upper mantle. The lithosphere is made up of many pieces called plates that move in relation to each other due to tectonic forces. The lithosphere floats on a fluid layer called the asthenosphere. This layer, lacking control over the solid lithosphere, lets it move freely. Each plate moves in a different direction at a different speed in relation to the others. Like cars in a demolition derby, the plates move around, sometimes crashing into each other, pulling apart, or sideswiping each other. The place where the two plates meet is called a plate boundary. Boundaries are named differently depending on how the two plates move in relation to one another.

2. Which of the following is TRUE of the structure of the Earth?

(A) The lithosphere lets the asthenosphere move freely.
(B) The lithosphere is made up of several semi-liquid plates.
(C) The topmost layer of the Earth is the crust.
(D) The asthenosphere usually floats atop the lithosphere.

3. Why does the author mention cars in a demolition derby in paragraph 2?

(A) to give an example of accidents caused by plates crashing into each other
(B) to help readers to picture the way plates are formed
(C) to describe the composition of the Earth
(D) to explain that plates drift around

Paragraph 3

Places where plates crash or crunch together are called convergent boundaries. There are several states of convergent boundaries. First, when a dense oceanic plate and a less dense buoyant continental plate meet, the dense, leading edge of the oceanic plate actually pulls the rest of the plate into the flowing asthenosphere, and then a subduction zone is created. Where the two plates intersect, a deep trench is formed. As the subducting oceanic plate is pushed down more than 100 kilometers beneath the Earth's surface, temperature and pressure greatly increase, releasing the trapped water and gases which then work their way upward, causing a chain of chemical reactions that melt the mantle above the subducting plate. This hot, freshly melted liquid rock (magma) makes its way toward the surface. Over time, layer upon layer of erupting lava and ash build volcanic mountain ranges above the simmering cauldrons below. This subduction zone is known for producing earthquakes of great magnitudes.

4. It can be inferred from paragraph 3 that a subduction zone takes place when

(A) plates with different densities collide with each other
(B) underground temperature and pressure are too high
(C) two oceanic plates meet near the edges of a continental plate
(D) the density of a continental plate is greater than that of an oceanic plate

5. Which of the sentences below best expresses the essential information in the highlighted statement in the passage? *Incorrect* answer choices change the meaning in important ways or leave out essential information.

(A) As the simmering cauldrons are formed above layer upon layer of erupting lava and ash, volcanic mountain ranges gradually emerge.
(B) Lava and ash gush out and pile up in many layers, ultimately forming volcanic mountain ranges with boiling molten rock underneath.
(C) Volcanic eruptions spew out lava and ash, resulting in the simmering cauldrons, which eventually produces new geological features such as mountain ranges.
(D) It took many years for volcanic mountain ranges to be built because erupting lava and ash stack up as slowly as simmering cauldrons do.

Paragraph 4

When two huge plates of the continental lithosphere meet head-on, neither one can sink because both plates are too buoyant. It is at these plate boundaries that the highest mountains in the world are created. At these boundaries solid rock is crumpled and faulted. As a result, a towering mountain range forms as huge slivers of rocks, many kilometers wide, are forced on top of one another. The pressure here is so great that an enormous piece of Asia is being wedged sideways, slipping out of the way like a watermelon seed squeezed out between fingers. A magnificent example of continent versus continent collision can be seen in the Himalayan mountain range.

Paragraph 5

Places where plates are moving away from each other are called divergent boundaries. When the two drift apart, mid-ocean ridges are formed as magma soars up from the mantle through a crack in the oceanic crust and cools, in turn, causing the oceanic crust to grow. As the plates continue moving and more crust is formed, the ocean basin grows larger and a ridge system is established. The process which actually drives the motion at these ridges is known as convection. Convection currents push magma upwards through the ridge cracks. As some magma bursts out through the crust, the magma which does not erupt continues its movement under the crust with the current away from the ridge crest. These continual convection currents, known as convection cells, cause the plates to drift away from each other, allowing more crust to be created and the sea floor to develop. This phenomenon is called sea-floor spreading.

6. According to paragraph 4, it is implied that the Himalayan mountain range resulted from

(A) the collision of two plates of similar densities
(B) the collision of two plates, one of which folds under the other
(C) the collision of two plates of same sizes
(D) the collision of two plates, one of which melts under the other

7. Which of the following contributes most to the formation of the divergent boundaries?

(A) discrepancy in density between plates
(B) convection currents
(C) lava and ash
(D) underground pressure

Paragraph 6

Places where plates are sliding past each other are called transform boundaries. There is a lot of strain in many of these boundaries where the two plates are sliding and scraping past each other like two ships passing on the water. The resulting strain from the sliding action of the plates causes cracks in the crust called faults. When the movement along the cracks or faults is great, we feel it in the form of earthquakes. A classic example of a transform plate boundary is the San Andreas Fault in California. The North American and Pacific Plates are moving past each other at this boundary and this is where many earthquakes take place.

Paragraph 5

Places where plates are moving away from each other are called divergent boundaries. **[■]** When the two drift apart, mid-ocean ridges are formed as magma soars up from the mantle through a crack in the oceanic crust and cools, in turn, causing the oceanic crust to grow. As the plates continue moving and more crust is formed, the ocean basin grows larger and a ridge system is established. **[■]** The process which actually drives the motion at these ridges is known as convection. Convection currents push magma upwards through the ridge cracks. **[■]** As some magma bursts out through the crust, the magma which does not erupt continues its movement under the crust with the current away from the ridge crest. **[■]** These continual convection currents, known as convection cells, cause the plates to drift away from each other, allowing more crust to be created and the sea floor to develop. This phenomenon is called sea-floor spreading.

8. According to paragraph 6, which of the following is NOT true about transform boundaries?

(A) Tension resulting from the sliding action of the plates at transform boundaries produces faults.
(B) Movements along the faults produced at transform boundaries appear as earthquakes.
(C) A typical example of a transform boundary is the San Andreas Fault in California.
(D) No other places in the world have more earthquakes than transform boundaries have.

9. Look at the four squares [■] that indicate where the following sentence could be added to the passage. Where would the sentence best fit?

The formation of the new crust pushes plates apart, as in the case of the Mid-Atlantic Ridge which moves North America and Europe further and further apart.

Where would the sentence best fit? Click on a square **[■]** to add the sentence to the passage.

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.

There are three distinct plate boundaries.

•
•
•

Answer Choices

(A) A deep trench forms when the two plates slide each other, discharging gases trapped deep in the Earth.
(B) Where two plates bump into each other, one plate override the other or one sinks below the other; otherwise, both are crumpled.
(C) Some plates drift away from each other under the force of convection currents, accompanied by the formation of more crust and the development of the sea floor.
(D) The Himalayan mountain range was created when two light continents collided with each other.
(E) Where plates slide past each other, the resulting tension and strain produce faults which are the source of many earthquakes.
(F) The Earth's surface is classified into several different layers: core, the mantle, and crust.

RIGHT-HANDEDNESS

Handedness is human attribute defined by an unequal distribution of fine motor skill between the left and right hands. An individual who is more dexterous with the right hand is called right-handed, and one who is more skilled with the left is said to be left-handed. The prevalence of right-handedness is universal across human cultures: about 90% of people are right-handed and about 10% are left-handed. Broadly speaking, the vast majority of humans seem to have been right-handed since the emergence of the *Homo sapiens,* with around 85% of individuals in all populations being right-handed for most manual actions. There is patchy evidence from older fossils and artifacts which indicates a preponderance of right-handed individuals.

The earliest evidence of right-handedness occurs with the appearance of the first stone tools. One can tell from the way these stone tools were made that they were made by right-handed people. This is what a right-handed person usually does during hard-hammer percussion. A right-handed individual normally holds the hammer stone in the dominant right hand, which gives more precision and power to the flaking blows and lessens the chance of hitting the fingers, and the cobble to be flaked in the more passive left hand. The role of the left hand is basically that of a vice, tightly holding down the cobble while the hammer stone repeatedly strikes it in succession, orienting the cobble in a proper position. Once a sequence of blows breaks flakes off one side of the cobble, the left hand holding the cobble tends to rotate it clockwise as the flakes are blown off. One hits off a flake, rotates the cobble a little, and strikes off another to the right of the first, rotates it slightly again and flakes again, and so forth. In the cobble or the thick cortical flake, evidence can be found of this tendency to rotate clockwise. On the left of the flake that has been struck off in succession, we find a scar of a previously blown-off flake, and on the right, we find part of the cortex of the cobble. Therefore, numerous samples of these flakes explain something about handedness; whether the cobble was being rotated in this way, as would a right-handed person, or whether it was being turned by a left-handed person in the opposite hand, producing the opposite pattern. This is an experimental result that can be applied directly to early Stone Age artifacts. Until today, the same pattern has been found in every site from the early Stone Age, including those at Koobi Fora dated from around 1.9 to 1.5 million years ago. Thus, it appears that by the time of early tool-making in the archaeological record, these ancestral hominid populations may have already become preferentially right-handed. For whatever reason, right-handedness seems to be an ancient trait in humans.

Evidence can also be found in the scratches on the human teeth fossils. One important line of evidence comes from the fossils of the front teeth in Neanderthals and their predecessors. In both early and later samples of Neanderthals from Europe, Iraq and Israel, unidirectional scratches have been observed, which suggests that something held in the teeth was being cut with stone tools. When these tools penetrated the material in question, they left behind directional scratches on the teeth which tell us that these Neanderthals held the tools in their right hands because the scratches left on the front teeth show a left-to-right stroke direction. Scratches made with a left-to-right stroke direction (by right-handers) are more common than scratches in the opposite direction (by left-handers). Moreover, it is evident that this was an early behavior starting from childhood, as seen in the same characteristic scratches on a child's milk canine from the middle Pleistocene site of Atapuerca. The front teeth are an important general feature of early human behavior, especially emphasized in the Neanderthals.

The predominance of right-handedness is also witnessed in the shape of brains. The brain is made up of two distinct sides, or hemispheres, like the two sides of a sandwich cookie. The right hemisphere is almost completely separate from the left, with only a small band of nerve fibers connecting the two. Whereas the muscles on the left side of the body are controlled by the right hemisphere, those on the right are controlled by the left hemisphere. In the process of brain and spinal cord formation, nerves from one side of the body send out long extensions called axons toward the midline of the body. Most of the axons, then, cross over the midline and so become linked with the other side of the body. For right-handers, the hand control center in the left hemisphere of the brain is much more developed while that in the right hemisphere is more developed for left-handers.

Finally, right-hand dominance could be explained by the stronger development of right arms. The so-called warrior and his shield theory claims that in the early days when swords and shields were the tools of fighting, right-handers had a better chance of surviving than left-handers. The theory holds that since the heart is located a little to the left in the chest, right-handed fighters who held their shield in the left hand could protect their heart from their opponents whereas the left-handed fighters who held the shield in the right had their heart exposed, resulting in more frequent deaths.

Paragraph 1

Handedness is human attribute defined by an unequal distribution of fine motor skill between the left and right hands. An individual who is more dexterous with the right hand is called right-handed, and one who is more skilled with the left is said to be left-handed. The prevalence of right-handedness is universal across human cultures: about 90% of people are right-handed and about 10% are left-handed. Broadly speaking, the vast majority of humans seem to have been right-handed since the emergence of the *Homo sapiens,* with around 85% of individuals in all populations being right-handed for most manual actions. There is patchy evidence from older fossils and artifacts which indicates a preponderance of right-handed individuals.

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

(A) dependent
(B) skillful
(C) intimate
(D) eligible

Paragraph 2

The earliest evidence of right-handedness occurs with the appearance of the first stone tools. One can tell from the way these stone tools were made that they were made by right-handed people. This is what a right-handed person usually does during hard-hammer percussion. A right-handed individual normally holds the hammer stone in the dominant right hand, which gives more precision and power to the flaking blows and lessens the chance of hitting the fingers, and the cobble to be flaked in the more passive left hand. The role of the left hand is basically that of a vice, tightly holding down the cobble while the hammer stone repeatedly strikes it in succession, orienting the cobble in a proper position. Once a sequence of blows breaks flakes off one side of the cobble, the left hand holding the cobble tends to rotate it clockwise as the flakes are blown off. One hits off a flake, rotates the cobble a little, and strikes off another to the right of the first, rotates it slightly again and flakes again, and so forth. In the cobble or the thick cortical flake, evidence can be found of this tendency to rotate clockwise. On the left of the flake that has been struck off in succession, we find a scar of a previously blown-off flake, and on the right, we find part of the cortex of the cobble. Therefore, numerous samples of these flakes explain something about handedness; whether the cobble was being rotated in this way, as would a right-handed person, or whether it was being turned by a left-handed person in the opposite hand, producing the opposite pattern. This is an experimental result that can be applied directly to early Stone Age artifacts. Until today, the same pattern has been found in every site from the early Stone Age, including those at Koobi Fora dated from around 1.9 to 1.5 million years ago. Thus it appears that by the time of early tool-making in the archaeological record, these ancestral hominid populations may have already become preferentially right-handed. For whatever reason, right-handedness seems to be an ancient trait in humans.

2. Which of the sentences below best expresses the essential information in the highlighted statement in the passage? *Incorrect* answer choices change the meaning in important ways or leave out essential information.

(A) There is more precision and power when a right-handed individual holds a hammer stone in the dominant right hand, which makes the left hand useless.
(B) Right-handed people are less likely to hit their fingers during percussion than left-handed people, which explains why there are more right-handed people.
(C) Holding a tool in the dominant right hand, a right-handed person lessens the probability of missing hits and has more power during percussion.
(D) People use the more passive left hand when they flake the cobble, which requires more precision and power, thereby lessening the chance of hitting their fingers.

3. The word sequence in paragraph 2 is closest in meaning to

(A) order
(B) number
(C) array
(D) succession

4. If a person is left-handed, where does paragraph 2 imply that the mark from a previously blown-off flake is found?

(A) on the right of the flake
(B) on the left of the flake
(C) on upper side of the core
(D) at the base of the core

5. Why does the author mention Koobi Fora in paragraph 2?

(A) to introduce an ancient tribe whose toolmaking skill was outstanding compared to any other tribe in the past
(B) to give an example of people who were able to make tools with their right hands
(C) to introduce a place where numerous skeletons of people believed to be right-handed were found
(D) to give an example of locales where evidence of right-handedness was found

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