TOEFL Calling Practice Tests

Printable A4 workbook • Two original four-skill tests

Name: _____ Date: _____

For foundation / intermediate learners

Foundation / intermediate practice (approximately A2–B1). Shortened learning tasks, not full-length official exam simulations.

Test 1: Growing a Greener Campus

Listening: 6 questions • Reading: 6 questions
Writing: 80–100 words • Speaking: independent questions and an extended response

Test 2: Objects, Evidence and Everyday Learning

Listening: 6 questions • Reading: 6 questions
Writing: 80–100 words • Speaking: independent questions and an extended response

How to use this workbook

• Open the app and choose PC or Phone. Select Test 1 or Test 2. Use its listening audio for the listening page.

• Try the questions before looking at the key. Each Listening and Reading answer is worth one point: 12 points per test. This is not an official exam score.

• Write on the lined page. For speaking, use the note frame and try the app's preparation timer and optional recorder.

• These are shortened classroom practice tests. Suggested speaking time is 60 seconds to prepare and up to 120 seconds to speak, not official exam timing.

• Answer keys, model responses and listening scripts are at the back. Teachers review writing and speaking for clear ideas, relevant support and understandable language.

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Test 1: Growing a Greener Campus

Listening

The Campus Garden Project

Listen to the campus announcement. Choose one answer for multiple-choice questions. For short answers, write no more than TWO WORDS AND/OR A NUMBER.

Play the app audio for Test 1. Listen once, answer, and listen again to check. Do not read the script at the back yet.

1. Why is the speaker making this announcement?

A. To invite students to a garden project

B. To announce a new science course

C. To explain a kitchen timetable

2. Where is the garden?

A. Beside the sports hall

B. Behind the science building

C. In front of the student office

3. At what time in the morning should volunteers arrive?

Answer: _____

4. What should volunteers bring or wear?

A. Their own tools

B. New gloves

C. Old shoes

5. How many volunteers can join?

Answer: _____

6. What will volunteers make if there is heavy rain?

Answer: _____

Listening score: _____ / 6

Test 1: Growing a Greener Campus

Reading

Gardens Above the Street

Read the passage. Choose one answer for multiple-choice questions. For short answers, use no more than TWO WORDS from the passage.

A roof can be more than a cover for a building. On some city campuses, shallow boxes of plants turn unused roofs into small green spaces. The plants provide shade and release water into the air. This can help keep the roof cooler during hot weather. The boxes also hold some rainwater, so less water enters street drains at once.

A green roof needs careful planning. Wet soil is heavy, so an engineer must check the building before any boxes are added. Local plants are often a good choice because they can survive the area's usual weather. Staff must still check them during long dry periods. A green roof is not a replacement for a park: its soil is usually too shallow for large trees. However, it can create a useful home for insects and give students a quiet place to observe nature.

1. What is the main purpose of the passage?

A. To explain the benefits and limits of green roofs

B. To compare different science courses

C. To show why all parks should close

2. How do the plants help cool a roof?

A. They block all sunlight from the city

B. They provide shade and release water

C. They move rain into street drains

3. What kind of water do the boxes hold?

Answer: _____

4. Who must check the building before boxes are added?

Answer: _____

5. Why are local plants often suitable?

A. They never need checking

B. They can survive the usual local weather

C. They always grow into large trees

6. Why is a green roof not a replacement for a park?

A. It must be closed during rain

B. Its soil is usually too shallow for large trees

C. Insects cannot live there

Reading score: _____ / 6

Test 1: Growing a Greener Campus

Writing

Academic discussion practice

A tutor asks: Should a campus use an empty outdoor area for a student garden or for more car parking? Give your opinion in 80–100 words. Explain two reasons and include one example. You may use ideas from this test, but write in your own words.

Plan: Choice → reason 1 → example → reason 2 → short conclusion.

Useful phrases: I would choose… / One reason is that… / For example,… / Another benefit would be…

Your response (80–100 words)

Check: clear opinion [ ] two reasons [ ] example [ ] sentences checked [ ]

Test 1: Growing a Greener Campus

Speaking

Independent questions

1. Do you prefer studying indoors or outdoors? Why?

2. What is one useful activity for new students?

3. Would you like to grow your own food? Why or why not?

4. Do you prefer working alone or in a group?

Extended response

Your campus wants one new activity for students. Recommend a gardening club or a walking club. State your choice, explain two reasons, and describe how students could take part. Use a specific example.

Classroom timing: prepare for 60 seconds; speak for up to 120 seconds. Use the app timer and optional Record / Stop / Play controls.

Note frame: My choice / reason 1 / example / reason 2 / how to join / final point

Useful phrases: I recommend… because… / A good example is… / This would help students… / For these reasons,…

Self-review

[ ] I found the main idea and key listening details.

[ ] I used evidence from the reading passage.

[ ] I supported my written opinion with reasons.

[ ] I gave a clear spoken answer with an example.

Test 2: Objects, Evidence and Everyday Learning

Listening

What Can an Old Cup Tell Us?

Listen to the short history talk. Choose one answer for multiple-choice questions. For short answers, write no more than TWO WORDS.

Play the app audio for Test 2. Listen once, answer, and listen again to check. Do not read the script at the back yet.

1. What is the talk mainly about?

A. How to sell expensive cups

B. How ordinary objects provide historical evidence

C. How to write a leader's report

2. What do researchers do first after finding the cups?

A. Record exactly where each piece was found

B. Put every piece on display

C. Use strong chemicals to clean them

3. What do researchers use to clean the pieces carefully?

Answer: _____

4. What might the blue mark suggest?

A. The river was blue

B. The village made every cup itself

C. People traded goods between places

5. Why does the lecturer mention a trader?

A. To offer another explanation for the cup's journey

B. To prove that every villager traveled

C. To show that cups are expensive

6. What will be placed in an online collection?

Answer: _____

Listening score: _____ / 6

Test 2: Objects, Evidence and Everyday Learning

Reading

Learning at a Repair Club

Read the passage. Choose one answer for multiple-choice questions. For short answers, use no more than TWO WORDS from the passage.

A campus repair club gives old objects a second chance. Students bring small items, such as lamps or bags, to a weekly meeting. Experienced volunteers help them find the problem and decide whether a repair is safe. The owner stays and helps rather than leaving the object for someone else to fix.

The club's main aim is learning, not speed. Repairing a bag may take longer than buying a new one, but the student learns a skill and produces less waste. Volunteers ask owners to explain how an object stopped working. This information can help identify the fault. Some items cannot be repaired at the club. Damaged batteries, for example, need specialist attention. At the end of each meeting, students write down what they tried. Even an unsuccessful repair can teach the next group something useful.

1. What is the club’s main aim?

A. Selling new lamps

B. Learning through repair

C. Completing every repair quickly

2. What does the owner do during a repair?

A. Leaves the object and returns next week

B. Stays and helps

C. Pays a specialist to do everything

3. What does a student produce less of by repairing a bag?

Answer: _____

4. Why do volunteers ask how an object stopped working?

A. To help identify the fault

B. To choose a new owner

C. To make the meeting longer

5. What type of damaged item needs specialist attention?

Answer: _____

6. What can be learned from an unsuccessful repair?

A. Nothing, because the object is still broken

B. Useful information for the next group

C. A guarantee that all items can be fixed

Reading score: _____ / 6

Test 2: Objects, Evidence and Everyday Learning

Writing

Academic discussion practice

A tutor asks: Is learning by doing a practical task better than learning only from a book? Give your opinion in 80–100 words. Explain two reasons and include one example from student life. You may refer to a repair club, museum project, or another activity.

Plan: Opinion → reason 1 → practical example → reason 2 → balanced conclusion.

Useful phrases: In my view,… / A practical task can… / For instance,… / Books are useful, but…

Your response (80–100 words)

Check: clear opinion [ ] two reasons [ ] example [ ] sentences checked [ ]

Test 2: Objects, Evidence and Everyday Learning

Speaking

Independent questions

1. What kind of museum would you like to visit?

2. Do you prefer reading instructions or watching a demonstration?

3. What is one skill you would like to learn?

4. Why might students keep notes after an activity?

Extended response

A class can learn about the past by reading a chapter or by examining objects in a museum. Which activity would you recommend? Explain your choice, give two reasons, and describe a specific example of what students could learn.

Classroom timing: prepare for 60 seconds; speak for up to 120 seconds. Use the app timer and optional Record / Stop / Play controls.

Note frame: Activity / reason 1 / object or example / reason 2 / what students learn / conclusion

Useful phrases: I would recommend… / The first reason is… / This example shows… / Although… I think…

Self-review

[ ] I understood the purpose of the academic talk.

[ ] I separated an observation from a possible explanation.

[ ] I gave reasons and an example in writing.

[ ] I organized a longer spoken response.

Test 1: Growing a Greener Campus

Answer key and model responses

Listening

1. To invite students to a garden project — The speaker invites students to help with the new garden on Saturday.

2. Behind the science building — The garden is behind the science building, beside bicycle parking.

3. 9:30 — The announcement says nine thirty in the morning.

4. Old shoes — Gloves and tools are provided, but volunteers should wear old shoes.

5. 18 — There is space for eighteen volunteers.

6. labels — They will meet indoors and make labels for the plants.

Reading

1. To explain the benefits and limits of green roofs — The passage explains how green roofs help and what must be considered.

2. They provide shade and release water — The first paragraph names shade and the release of water.

3. rainwater — The boxes hold some rainwater before it enters drains.

4. an engineer — An engineer must check because wet soil is heavy.

5. They can survive the usual local weather — Local plants are adapted to the area, but still need checks during dry periods.

6. Its soil is usually too shallow for large trees — The passage identifies shallow soil as a limit.

Writing model (other well-supported answers are possible)

I would choose a student garden rather than more car parking. One reason is that students need places where they can relax between classes. For example, they could sit near the plants and talk quietly after a difficult lesson. Another benefit would be practical learning. Students could learn how vegetables grow and use some of them in the campus kitchen. Parking is important, but the campus could encourage more people to cycle or use the bus. A garden would therefore offer both a peaceful space and a useful shared activity.

Extended speaking model (adapt it; do not memorize it)

I recommend a gardening club. First, it gives students a useful break from screens. After spending a morning in class, they can work outside and do something practical. For example, a group could plant tomatoes near the student kitchen and check them each week. Second, the club would bring together students from different subjects. A science student might explain how much water a plant needs, while an art student could design clear labels. Members would learn from each other. Students could join for one hour on Saturday mornings. They would not need experience because older members could demonstrate each task. A walking club would be healthy too, but a garden produces something that everyone can share. I think seeing the plants grow would help students feel proud of their campus.

Suggested review: clear main idea / organized reasons / relevant example / understandable sentences and pronunciation. No official score is assigned.

Test 2: Objects, Evidence and Everyday Learning

Answer key and model responses

Listening

1. How ordinary objects provide historical evidence — The speaker explains how objects can tell us about daily life in the past.

2. Record exactly where each piece was found — Location is recorded before cleaning or comparison.

3. soft brushes — Soft brushes are used because strong chemicals may damage the surface.

4. People traded goods between places — The mark was usually made in a distant town, suggesting trade.

5. To offer another explanation for the cup's journey — A trader could have carried it; the villagers did not necessarily travel.

6. photographs — Photographs of the pieces will be available for other researchers.

Reading

1. Learning through repair — The passage directly says the main aim is learning, not speed.

2. Stays and helps — The owner participates instead of leaving the object for someone else.

3. waste — Repairing rather than replacing an object produces less waste.

4. To help identify the fault — The history of the problem can help identify what is wrong.

5. batteries — The passage gives damaged batteries as an example.

6. Useful information for the next group — Students record what they tried so the next group can learn from it.

Writing model (other well-supported answers are possible)

In my view, students learn more when they combine books with practical tasks. First, doing something helps them remember the steps. For instance, a student who repairs a bag has to choose the right materials and test the result. This experience may be easier to remember than a page of instructions. Second, practical work encourages questions. When something goes wrong, students must think about the cause and try another idea. Books are useful for background information, but an activity gives students a chance to use that knowledge in a real situation.

Extended speaking model (adapt it; do not memorize it)

I would recommend examining objects in a museum. One reason is that real objects make the past easier to imagine. Students can look closely at the size and shape of an old tool instead of only reading its name. For example, they could compare an old cooking pot with one used today and discuss how people prepared meals. Another reason is that objects encourage careful observation. Students might notice a repair on the pot and ask why the owner kept using it. This could lead to a discussion about materials, money, or family life. I would ask students to draw one object and write two questions about it. Reading a chapter is still useful for dates and background, but the museum activity would give the class something concrete to discuss.

Suggested review: clear main idea / organized reasons / relevant example / understandable sentences and pronunciation. No official score is assigned.

Test 1: Growing a Greener Campus

Listening script

The Campus Garden Project

Read after completing the listening questions.

Welcome to this week's campus update. On Saturday, students can join the new garden project behind the science building. The garden is beside the bicycle parking area, not beside the sports hall. Please arrive at nine thirty in the morning. The activity ends at noon, so you can have lunch afterwards.

Our main job is to prepare a small vegetable garden for the student kitchen. We will begin by removing stones from the ground. Then we will put young plants in rows. You do not need gardening experience. Two biology students will show everyone what to do. Please wear old shoes because the ground may be wet. The team will provide gloves and tools, so there is no need to bring your own.

There is space for eighteen volunteers. To join, write your name on the list at the student office before Thursday afternoon. Do not send an email to the science department. If there is heavy rain on Saturday, we will meet inside the science building and make labels for the plants instead. Everyone who helps will receive a small packet of seeds to take home. We hope the project will give students a chance to learn a practical skill and meet people from other classes.

Teacher discussion: Ask learners which words helped them identify the main idea, details and the speaker’s purpose.

Test 2: Objects, Evidence and Everyday Learning

Listening script

What Can an Old Cup Tell Us?

Read after completing the listening questions.

Today we are looking at how historians learn about the past from ordinary objects. A written report can tell us what a leader wanted people to believe. An object, such as a broken cup, can give us different information about daily life. Neither type of evidence tells the whole story on its own.

Imagine that a research team finds several old cups near a river. First, the researchers record exactly where each piece was found. This is important because its position may help explain how people used the place. Next, the team cleans the pieces carefully with soft brushes. Strong chemicals might damage the surface. The researchers then compare the shapes and colors with objects from other sites.

One cup has a blue mark that was usually made in a town far away. This may suggest that people traded goods between the two places. However, it does not prove that everyone in the riverside village traveled there. A trader could have carried the cup. We must consider more than one explanation.

Finally, the team photographs the pieces and stores them in labeled boxes. The photographs will appear in an online collection so that other researchers can study them. The cups are not valuable because they are expensive. They are valuable because they help us ask better questions about everyday life in the past.

Teacher discussion: Ask learners which words helped them identify the main idea, details and the speaker’s purpose.