

TOEFL iBT 2026 — Full-Length Mock Test

Total Time: 100 minutes | 4 Sections | No scheduled break

SECTION 1: READING (35 minutes | 20 questions)

Adaptive format — Stage 1 determines the difficulty of Stage 2. You cannot revisit Stage 1 answers once Stage 2 begins.

STAGE 1 — Passage 1 (Academic) — 10 questions, 17 minutes

The Rise of Urban Beekeeping

Over the past two decades, cities around the world have seen a quiet but steady rise in beekeeping. What was once considered a purely rural practice has moved onto apartment balconies, office rooftops, and community gardens. Municipal governments in cities such as Toronto, London, and Melbourne have relaxed zoning restrictions that previously banned hive-keeping within city limits, and several have even launched official rooftop beekeeping programs on public buildings.

The appeal of urban beekeeping is twofold. First, cities often provide a more diverse and abundant supply of flowering plants than monoculture farmland, since parks, gardens, and street trees bloom across different seasons. This variety can support healthier, more resilient bee colonies compared to rural hives surrounded by a single crop. Second, urban beekeeping has become a symbol of environmental engagement for city residents who want a tangible way to support biodiversity.

However, the practice is not without complications. Bee density in some neighborhoods has grown so high that competition for nectar and pollen among hives has become a genuine concern, particularly in smaller cities where green space is limited. Entomologists have also raised questions about whether the popularity of honeybee-keeping distracts attention and funding from the conservation of wild native bee species, many of which are in far greater danger of extinction than domesticated honeybees. Native bees, unlike honeybees, do not produce surplus honey and therefore attract less public sympathy and funding, despite performing a comparable — and in some cases more efficient — role in pollination.

Proponents argue that urban beekeeping programs can be adapted to address these concerns by incorporating native plant landscaping requirements and capping the number of hives permitted per area. Several cities have already begun trial programs along these lines, pairing new hive permits with mandatory native-plant garden installations.

Questions:

1. What is the primary purpose of the passage? (1 mark)
 - A) To argue that urban beekeeping should be banned
 - B) To describe the growth of urban beekeeping and the debates surrounding it
 - C) To compare rural and urban honey production
 - D) To explain how to start a rooftop beehive

2. According to paragraph 2, why might urban hives be healthier than rural ones? (1 mark)
 - A) Cities have fewer pesticides
 - B) Urban bees face less competition
 - C) Cities offer a more diverse range of flowering plants across seasons
 - D) Urban temperatures are more stable

3. The word "monoculture" in paragraph 2 most likely refers to — (1 mark)
 - A) land used to grow a single crop
 - B) land with no plant life
 - C) a city park
 - D) an organic farming method

4. **Complete the Words:** Based on context, complete the term. "Entomologists study the conservation of wild native b__ species." (1 mark)

5. What concern do entomologists raise in paragraph 3?
 - A) Honeybees are going extinct faster than native bees
 - B) High hive density may increase competition for food sources
 - C) Urban beekeeping is illegal in most cities
 - D) Honey production has declined (1 mark)

6. Why does the passage suggest native bees receive less funding than honeybees?

- A) They are harder to study
- B) They don't produce honey, which reduces public interest
- C) They live only in rural areas
- D) They are not effective pollinators (1 mark)

7. The word "proponents" in paragraph 4 is closest in meaning to — (1 mark)

- A) critics
- B) supporters
- C) scientists
- D) beginners

8. What solution do proponents suggest for reducing hive competition?

- A) Banning beekeeping in small cities
- B) Capping hive numbers and requiring native-plant landscaping
- C) Increasing honey prices
- D) Relocating hives to rural areas (1 mark)

9. Which best describes the relationship between paragraphs 3 and 4? (1 mark)

- A) Paragraph 4 contradicts paragraph 3
- B) Paragraph 4 offers solutions to the problems raised in paragraph 3
- C) Paragraph 4 introduces a new, unrelated topic
- D) Paragraph 4 repeats paragraph 3

10. Based on the passage, which statement would the author most likely agree with? (1 mark)

- A) Urban beekeeping has no real environmental value
- B) Urban beekeeping is beneficial but needs thoughtful regulation

- C) Native bees should replace honeybees entirely
 - D) Cities should stop issuing beekeeping permits
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STAGE 2 — Passage 2 (Routed by Stage 1 performance) — 10 questions, 18 minutes

Note: *In the real test, this passage's difficulty adjusts based on your Stage 1 score. Below is a standard-difficulty version.*

Desire Paths and Urban Design

Anyone who has cut across a grassy lawn instead of following a paved walkway has helped create what urban planners call a "desire path" — an informal trail worn into the landscape by repeated foot traffic that deviates from an official route. These paths emerge wherever the planned infrastructure fails to match how people actually move through a space, and they offer planners a low-cost, crowd-sourced map of pedestrian preference.

Traditionally, city planners designed walkways first and expected pedestrians to conform to them. Increasingly, however, some landscape architects have inverted this process: they leave a green space unpaved for the first year after construction, allowing pedestrians to establish their own preferred routes, and only then pave over the resulting desire paths. This method, sometimes called "desire path design," has been used on several university campuses and in a handful of public parks.

Critics of this approach point out that desire paths are not always desirable outcomes. In ecologically sensitive areas, allowing pedestrians to trample new paths can damage root systems, cause soil erosion, and fragment habitats before planners intervene. Additionally, desire paths formed by a small number of early users may not reflect the preferences of a larger, more diverse population once a space is fully in use — a phenomenon researchers refer to as "early-adopter bias."

Despite these limitations, many planners view desire paths as a valuable diagnostic tool even when full desire-path design is impractical. Rather than waiting a full year to observe pedestrian behavior, some cities now use satellite imagery and pedestrian-tracking data to identify emerging desire paths within weeks of a space opening, allowing for faster, data-informed adjustments to infrastructure.

Questions:

1. What is a "desire path," according to the passage? (1 mark)

- A) An official walking trail designed by architects

- B) An informal trail created by repeated foot traffic
- C) A path used only by cyclists
- D) A hiking trail in a national park

2. Why do desire paths form? (1 mark)

- A) Pedestrians ignore official signage
- B) Planned infrastructure doesn't always match how people move
- C) Cities fail to build enough paths
- D) Grass grows faster in high-traffic areas

3. What does "desire path design" involve? (1 mark)

- A) Paving all areas before construction is complete
- B) Leaving ground unpaved to observe pedestrian routes before paving
- C) Banning pedestrians from cutting across lawns
- D) Interviewing residents about preferred routes

4. The phrase "inverted this process" in paragraph 2 means planners — (1 mark)

- A) sped up construction
- B) reversed the traditional order of designing paths first
- C) stopped building walkways altogether
- D) hired more architects

5. According to paragraph 3, what is one risk of allowing desire paths to form naturally?

- A) Increased construction costs
- B) Damage to root systems and soil erosion
- C) Reduced foot traffic

D) Legal disputes between cities (1 mark)

6. **Complete the Words:** "Researchers call this issue early-ad__pt__r b__s." (1 mark)

7. What is "early-adopter bias"? (1 mark)

A) A preference among planners for modern design

B) The risk that early users' paths don't reflect the wider population's preferences

C) A tendency for cities to adopt new technology too quickly

D) Bias against pedestrians who use only official paths

8. How have some cities addressed the year-long wait required by traditional desire path design? (1 mark)

A) By banning pedestrians from new spaces

B) By using satellite imagery and tracking data to identify paths faster

C) By paving every possible route in advance

D) By surveying residents before construction

9. The author's tone toward desire path design can best be described as — (1 mark)

A) dismissive

B) balanced, acknowledging both benefits and drawbacks

C) strongly critical

D) purely promotional

10. Which sentence best summarizes the passage's main idea? (1 mark)

A) Desire paths should always be paved immediately

B) Desire paths offer useful insight into pedestrian behavior, but come with tradeoffs planners must manage

C) Ecological damage makes desire paths not worth studying

D) Satellite imagery has replaced the need for planners

SECTION 2: LISTENING (29 minutes | 28 questions)

Adaptive format across two stages, four task types.

Part A — Listen and Choose a Response (6 items, audio only)

You hear a short statement or question. No text is shown. Choose the best response.

1. You hear: "Excuse me, do you know if the campus shuttle stops near the science building?" (1 mark)

A) "It leaves every twenty minutes."

B) "Yes, it has a stop right outside the science building."

C) "I'm not sure how far it is."

2. You hear: "I heard the professor moved office hours to Thursday. Is that right?" (1 mark)

A) "Yes, she moved them to Thursday afternoon."

B) "The lecture is on Thursday."

C) "I have a meeting on Thursday."

3. You hear: "Would you mind if I borrowed your notes from yesterday's lecture?" (1 mark)

A) "Sure, I'll email them to you tonight."

B) "The lecture was really interesting."

C) "I borrowed a book from the library."

4. You hear: "This assignment is due Friday, isn't it?" (1 mark)

A) "Yes, it's a group assignment."

B) "Actually, it got extended to Monday."

C) "I submitted it online."

5. You hear: "Do you think the dining hall will be open this late?" (1 mark)

A) "It closes at 9, so we still have time."

B) "The food there is pretty good."

C) "I ate there yesterday."

6. You hear: "Have you registered for next semester's classes yet?" (1 mark)

A) "Registration opens next Monday."

B) "I really enjoyed my classes this semester."

C) "The registrar's office is closed."

Part B — Listen to a Conversation (2 conversations × 2 questions = 4 items)

Conversation 1 — *A student speaks with a housing office employee.*

Student: Hi, I wanted to ask about switching dorms for next semester. My roommate situation isn't working out.

Employee: I see. Have you tried talking to your RA about mediation first? That's usually the first step before we process a room change.

Student: I did, actually — we spoke twice, but it hasn't really helped.

Employee: Okay, in that case I can start a room transfer request. It usually takes about two weeks to process, and you'll need to fill out this form explaining the situation.

Student: Two weeks? Is there any way to speed that up?

Employee: If it's a safety concern, we can expedite it, but a personality conflict typically follows the standard timeline.

7. Why is the student visiting the housing office? (1 mark)

A) To report a maintenance issue

- B) To request a room transfer
- C) To pay a housing deposit
- D) To apply for on-campus housing for the first time

8. What does the employee say about the process? (1 mark)

- A) It happens immediately
- B) It typically takes about two weeks unless it's a safety concern
- C) It requires approval from a professor
- D) It's no longer available this semester

Conversation 2 — *Two students discuss a group project.*

Student A: Hey, are we still meeting tomorrow to finish the presentation slides?

Student B: I was actually going to ask you about that — I have a doctor's appointment in the morning, but I could meet in the afternoon instead.

Student A: That works for me. Should we just meet at the library again?

Student B: Actually, the library's pretty crowded around finals. Maybe the study room in the student center instead?

Student A: Good idea, I'll book it for 3 PM.

9. Why does Student B want to change the meeting time?

- A) They have a class conflict
- B) They have a doctor's appointment
- C) They are out of town
- D) They finished their part already (1 mark)

10. Where do the students decide to meet? (1 mark)

- A) The library
- B) A study room in the student center

- C) A café
 - D) The science building
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Part C — Listen to an Announcement (2 announcements × 2 questions = 4 items)

Announcement 1 — *Campus-wide email read aloud.*

"Attention students: due to scheduled maintenance, the East Library will be closed this Saturday from 8 AM to 2 PM. Students needing study space during this time are encouraged to use the West Library or the student center, both of which will remain open on their regular schedule."

11. What is the purpose of this announcement? (1 mark)
- A) To announce a new library policy
 - B) To inform students of a temporary closure
 - C) To advertise library hours for finals week
 - D) To recruit library staff
12. What alternative does the announcement suggest? (1 mark)
- A) Studying at home
 - B) Using the West Library or student center
 - C) Waiting until Monday
 - D) Contacting the library directly

Announcement 2 — *Classroom announcement from a professor.*

"Before we start, I want to let you know that next week's midterm has been moved from Tuesday to Thursday, same time and room. This should give everyone a bit more time to prepare, especially since several of you mentioned a scheduling conflict with another exam."

13. Why was the exam rescheduled? (1 mark)

- A) The professor will be traveling
- B) Students reported a scheduling conflict
- C) The classroom was unavailable
- D) It was moved earlier, not later

14. What stays the same about the exam? (1 mark)

- A) The date
- B) The time and room
- C) The format
- D) The number of questions

Part D — Academic Lecture (2 lectures, 7 questions total)

Lecture 1 — *Environmental Science: Urban Heat Islands*

"Today we're looking at the urban heat island effect — the phenomenon where cities are significantly warmer than the surrounding rural areas, sometimes by as much as 5 to 7 degrees Celsius. The primary cause is the replacement of vegetation with heat-absorbing surfaces like asphalt and concrete, which store solar energy during the day and release it slowly at night. Unlike natural landscapes, which cool through evaporation from soil and plants, cities have far less vegetation to perform this function.

Now, one solution that's gained attention is the use of reflective or 'cool' roofing materials, which reflect more sunlight than traditional dark roofing. Studies have shown these can lower rooftop surface temperatures by up to 30 degrees Celsius on hot days. But by itself, this doesn't address the broader problem — you still need increased vegetation, particularly tree canopy cover, because trees also provide shade and release moisture through transpiration, which cools the surrounding air far more effectively than reflective surfaces alone."

15. What is the main topic of the lecture? (1 mark)

- A) The causes and possible solutions for urban heat islands
- B) The history of asphalt production

- C) Rainfall patterns in cities
- D) The design of modern rooftops

16. What does the professor identify as the primary cause of urban heat islands? (1 mark)

- A) Air pollution
- B) Heat-absorbing surfaces replacing vegetation
- C) Traffic congestion
- D) High population density

17. According to the lecture, why is vegetation effective at cooling? (1 mark)

- A) It blocks wind
- B) It cools through evaporation and transpiration
- C) It reduces traffic
- D) It absorbs sunlight and stores it

18. What limitation does the professor mention about reflective roofing? (1 mark)

- A) It's too expensive for most cities
- B) It doesn't address the broader need for vegetation
- C) It only works in cold climates
- D) It increases energy costs

Lecture 2 — Psychology: The Mere-Exposure Effect

"The mere-exposure effect describes our tendency to develop a preference for things simply because we're familiar with them — a song, a face, even a brand logo. Robert Zajonc's early experiments in the 1960s showed that repeated exposure to unfamiliar stimuli, even without any positive association attached, increased participants' liking for those stimuli over time.

Interestingly, the effect has limits. Research since then has found that the boost in preference tends to plateau, and in some cases even reverse, with excessive

repetition — think of a song you loved the first ten times you heard it, but grew tired of by the hundredth. Marketers have long used the mere-exposure effect to justify repeated advertising, but this research suggests there's a point of diminishing, and even negative, returns."

19. What is the mere-exposure effect? (1 mark)

- A) The tendency to dislike unfamiliar things
- B) The tendency to prefer things due to repeated familiarity
- C) A method of measuring brand loyalty
- D) A bias against repetitive advertising

20. What did Zajonc's experiments show? (1 mark)

- A) Repeated exposure decreased liking
- B) Repeated exposure to neutral stimuli increased liking over time
- C) Exposure did not affect preference
- D) Preference is unrelated to familiarity

21. What limitation of the effect does the professor describe? (1 mark)

- A) It only works with music
- B) Preference can plateau or reverse with excessive repetition
- C) It doesn't apply to advertising
- D) It was disproven in later studies

(Remaining Part D items 22–28 follow the same lecture format in the full adaptive test, varying by routing stage.)

SECTION 3: SPEAKING (16 minutes | 4 tasks)

Task 1 & 2: Listen and Repeat (~4 minutes)

Task 1:

Listen and repeat the sentence exactly as spoken, matching pronunciation, stress, and intonation:

"The research team collected data from over three hundred participants across five different countries." (2 marks — scored on accuracy, pronunciation, intonation)

"Although the results were promising, the researchers cautioned that further studies would be needed before drawing firm conclusions." (2 marks)

Task 2: Take an Interview (~12 minutes, AI-driven with adaptive follow-ups)

Prompt: "Imagine your academic advisor asks: 'What has been the most challenging course you've taken so far, and how did you handle it?' Respond as if speaking directly to your advisor." (Response time: 60 seconds. A follow-up question will be generated based on your answer — for example, if you mention struggling with time management, the system may ask how you plan to manage it differently next semester.) (5 marks — Delivery, Language Use, Topic Development)

Prompt: "A classmate asks: 'Do you think it's better to study alone or in groups? Why?' Respond naturally, giving your opinion and a specific example." (Response time: 60 seconds, followed by an adaptive follow-up question.) (5 marks)

SECTION 4: WRITING (20 minutes | 3 tasks)

Task 1: Build a Sentence (~3 minutes)

Rearrange the given words into a grammatically correct, logical sentence:

1. "although / late / the / meeting / arrived / on / he / started / time"
2. "students / the / library / extended / during / hours / finals / week" (2 marks each)

Task 2: Write an Email (~7 minutes)

Prompt: You registered for a course, but the schedule now conflicts with your work hours. Write an email to your academic advisor explaining the situation and requesting help resolving it. Your email should be about 80–120 words. (5 marks — Task Achievement, Coherence, Grammatical Accuracy)

Task 3: Academic Discussion (~10 minutes)

Professor's Prompt: "Some people believe universities should make attendance mandatory for all classes, while others believe students should be free to choose whether to attend. What is your view?"

Classmate 1 (Maria): "I think attendance should be mandatory — some students skip class and then struggle on exams because they missed key explanations."

Classmate 2 (Diego): "I disagree. University students are adults, and they should be responsible for managing their own learning. Mandatory attendance feels more like high school."

Write a response that states your own position and engages directly with at least one classmate's point. (~100–150 words) (5 marks — *Task Achievement, Coherence, Lexical Resource, Grammatical Accuracy*)

Answer Key — Reading (Section 1)

Passage 1: 1-B, 2-C, 3-A, 4-bees, 5-B, 6-B, 7-B, 8-B, 9-B, 10-B **Passage 2:** 1-B, 2-B, 3-B, 4-B, 5-B, 6-adopter bias, 7-B, 8-B, 9-B, 10-B

Answer Key — Listening (Section 2)

Part A: 1-B, 2-A, 3-A, 4-B, 5-A, 6-A Part B: 7-B, 8-B, 9-B, 10-B Part C: 11-B, 12-B, 13-B, 14-B
Part D: 15-A, 16-B, 17-B, 18-B, 19-B, 20-B, 21-B

(Speaking and Writing are scored by rubric, not a fixed answer key.)
