

FREE TOEFL 2026 PRACTICE MATERIAL

Free TOEFL Practice Test PDF With Answer Key — All Four Sections (2026 Format)

All four sections in the order the 2026 test runs them, with the answer key and the reason behind every key at the back. Sit it in one go, mark it afterwards, and read the explanations for the ones you got right as well as the ones you missed.

What is inside

- Reading: one set for each of the three 2026 task types — Read in Daily Life, Complete the Words, Read an Academic Passage — with every question.
- Listening: one recording for each of the four task names, with the full transcript and a link to the audio on this page.
- Speaking: Listen and Repeat target sentences and Take an Interview prompts with their setups, printed as they are delivered.
- Writing: the published 2026 shape — ten Build a Sentence items, one Write an Email task and one Academic Discussion board with its classmate posts.
- The complete answer key with an explanation for every correct answer and for each wrong option, plus the rubric the open responses are judged against.

What it does not cover

- The adaptive delivery. Reading and Listening are two-stage router-plus-module designs in the real exam; a printed test is a fixed set of items and cannot route.
- A score. Marking this tells you how many items you got right. It does not convert to a 1–6 band, and any site that converts a home practice test into a predicted TOEFL score is inventing the mapping.
- Audio inside the file. Each Listening set links back to its player on this page.
- Spoken scoring. Speaking is judged on what a listener hears, so paper can hold the prompts and the free drill is where an answer is recorded and marked.
- Exclusive material. The items here also appear on the browse pages and in the per-task packs — this artifact is the sitting, not a separate bank.

DO IT SCORED, FOR FREE

Reading answers is not the same skill as producing them under time pressure. The same material runs scored, in the browser, with no card:

[Sit the full mock in the browser, scored end to end — https://www.reach120.com/mock](https://www.reach120.com/mock)

Every question in this file is also on the page it came from:

<https://www.reach120.com/downloads/toefl-practice-test>

WHERE THIS MATERIAL COMES FROM

Every section of this test is assembled from material Reach120 already publishes — the editorially approved Reading and Listening sets and the live question banks — rather than written for the download. The row ids are recorded in a manifest beside the file. Because it is a test to sit rather than a bank to browse, its items also appear on the practice pages and in the per-task packs.

Section 1 — Reading

One set for each 2026 Reading task type. Answer every question in a set before you move on. The answer key for the whole test is at the back — do not open it until you have finished all four sections.

Airport Shuttle Departures

Schedule · 97 words

CAMPUS AIRPORT SHUTTLE — WEEKDAY DEPARTURES

From Student Center to Terminal A:

5:30 a.m. · 7:00 a.m. · 9:30 a.m. · 12:00 p.m. · 3:00 p.m. · 6:00 p.m.

Travel time is about 40 minutes in normal traffic. Reserve a seat online at least two hours before departure; standby riders board only if seats remain. The 5:30 a.m. run does not operate on holidays. Bring your reservation code and a photo ID. One suitcase and one carry-on per rider; extra bags may be refused if the shuttle is full.

Question 1

What can a standby rider expect?

- A. A discount on the fare.
- B. A seat only if reserved riders leave room.
- C. A guaranteed seat on any run.
- D. Priority over reservation holders.

Question 2

According to the schedule, which statement is NOT true?

- A. The 5:30 a.m. run operates on holidays.
- B. Riders may bring one suitcase and one carry-on.
- C. There is a 6:00 p.m. departure.
- D. Travel time is about 40 minutes normally.

Question 3

How far ahead must a rider reserve a seat?

- A. The night before.
- B. No reservation is needed.
- C. At least two hours before departure.
- D. At least 40 minutes before departure.

Caring for Objects in a Museum

Museum conservators work quietly to protect fra_____ objects from the damage of time. Light, humidity, and dust can deter_____ ancient paint if left unchecked. Before any repair, a conservator studies the piece care_____, sometimes using X-rays to see beneath the sur_____. The goal is to stab_____ an object, not make it look new. Materials chosen must be rever_____, so future experts can undo the work if better methods appe_____. Every treatment is recorded in detailed not_____. Through such labor, artifacts stay ava_____ for visitors to appr_____.

Question 4

Complete the partially missing word not_____.

- A. notions
- B. notches
- C. notaries
- D. notes

Question 5

Complete the partially missing word deter_____.

- A. deter
- B. detergent
- C. determine
- D. deteriorate

Question 6

Complete the partially missing word appr_____.

- A. apprentice
- B. appreciate
- C. apprehend
- D. approach

Question 7

Complete the partially missing word care_____.

- A. carefully
- B. careless
- C. careful
- D. carefulness

Question 8

Complete the partially missing word rever_____.

- A. reversible
- B. reversing
- C. reverence
- D. reversal

Question 9

Complete the partially missing word appe_____.

- A. appeal
- B. appease
- C. append
- D. appear

Question 10

Complete the partially missing word sur_____.

- A. surge
- B. surname
- C. surplus
- D. surface

Question 11

Complete the partially missing word stab_____.

- A. stabilizer
- B. stable
- C. stability
- D. stabilize

Question 12

Complete the partially missing word ava_____.

- A. avail
- B. availability
- C. avalanche
- D. available

Question 13

Complete the partially missing word fra_____.

- A. fraction
- B. fragment
- C. fragrant
- D. fragile

A Butterfly's Long Journey

Life science · 199 words

Each autumn, millions of monarch butterflies leave the cooling regions where they spent the summer and travel enormous distances to warmer wintering grounds. What makes the feat remarkable is that no single butterfly makes the round trip. [A] The insects that fly south have never seen the destination. [B] Their great-grandparents left it the previous spring. [C] Somehow, the route is passed down without being taught. [D] No parent survives long enough to guide the next flight.

How the butterflies find their way is a puzzle scientists are still unraveling. Evidence suggests they use the position of the sun as a kind of compass, adjusting for the time of day so that they keep heading in a steady direction.

The wintering sites are strikingly specific. Generation after generation, the butterflies cluster in the same small patches of forest, where the temperature and shelter suit their needs. Crowded together on the trees, they wait out the cold months in a resting state.

Because the journey depends on these few sites and on food plants along the route, the migration is fragile. Loss of habitat at either end, or in between, can threaten a spectacle that has unfolded for countless generations.

Question 14

The word "unraveling" in paragraph 2 is closest in meaning to

- A. celebrating
- B. tying together
- C. working out
- D. ignoring

Question 15

What can be inferred from the fact that no single butterfly makes the round trip?

- A. The route cannot be learned by imitating experienced individuals
- B. Each butterfly lives for several years
- C. The route changes completely each year
- D. The butterflies never reach the wintering grounds

Question 16

Which sentence best states the main idea of the passage?

- A. Monarchs face no threats to their migration
- B. Monarchs migrate only when older butterflies lead them
- C. Monarch migration is a remarkable, inherited journey that is also fragile
- D. Monarch wintering sites change randomly each year

Question 17

Where would this sentence best fit in paragraph 1? "Several generations are born and die during a single yearly cycle."

- A. Position [C]
- B. Position [B]
- C. Position [A]
- D. Position [D]

Question 18

According to paragraph 2, how do the butterflies appear to navigate?

- A. By memorizing landmarks from a previous trip
- B. By using the sun's position, adjusted for the time of day
- C. By following the wind
- D. By following older butterflies who know the route

Section 2 — Listening

Play each recording once before you answer. The transcript is printed under each set for marking afterwards — reading it first turns the section into a reading exercise.

Apology for a Mix-Up

Play this recording — <https://www.reach120.com/samples/listening/apology-for-a-mix-up>

Question 19

Choose the best response.

- A. Oh, no problem, thanks for returning it.
- B. The physics exam covers three chapters.
- C. Yes, the bakery downtown is my favorite.
- D. I'd like a window seat if there's one open.

TRANSCRIPT — AFTER YOU ANSWER

Sorry, I grabbed your umbrella by mistake; here it is back.

A Double-Booked Study Room

Play this recording — <https://www.reach120.com/samples/listening/a-double-booked-study-room>

Question 20

How does the student respond to the situation?

- A. Angrily, demanding the other group leave
- B. Indifferently, deciding not to study at all
- C. Anxiously, insisting on canceling her booking
- D. Accommodatingly, agreeing to take the other room

Question 21

What problem are they resolving?

- A. The student forgot to make a reservation
- B. Two groups were booked into the same study room at once
- C. The study room was closed for renovation
- D. The library is out of study rooms entirely

TRANSCRIPT — AFTER YOU ANSWER

Student: Excuse me, another group is in the study room I reserved for two o'clock. Can you help sort it out?

Librarian: Let me check the system. Hmm, it shows two reservations overlapping. That shouldn't happen — looks like a glitch when the room reopened after renovation.

Student: So who gets it?

Librarian: Your booking was confirmed first by a few minutes, so technically the room is yours. But the other group has a presentation to rehearse.

Student: I don't want to be difficult. Is there another room open?

Librarian: There's an identical room one floor up, free until four. I can move whichever group prefers it and note the glitch so it's not counted against anyone.

Student: We'll take the upstairs one — it's quieter up there anyway.

Librarian: Kind of you. I'll update both bookings now.

Bookstore Buyback Week Begins

[Play this recording — https://www.reach120.com/samples/listening/bookstore-buyback-week-begins](https://www.reach120.com/samples/listening/bookstore-buyback-week-begins)

Question 22

What is the announcement about?

- A. A book club meeting
- B. The bookstore moving to a new building
- C. A sale on new laptops
- D. A textbook buyback week at the bookstore

Question 23

Which books earn the best buyback prices?

- A. Books with torn covers
- B. Books still on next term's course list
- C. Books older than ten years
- D. Any book, all priced the same

TRANSCRIPT — AFTER YOU ANSWER

It's buyback week at the campus bookstore, running Monday through Friday at the back counter. Bring the textbooks you're finished with and a photo ID, and we'll pay cash or add store credit, whichever you prefer. Books still on next term's course list earn the best prices, so it pays to sell early before we hit our quantity limits.

Adding Sound to Early Films

[Play this recording — https://www.reach120.com/samples/listening/adding-sound-to-early-films](https://www.reach120.com/samples/listening/adding-sound-to-early-films)

Question 24

Why does the professor mention a fist hitting a slab of meat?

- A. To describe how real punches are recorded on set
- B. To argue that sound design is unnecessary
- C. To explain why early cameras were noisy
- D. To show that movie sound effects are deliberately constructed illusions

Question 25

What can be inferred about the soundtracks audiences perceive as natural?

- A. They are usually raw recordings of real events
- B. They are carefully built illusions designed to feel real
- C. They are added only to comedy films
- D. They are less effective than live piano music

Question 26

What is the lecture mainly about?

- A. Why cameras stopped being used in cinema
- B. How sound in film developed and how sound effects are constructed
- C. Why silent films were more popular than sound films
- D. How to become a theater pianist

Question 27

Why did films briefly become more static after recorded sound arrived?

- A. Musicians refused to play faster music
- B. Audiences preferred still images
- C. Noisy cameras had to be sealed in soundproof booths
- D. The screens grew too large to film around

Question 28

What role did a live pianist play in silent-film theaters?

- A. Recording dialogue for later playback
- B. Playing music that told the audience how to feel
- C. Selling tickets at the front of the theater
- D. Operating the projector during screenings

TRANSCRIPT — AFTER YOU ANSWER

Let's think about early cinema, back when films had no recorded soundtrack. We call them silent films, but the theaters were rarely silent. A live musician, often a pianist, sat below the screen and played

along with the action, speeding up during a chase, slowing down for a sad scene. The music told the audience how to feel. When recorded sound finally arrived, it changed filmmaking in ways nobody expected. Here's the first surprise: early sound cameras were noisy, so they had to be sealed inside soundproof booths. That made the camera almost impossible to move, and for a while films actually became more static than they'd been in the silent era. It took engineers a few years to quiet the equipment and free the camera again. Now let me flag something about sound design specifically. Filmmakers realized that sound didn't have to be realistic — it had to be convincing. The footsteps you hear in a movie might be someone slapping gloves on a table; a punch might be a fist hitting a slab of meat. Sound artists build these effects deliberately, because a real recording often sounds thin and unconvincing. So the soundtrack you experience as natural is, in fact, carefully constructed — an illusion designed to feel real.

Section 3 — Speaking

Say every answer out loud, immediately, with no notes. Both tasks are open spoken responses judged on a rubric, so there is no key for this section — the rubric is published on the practice pages linked from the cover.

Listen and Repeat — say each sentence back

1. 6 words

Please submit the lab form today.

6 words

2. 6 words

The library opens earlier during finals.

6 words

3. 9 words

Please leave your completed attendance sheet outside the office.

9 words

4. 14 words

Before the workshop starts, please test your microphone and close every extra browser tab.

14 words

Take an Interview — answer the situation you are given

1. Choosing courses

Your academic advisor says two classes you want meet at the same time.

How would you choose between them for this semester, and why?

2. Missed lecture

You missed an important lecture because you were sick, and the next class builds directly on that material.

What steps would you take to catch up quickly?

Section 4 — Writing

The published 2026 shape: ten Build a Sentence items, one email and one discussion board. Build a Sentence has a real key and it is at the back; the other two are open responses scored on a 0–5 rubric, so what follows each prompt is its own requirement list rather than a model answer.

Build a Sentence

1. Basic SVO

Speaker: What did you have for lunch today?

today delicious had I a were sandwich

2. Basic SVO

Speaker: Where does your brother work?

works the local been downtown He hospital at

3. Basic SVO

Speaker: What did Maria buy?

flowers fresh yesterday She bought has some

4. Basic SVO

Speaker: How do they get to school?

the yellow bus daily take was They

5. Basic SVO

Speaker: How was the conference?

really yesterday was I presentation enjoyed keynote the

6. Basic SVO

Speaker: What happened at practice?

goals

three

quickly

beautiful

been

today

scored

She

7. Basic SVO

Speaker: What did they cook?

carefully

traditional

a

does

meal

They

prepared

Italian

8. Basic SVO

Speaker: Tell me about your weekend.

reading

afternoon

the

I spent

spent

entire

in the garden

novels

9. Basic SVO

Speaker: What did the teacher say?

students

concept

the

all the

explained

She explained

to

difficult

10. Basic SVO

Speaker: How does your roommate cook?

for

organic

prepares

She always

meals

the whole family

healthy

always

Write an Email

1. Inquiry

You are Alex Smith, a graduate student at Greenfield University, currently living in an apartment at 123 Maple Street. Your lease is set to expire on June 30, 2023, and you are interested in renewing it for another year. You have been living there since July 2022 and have enjoyed the location due to its proximity to campus and local amenities. However, you are concerned about potential rent increases and would like to discuss this before making a decision.

Writing to: Service Provider

Subject: Lease Renewal Inquiry

WHAT YOUR REPLY MUST COVER

- Inquire about the possibility of renewing the lease for another year
- Ask if there will be any changes to the current rent amount
- Request information on any updates or maintenance that may be scheduled for the upcoming year

Write for an Academic Discussion

1. Online Learning

Professor: What do you think? Does online learning provide a better educational experience compared to traditional classroom learning? Why or why not?

Online learning refers to an educational approach where courses are delivered via the internet. This can range from full degree programs to supplemental courses, providing flexibility for students in terms of location and schedule. However, this mode of learning poses challenges such as reduced face-to-face interaction and the need for self-discipline.

Answer key and explanations

Reading and Listening keys, with the reason each answer is right and the reason each wrong option was written. Read the notes on the questions you got right as well — a right answer for the wrong reason is the same error, still there. The Build a Sentence key follows; the two Speaking tasks and the email and discussion tasks have no key by design, because they are open responses judged on a rubric rather than against one right answer.

1. B

Airport Shuttle Departures

The schedule says standby riders board only if seats remain after reservations.

Not A: No fare discount is mentioned.

Not C: Standby is not guaranteed a seat.

Not D: Standby comes after reservation holders, not before.

2. A

Airport Shuttle Departures

The schedule says the 5:30 a.m. run does not operate on holidays, so 'operates on holidays' is false.

Not B: One suitcase and one carry-on per rider is allowed.

Not C: A 6:00 p.m. departure is listed.

Not D: Travel time is stated as about 40 minutes in normal traffic.

3. C

Airport Shuttle Departures

The schedule says to reserve online at least two hours before departure.

Not A: No overnight requirement is stated.

Not B: Standby riders board only if seats remain, so reservations matter.

Not D: Forty minutes is the travel time, not the reservation window.

4. D

Caring for Objects in a Museum

'recorded in detailed notes' fits keeping a written history of care.

Not A: 'notions' means vague ideas and does not fit 'detailed' records.

Not B: 'notches' are cut grooves and do not mean written records.

Not C: 'notaries' are officials and are unrelated to records.

5. D

Caring for Objects in a Museum

'can deteriorate ancient paint' means to make it worse over time.

Not A: 'deter' means to discourage and does not take 'paint' as an object of decay.

Not B: 'detergent' is a noun for a cleaner and cannot be this verb.

Not C: 'determine' means to decide and does not fit damaging paint.

6. B

Caring for Objects in a Museum

'to appreciate for generations' fits scholars and visitors valuing the artifacts.

Not A: 'apprentice' is a noun for a trainee and cannot follow 'to' as this verb.

Not C: 'apprehend' means to arrest or grasp and does not fit enjoying art.

Not D: 'approach' means to come near and misses the sense of valuing.

7. A

Caring for Objects in a Museum

The adverb 'carefully' modifies 'studies', describing how the piece is examined.

Not B: 'careless' means without care and reverses the meaning.

Not C: 'careful' is an adjective and cannot modify the verb 'studies'.

Not D: 'carefulness' is a noun and is ungrammatical after the verb.

8. A

Caring for Objects in a Museum

'must be reversible' means the repair can be undone, matching the next clause.

Not B: 'reversing' is a participle and does not fit as a predicate adjective here.

Not C: 'reverence' means deep respect and is unrelated.

Not D: 'reversal' is a noun and does not fit after 'must be'.

9. D

Caring for Objects in a Museum

'if better methods appear' means become available in the future.

Not A: 'appeal' means to plead and does not fit 'better methods'.

Not B: 'appease' means to calm and is unrelated to methods emerging.

Not C: 'append' means to attach and does not fit the sentence.

10. D

Caring for Objects in a Museum

'see beneath the surface' fits using X-rays to look under the top layer.

Not A: 'surge' means a sudden rise and does not fit 'beneath the'.

Not B: 'surname' means a family name and is unrelated.

Not C: 'surplus' means an excess and does not fit 'beneath the'.

11. D

Caring for Objects in a Museum

'to stabilize an object' takes the base verb after 'to'.

Not A: 'stabilizer' is a noun and cannot serve as the infinitive verb.

Not B: 'stable' is an adjective and is ungrammatical after 'to'.

Not C: 'stability' is a noun and cannot follow 'to' as a verb.

12. D

Caring for Objects in a Museum

'remain available' uses the predicate adjective after 'remain'.

Not A: 'avail' is a verb and does not fit after 'remain' as a predicate.

Not B: 'availability' is a noun and cannot follow 'remain' here.

Not C: 'avalanche' is a snow slide and is unrelated.

13. D

Caring for Objects in a Museum

'fragile objects' fits things easily damaged that conservators protect.

Not A: 'fraction' means a part and cannot describe objects here.

Not B: 'fragment' is a noun for a broken piece and does not fit before 'objects' as a describer.

Not C: 'fragrant' means sweet-smelling and is unrelated to damage.

14. C

A Butterfly's Long Journey

Scientists are still figuring out the puzzle, so unraveling means working out.

Not A: Celebrating is unrelated to solving a puzzle.

Not B: Tying together is nearly the opposite of unraveling a puzzle.

Not D: They are actively studying it, not ignoring it.

15. A

A Butterfly's Long Journey

Since the travelers have never seen the destination, they cannot be copying experienced individuals.

Not B: The generations turn over, implying short lives.

Not C: They return to the same specific patches each year.

Not D: They do reach specific wintering sites.

16. C

A Butterfly's Long Journey

The passage stresses the inherited, remarkable journey and its fragility.

Not A: The passage says the migration is fragile and threatened.

Not B: No experienced leaders exist for the trip.

Not D: They return to the same specific sites.

17. A

A Butterfly's Long Journey

The sentence about several generations fits after noting that great-grandparents left the site, explaining how the route is passed down.

Not B: Position B interrupts the point that the flyers have never seen the destination.

Not C: Position A comes before the generational detail is introduced.

Not D: Position D ends the paragraph after the conclusion is drawn, making it redundant.

18. B

A Butterfly's Long Journey

The passage says they use the sun as a compass, adjusting for the time of day.

Not A: The migrating insects have never seen the destination.

Not C: Wind is not mentioned as a guide.

Not D: No single butterfly has made the trip before to lead others.

19. A

Apology for a Mix-Up

This directly and appropriately responds to what the speaker said (apology).

Not B: This reply does not acknowledge the mix-up, so it is not a natural response.

Not C: This reply does not acknowledge the mix-up, so it is not a natural response.

Not D: This reply does not acknowledge the mix-up, so it is not a natural response.

20. D

A Double-Booked Study Room

The student says she doesn't want to be difficult and takes the quieter upstairs room, which the librarian calls kind.

Not A: She avoids conflict rather than demanding anything.

Not B: She still wants to study, just in another room.

Not C: She keeps a room; she doesn't cancel.

21. B

A Double-Booked Study Room

The librarian finds two overlapping reservations for the same room and works to resolve it.

Not A: The student did reserve the room; the system double-booked it.

Not C: The renovation is over; the glitch appeared when the room reopened.

Not D: An identical room is available upstairs, so rooms remain.

22. D

Bookstore Buyback Week Begins

It is buyback week for used textbooks.

Not A: No club is mentioned.

Not B: No move is mentioned.

Not C: No laptop sale is mentioned.

23. B

Bookstore Buyback Week Begins

Books on next term's list earn the best prices.

Not A: Damage is not a positive factor.

Not C: Age is not mentioned as a bonus.

Not D: Prices vary by demand.

24. D

Adding Sound to Early Films

The example illustrates that effects 'didn't have to be realistic' but convincing, since real recordings sound thin.

Not A: It's a fabricated effect, not a recording of a real punch.

Not B: He argues sound design is essential, not unnecessary.

Not C: Camera noise is a separate earlier point.

25. B

Adding Sound to Early Films

He concludes the soundtrack 'you experience as natural is, in fact, carefully constructed — an illusion designed to feel real.'

Not A: Real recordings often sound thin, so effects are built instead.

Not C: Sound design applies broadly, not just to comedy.

Not D: No claim ranks constructed sound below live piano.

26. B

Adding Sound to Early Films

The professor traces live music, the arrival of recorded sound, and the deliberate craft of sound effects.

Not A: Cameras kept being used; they were just temporarily restricted.

Not C: No popularity comparison is made.

Not D: The pianist is an example, not a how-to topic.

27. C

Adding Sound to Early Films

He explains noisy sound cameras were 'sealed inside soundproof booths,' making them almost impossible to move.

Not A: Recorded sound replaced the live musician; their preferences aren't the cause.

Not B: Audience preference is not given as the cause.

Not D: Screen size is not mentioned as a factor.

28. B

Adding Sound to Early Films

He says the musician played along and 'the music told the audience how to feel.'

Not A: Silent films had no recorded dialogue for the pianist to record.

Not C: Selling tickets is not mentioned.

Not D: Operating the projector is not the pianist's role.

Section 4 — Build a Sentence

1. I had a delicious sandwich today.

Simple past tense SVO: English past tense statements follow Subject + past-tense verb + Object order. The verb changes form to show the action happened before now.

Pattern: Subject + V-ed/irregular past + Object.

2. He works at the local hospital downtown.

Present tense SVO: Present simple uses Subject + base verb (+s for third person) + Object. This basic word order is the foundation of English sentence structure.

For he/she/it, add -s to the verb: She works, He plays.

3. She bought some fresh flowers yesterday.

Simple past tense SVO: English past tense statements follow Subject + past-tense verb + Object order. The verb changes form to show the action happened before now.

Pattern: Subject + V-ed/irregular past + Object.

4. They take the yellow bus daily.

Present tense SVO: Present simple uses Subject + base verb (+s for third person) + Object. This basic word order is the foundation of English sentence structure.

For he/she/it, add -s to the verb: She works, He plays.

5. I really enjoyed the keynote presentation yesterday.

SVO with adverbial modifiers: When adverbs modify the verb, they typically come before the main verb or after the object. Manner adverbs often follow the object.

Subject + adverb + Verb + Object, or Subject + Verb + Object + adverb.

6. She quickly scored three beautiful goals today.

SVO with adverbial modifiers: When adverbs modify the verb, they typically come before the main verb or after the object. Manner adverbs often follow the object.

Subject + adverb + Verb + Object, or Subject + Verb + Object + adverb.

7. They carefully prepared a traditional Italian meal.

SVO with adverbial modifiers: When adverbs modify the verb, they typically come before the main verb or after the object. Manner adverbs often follow the object.

Subject + adverb + Verb + Object, or Subject + Verb + Object + adverb.

8. I spent the entire afternoon reading novels in the garden.

Complex SVO with multiple modifiers: With multiple modifiers, adjectives precede nouns, adverbs go near verbs, and prepositional phrases come at the end of the clause.

Build outward: Subject + Verb + Object, then add modifiers around each part.

9. She explained the difficult concept to all the students.

Complex SVO with multiple modifiers: With multiple modifiers, adjectives precede nouns, adverbs go near verbs, and prepositional phrases come at the end of the clause.

Build outward: Subject + Verb + Object, then add modifiers around each part.

10. She always prepares healthy organic meals for the whole family.

Complex SVO with multiple modifiers: With multiple modifiers, adjectives precede nouns, adverbs go near verbs, and prepositional phrases come at the end of the clause.

Build outward: Subject + Verb + Object, then add modifiers around each part.

What this pack is, and is not

Every question in these files is a Reach120 practice item taken from the bank our learners practise against. None of them is a real TOEFL test question, and nothing here is published, licensed, endorsed or reviewed by ETS.

Format statements in this file carry the date the ETS 2026 test specifications were read. The specification is subject to minor revisions until the official launch, so a pack older than the material it samples is re-rendered rather than patched — which is why the cover carries a generation date.

Where a band appears beside a sample response it is a Reach120 estimate produced by our own scoring, never an ETS score. Word ranges are Reach120 pacing targets for practice, never requirements or limits.

The scored version of this material

[Sit the full mock in the browser, scored end to end — https://www.reach120.com/mock](https://www.reach120.com/mock)

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