



**TOEFL**

## **TOEFL<sup>®</sup> iBT Tips**

How to prepare for  
the next generation  
TOEFL test  
and

**Communicate  
with Confidence**

*Listening.  
Learning.  
Leading.*



**What is  
everybody**

speaking

listening

reading

writing

about?

# TOEFL iBT Tips

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# TOEFL iBT Tips

## How to Prepare for the Next Generation TOEFL Test and Communicate With Confidence

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*TOEFL iBT Tips* has been created to help English language learners understand the next generation TOEFL® Internet-based test (iBT) and prepare for it. By preparing for the new test, learners are also preparing to build the skills they need to communicate with confidence and succeed in an academic setting. *TOEFL iBT Tips* is also intended to be helpful for ESL/EFL instructors and educational advisors as they help students to prepare.

This publication has been created by ETS (Educational Testing Service), the nonprofit educational organization from Princeton, New Jersey, USA, that develops and administers the official TOEFL test. The TOEFL test is the most popular English test in the world, taken more than 20 million times since 1964. The TOEFL test is administered in more than 180 countries, making it the most accessible test in the world. Internet-based testing makes it possible to greatly expand the number of test centers and increase access. The TOEFL test is also the most accepted test in the world. More than 5,000 colleges, universities, and agencies in 80 countries accept TOEFL scores. So, for example, students can use the test to study in the U.K. and other European countries, Australia, New Zealand, Hong Kong, Singapore, Japan, and Korea in addition to the U.S. and Canada.

- *TOEFL iBT Tips* does not replace the *TOEFL Information and Registration Bulletin*, which contains information test takers need to register for the test. If you wish to download the *Bulletin*, visit the TOEFL Web site at [www.ets.org/toefl](http://www.ets.org/toefl) or write to TOEFL Services, PO Box 6151, Princeton, NJ, USA 08541-6151 to receive a copy.
- A free sample test and animated tour can be viewed on the TOEFL Web site at [www.ets.org/toefl/nextgen](http://www.ets.org/toefl/nextgen).
- A next generation TOEFL practice test can be purchased in our online practice community called **TOEFL Practice Online**. Become a member for free and have access to Speaking samples, Listening and Reading questions, test-taking tips, and discussion boards where students and teachers can exchange study tips. Visit **TOEFL Practice Online** at [www.ets.org/toeflpractice](http://www.ets.org/toeflpractice).
- If you want to join the TOEFL mailing list to receive updates and special offers and discounts on the new test, please go to 'Mailing List' on our Web site at [www.ets.org/toefl](http://www.ets.org/toefl).

### Introduction

In 2005, ETS is introducing a next generation TOEFL test. It is an Internet-based test (iBT) that will be delivered in secure testing centers around the world. The new TOEFL iBT test will be phased in starting September 2005. It will be offered first in the United States in September 2005; and in Canada, France, Germany, and Italy in October 2005. It will be introduced in the rest of the world in 2006. To find out when it will be available in your country, visit [www.ets.org/toefl/nextgen/timeline.html](http://www.ets.org/toefl/nextgen/timeline.html).

### What is different about the TOEFL iBT test?

- **It tests all four language skills** that are important for effective communication: speaking, listening, reading, and writing. The emphasis will be on using English to communicate.
- **It will be delivered via the Internet in secure test centers around the world.** Once the new test is introduced in an area, the computer-based and paper-based tests will no longer be offered there.
- **Some tasks require test takers to combine more than one skill.** To succeed academically in English-speaking colleges and universities, students need to be able to combine their language skills in the classroom. New integrated questions, or "tasks," help students build the confidence needed to com-

municate in the academic environments they plan to enter. The new integrated tasks will ask test takers to:

- read, listen, then speak in response to a question
  - listen, then speak in response to a question
  - read, listen, then write in response to a question
- **The new TOEFL test includes a Speaking section.** This section includes six tasks, and test takers wear headphones and speak into a microphone when they respond. The responses are digitally recorded and transmitted to ETS's Online Scoring Network, where human raters evaluate them. The raters are carefully monitored for accuracy, so test takers and score recipients can be assured of the reliability of the Speaking scores.
  - **The Writing section has been expanded.** The new test requires test takers to write a response to material they have heard and read, and to compose an essay in support of an opinion. Human raters also evaluate the responses to the Writing tasks via ETS's Online Scoring Network.
  - **The new test is approximately 4.0 hours long.** All test sections will be completed in one day, so there is no need to travel to the test center twice.
  - **Note taking is allowed.** Test takers can take notes on any section of the test and they can use those notes when answering the questions. After testing, notes are collected and shredded before the test takers leave the test center.
  - **The new scores help to explain test takers' English language ability.** ETS provides comprehensive scoring information that will include scores for four skills and a total score. Competency descriptors for each skill and level can be found on pages 65–70 and are available at [www.ets.org/toefl/nextgen](http://www.ets.org/toefl/nextgen). These descriptors help to explain what the new scores mean. In addition, test takers will receive helpful performance feedback on their score reports.
  - **The new scores will be reported online.** Beginning in September 2005, test takers will be able to view scores online 15 business days after the test, as well as receive a copy of their score report by mail. Colleges and universities will be able to view scores online starting in 2006, but they will also continue to receive scores via their current delivery method.

### Why is the TOEFL test changing?

- **To measure the ability to communicate successfully in an academic setting**

The new test will better measure what colleges and universities need to know: a prospective student's ability to use English in an academic setting. The new Speaking section evaluates a person's ability to use spoken English, and the new integrated Writing and Speaking tasks measure the ability to combine information from more than one source and communicate about it.

- **To reflect how language is really used**

The new integrated tasks that combine more than one skill are designed to reflect how we really use language. By preparing for the new TOEFL test, students will be building the skills they need in order to use language in an academic setting and communicate with confidence.

- **To keep up with the best practices in language learning and teaching**

In the past, language learning focused on learning about the language (especially grammar), and students would receive high scores on tests without necessarily having the ability to communicate. Now teachers and learners understand the importance of learning to **use English to communicate**, and activities that focus on communication and integrating (combining) skills are very popular in many English language programs.

# About the TOEFL iBT Test

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## Overview

The new TOEFL iBT test consists of four sections: Reading, Listening, Speaking, and Writing. All sections are taken on the same day, and the entire test is approximately four hours long. For a brief comparison of the current TOEFL test and the new iBT, visit [www.ets.org/toefl/nextgen](http://www.ets.org/toefl/nextgen) and download *TOEFL iBT At A Glance*.

## Format

- The next generation TOEFL test is an Internet-based test (iBT) that will be delivered in secure testing centers.
- Instructions for answering questions are given within each section; there is no computer tutorial.
- TOEFL iBT is not computer adaptive. Each test taker receives the same range of questions.
- Test takers can take notes throughout the entire test. At the end of testing, all notes are collected and destroyed at the test center.
- For the Speaking section, test takers speak into a microphone, and their responses are digitally recorded and sent to the ETS Online Scoring Network.
- For the Writing section, test takers must type their responses, and their responses are sent to the ETS Online Scoring Network.
- Human raters, trained and certified by ETS, rate the Speaking and Writing responses.

The chart below shows the range of questions and the timing for each section. The time limit for each section varies according to the number of questions.

### The New Test Format

Test Section	Number of Questions	Timing
Reading	3–5 passages, 12–14 questions each	60–100 minutes
Listening	4–6 lectures, 6 questions each 2–3 conversations, 5 questions each	60–90 minutes
BREAK		10 minutes
Speaking	6 tasks: 2 independent and 4 integrated	20 minutes
Writing	1 integrated task 1 independent task	20 minutes 30 minutes

## Question Types

The TOEFL iBT test features many of the question types used on the computer-based test. However, the new questions that ask test takers to integrate (combine) two or more skills are probably the most distinguishing feature of the new test. Questions that assess integrated skills require test takers to:

- read, listen, then speak in response to a question
- listen, then speak in response to a question
- read, listen, then write in response to a question

These new questions measure the ability to use English to communicate effectively and succeed in an English-speaking academic environment.

## Tool Bar

The tool bar in each section allows test takers to navigate through the test with ease. Below are examples of tool bars from the Listening and Reading sections of the new test. The section is always listed in the upper left-hand corner of the tool bar.

This is what the tool bar looks like on the Listening section.



- Test takers always know what question they are on and how much time is remaining in the section. It is possible to hide the clock at any time by clicking **Hide Time**.
- **Volume** allows test takers to adjust the volume of the Listening material.
- **Help** allows test takers to get relevant help. When test takers use the **Help** feature, the clock does not stop.
- **Next** allows test takers to proceed to the next question.
- Once test takers click **Next**, they can confirm their answers by clicking **OK**. In the Listening section, test takers cannot see a question again once they click **OK**.

The tool bar for the Reading section has some different features.



- Test takers can view the entire passage when answering questions. For some questions, they need to click **View Text** to see the entire reading passage.
- They can view all their answers by clicking **Review**. This allows them to return to any other question and change their answers. They can also see which questions they have skipped and still need to answer.
- In the Reading section test takers can also click **Back** at any time to return to the previous question.

## A. TOEFL iBT Reading Section

### Academic Reading Skills

The Reading section measures test takers' ability to understand university-level academic texts and passages. In English-speaking academic environments students are expected to read and understand information from textbooks and other types of academic material. Below are three possible purposes for academic reading.

#### Reading purposes include

1. **Reading to find information**, which involves
  - effectively scanning text for key facts and important information
  - increasing reading fluency and rate
2. **Basic comprehension**, which requires the reader to
  - understand the general topic or main idea, major points, important facts and details, vocabulary in context, and pronoun references.<sup>1</sup>
  - make inferences<sup>2</sup> about what is implied in a passage

<sup>1</sup>**Pronoun references**—The nouns that pronouns refer to in a passage

<sup>2</sup>**Make an inference**—To comprehend an argument or an idea that is strongly suggested, but not explicitly stated in a passage

### 3. Reading to learn, which depends on the ability to

- recognize the organization and purpose of a passage
- understand relationships between ideas (for example, compare-and-contrast, cause-and-effect, agree-disagree, or steps in a process)
- organize information into a category chart or a summary in order to recall major points and important details
- infer how ideas throughout the passage connect

## Description of the TOEFL iBT Reading Section

### Reading Section Format

Length of Passage	Number of Passages and Questions	Timing
Approximately 700 words	3–5 passages 12–14 questions per passage	60–100 minutes

**Reading passages:** The TOEFL iBT test includes three basic categories of academic texts. The categories are based on the author's objectives:

- Exposition<sup>3</sup>
- Argumentation<sup>4</sup>
- Historical biographical/event narrative<sup>5</sup>

Test takers do not need any special background knowledge to correctly answer the questions in the Reading section; all the information needed to answer the questions is contained in the passages.

Test takers must read through or scroll to the end of each passage before receiving questions on that passage. Once the questions appear, the passage is located on the right side of the computer screen, and the questions are on the left. (See below.)

The screenshot shows the TOEFL iBT Reading interface. On the left, a question asks about the author's explanation of energy expenditure in paragraph 1. The options are: identifying types of organisms that became extinct; comparing the scientific concept to a familiar human experience; arguing that most organisms conserve rather than expend energy; and describing the processes of growth, reproduction, and metabolism. On the right, the passage 'Opportunists and Competitors' is displayed, discussing how organisms allocate energy to growth, reproduction, and storage, and comparing 'opportunists' (like dandelions) with 'competitors'.

The 60 to 100 minutes allotted for this section include the time spent reading the passages and answering the questions.

<sup>3</sup>**Exposition**—Material that provides an explanation of a topic

<sup>4</sup>**Argumentation**—Material that presents a point of view about a topic and provides evidence to support it

<sup>5</sup>**Historical biographical/event narrative**—An account of a past event or of a person's life, narrated or written by someone else

## Reading Question Formats

There are three question formats in the Reading section:

- questions with four choices and a single answer in traditional multiple-choice format
- questions with four choices and a single answer that ask test takers to “insert a sentence” where it fits best in a passage
- new “reading to learn” questions with more than four choices and more than one answer (See below.)

### What is different?

- **Reading to learn questions**

These questions test the ability to recognize how the passage is organized and understand the relationships among facts and ideas in different parts of the passage. Test takers sort information and place the text options provided into a **category chart** or **summary**. The summary questions are worth up to 2 points each. The chart questions are worth up to 3 points if there are five options presented, and are worth up to 4 points if there are seven options presented. Partial credit is given for this question format. (See example on pages 39–41.)

- **Paraphrase questions**

Questions in this category are in multiple-choice format. They test the ability to select the answer choice that most accurately paraphrases a sentence from the passage. (See example on page 42.)

- **Glossary feature**

Test takers can now click on some special purpose words and phrases in the reading passages to view a definition or explanation of the term. In the example below, test takers can click on the word ‘shamans’ to view the definition.

The screenshot shows a TOEFL Reading interface. At the top, it says "TOEFL Reading" and "Question 3 of 12". The question asks: "According to paragraph 5, why do some scholars refer to a trance state to help understand the cave paintings?" There are four multiple-choice options. Below the options, it says "Paragraph 5 is marked with an arrow [⇒]". To the right, there is a paragraph of text. A word "shamans" in the text is highlighted with a box, and a small "More Available" icon is next to it. A glossary window is open, showing the definition: "shamans: holy people who act as healers and diviners".

TOEFL Reading

Question 3 of 12

00 : 18 : 54

More Available

According to paragraph 5, why do some scholars refer to a trance state to help understand the cave paintings?

- To explain the state of consciousness the artists were in when they painted their pictures
- To demonstrate the mythical significance of the strange geometric shapes
- To indicate that trance states were often associated with activities that took place inside caves
- To give a possible reason for the strange appearance of the men painted on the cave walls

Paragraph 5 is marked with an arrow [⇒].

by arrows and spears. This opinion also attempts to solve the overpainting by explaining that an animal's picture had no further use after the hunt.

⇒ A third opinion takes psychological motivation much further into the realm of tribal ceremonies and mystery, the belief that certain animals assumed mythical significance as ancient ancestors or protectors of a given tribe or clan. Two types of images substantiate this theory, the strange, indecipherable geometric shapes that appear near some animals, and the few drawings of men. Wherever men appear they are crudely drawn and their bodies are elongated and rigid. Some men are in a prone position and some have bird or animal heads. Advocates for this opinion point to reports from people who have experienced a trance state, a highly suggestive state of low consciousness between waking and sleeping. Uniformly, these people experienced weightlessness and the sensation that their bodies were being stretched lengthwise. Advocates also point to people who believe that the forces of nature are inhabited by spirits, particularly shamans, who believe that an animal's spirit and energy is transferred to them while in a trance. One Lascaux narrative picture, which shows a man with a birdlike head and a wounded animal, would seem to lend credence to this third opinion, but there is still much that remains unexplained. For example, where is the proof that the man in the picture is a shaman? He could as easily be a hunter wearing a headmask. Many tribal hunters, including some Native Americans, camouflaged themselves by wearing animal heads and hides.

Perhaps so much time has passed that there will never be satisfactory answers to the cave images, but their mystique only adds to their importance. Certainly a great art exists, and by its existence reveals that ancient human beings were not without intelligence, skill, and sensitivity.

shamans: holy people who act as healers and diviners

## Reading to Learn—Example of a Category Chart Question

TOEFL Reading Question 12 of 12 00:17:20

**Directions:** Select the appropriate phrases from the answer choices and match them to the type of organism to which they relate. TWO of the answer choices will NOT be used. **This question is worth 4 points.**

Drag your answer choices to the spots where they belong. To review the passage, click on View Text.

Answer Choices	●	Opportunists
Vary frequently the amount of energy they spend in body maintenance	●	
Have mechanisms for protecting themselves from predation	●	
Succeed in locations where other organisms have been removed	●	
Have relatively short life spans	●	
Invest energy in the growth of large, strong structures	●	
Have populations that are unstable in response to climate conditions	●	
Can rarely find suitable soil for reproduction	●	<b>Competitors</b>
Produce individuals that can withstand changes in the environmental conditions	●	
Reproduce in large numbers	●	

## Reading to Learn—Example of a Summary Question

TOEFL Reading Question 12 of 12 00:17:20

**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.**

Drag your answer choices to the spots where they belong. To review the passage, click on View Text.

**Scholars have wondered about the meaning of the subjects, location, and overpainting of Lascaux cave images.**

●

●

●

**Answer Choices**

<p>The paintings may have recorded information about animal migrations, and may only have been useful for one migration at a time.</p>	<p>Unlike painters of the recently discovered paintings, other Lascaux cave painters usually painted on rocks near cave entrances or in open spaces outside the caves.</p>
<p>The human figures represented in the paintings appear to be less carefully shaped than those of animals.</p>	<p>Some scholars believe that the paintings motivated hunters by allowing them to picture a successful hunt.</p>
<p>It is possible that the animals in the paintings were of mythical significance to the tribe, and the paintings reflected an important spiritual practice.</p>	<p>Scientific analysis suggests that paintings were sprayed onto the rock walls with tubes made from animal bones.</p>

## B. TOEFL iBT Listening Section

### Academic Listening Skills

The Listening section measures test takers' ability to understand spoken English from North America and other English-speaking countries. In academic environments students need to listen to lectures and conversations. Below are three possible purposes for academic listening.

#### Listening purposes include

1. **Listening for basic comprehension**, which involves the ability to
  - comprehend the main idea, major points, and important details related to the main idea (Note: comprehension of **all** details is not necessary.)
2. **Listening for pragmatic understanding**, which requires the listener to
  - recognize a speaker's attitude or degree of certainty
  - recognize a speaker's function or purpose
3. **Connecting and synthesizing<sup>6</sup> information**, which involves the ability to
  - recognize the organization of information presented
  - understand the relationships between ideas presented (for example, compare-and-contrast, cause-and-effect, or steps in a process)
  - make inferences<sup>7</sup> and draw conclusions based on what is implied in the listening material
  - make connections among pieces of information in a conversation or lecture
  - recognize topic changes, examples, digressions,<sup>8</sup> aside statements,<sup>9</sup> in lectures and conversations; recognize introductions and conclusions in lectures

### Description of the TOEFL iBT Listening Section

Listening materials in the new test include academic lectures and long conversations in which the speech sounds very natural. Test takers can take notes on any listening material throughout the entire test.

#### Listening Section Format

Listening Material	Number of Questions	Timing
4–6 lectures, 3–5 minutes long each, about 500–800 words	6 questions per lecture	60–90 minutes
2–3 conversations, about 3 minutes long, about 12–25 exchanges	5 questions per conversation	

<sup>6</sup>**Synthesize**—To combine information from two or more sources

<sup>7</sup>**Make an inference**—To comprehend an argument or an idea that is strongly suggested, but not explicitly stated in a passage

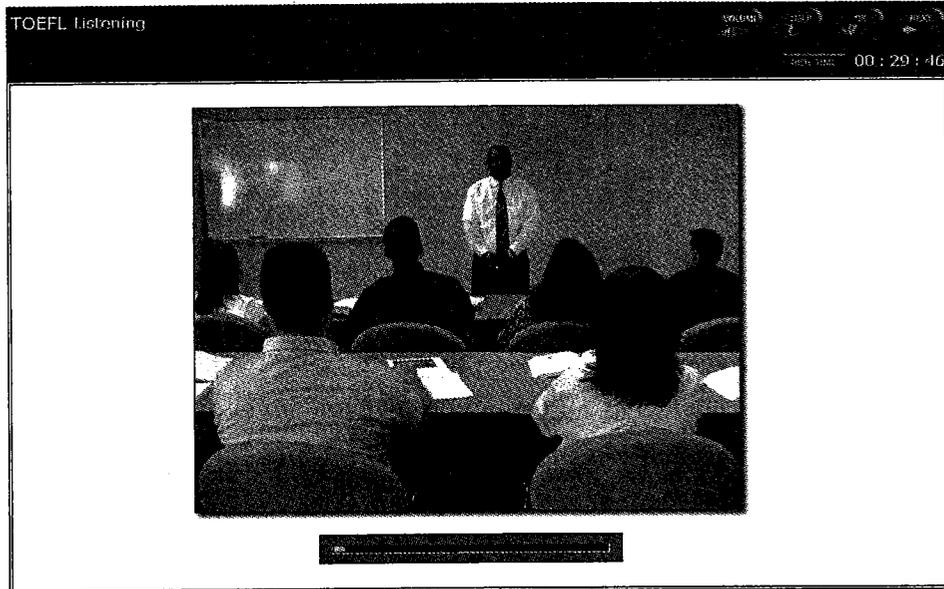
<sup>8</sup>**Digressions**—Abrupt changes in topic which introduce information or opinions that are not relevant to the main theme of a talk or conversation

<sup>9</sup>**Aside statements**—Comments that are relevant to the main theme but interrupt the flow of information or ideas. Example: "... Pay attention now, this will be on the test...."

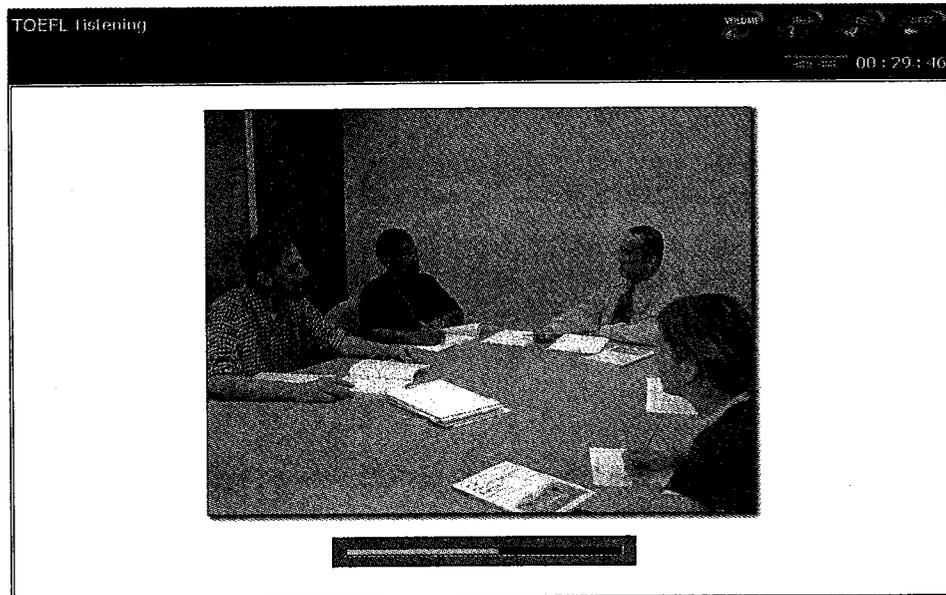
## Academic Lectures

A lecture in the TOEFL iBT test may be either a monologue by a professor or an interactive lecture with one or two students asking questions or making comments.

### *Monologue Lecture Example*



### *Interactive Lecture Example*

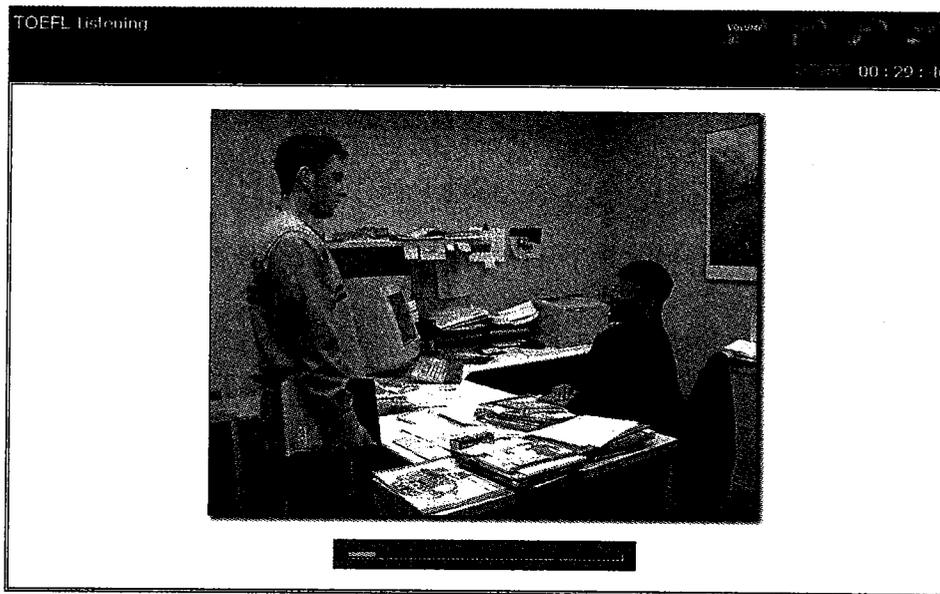


## Conversations in an Academic Setting

The conversations on the TOEFL iBT test may take place during an office hour with a professor or teaching assistant, or it may be with a registrar, housing director, librarian, bookstore employee, departmental secretary, etc.

Pictures on the computer screen help test takers imagine the setting and the roles of the speakers.

## Conversation Example



## Listening Question Formats

After the listening material is played, test takers both see and hear each question before they see the answer choices. This encourages them to listen for main ideas.

There are four question formats in the Listening section:

- traditional multiple-choice questions with four answer choices and a single correct answer
- multiple-choice questions with more than one answer (e.g., two answers out of four or more choices)
- questions that require test takers to order events or steps in a process
- questions that require test takers to match objects or text to categories in a chart

### Example of a Chart Question

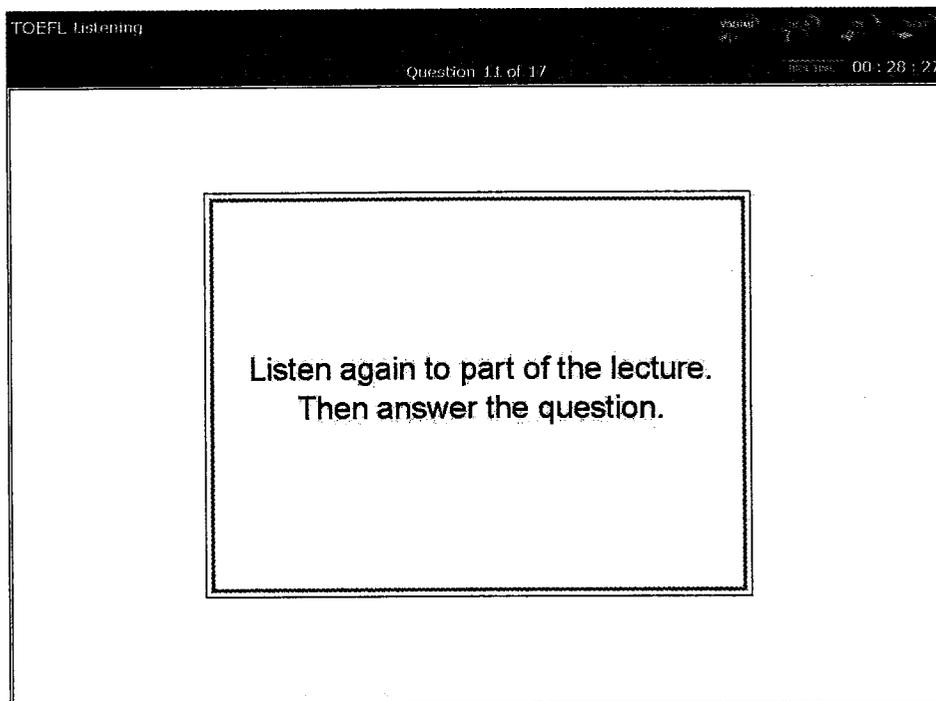
The screenshot shows a TOEFL Listening interface. At the top left, it says 'TOEFL Listening'. At the top center, it says 'Question 13 of 17'. At the top right, there is a timer showing '00:28:42'. The main content area displays a question: 'In the lecture, the professor describes the steps in AHP. Indicate whether each of the following is a step in the process:'. Below the question, there is a table with five rows and three columns. The first row is the header with 'Yes' and 'No' columns. The following rows list steps: 'Establish the goal', 'List alternative courses of action', 'Select key criteria and subcriteria', 'Make pairwise comparisons', and 'Revise the goal based on choices'. A mouse cursor is pointing at the 'No' column for the first row.

	Yes	No
Establish the goal		<input type="checkbox"/>
List alternative courses of action		
Select key criteria and subcriteria		
Make pairwise comparisons		
Revise the goal based on choices		

## What is different?

- Note taking is allowed. After testing, notes are collected and shredded before the test taker leaves the test center.
- Conversations and lectures are longer, and the language sounds more natural.
- One lecture per test is spoken with a British or Australian accent.
- One new multiple-choice question type measures understanding of a speaker's attitude, degree of certainty, or purpose. These questions require test takers to listen for voice tones and other cues and determine how speakers feel about the topic being discussed.
- In some questions a portion of the lecture or conversation is replayed so the test taker does not need to rely on memory of what was said. (See below.)

In the replay question test takers listen to part of the conversation or lecture again and then answer a question. Sometimes, the question repeats a portion of the listening material again, as indicated by the headphones icon in the example on page 14.



TOEFL Listening

Question 11 of 17

00:28:24

Why does the professor say this: 

- To express uncertainty about the facts
- To criticize the company's decision
- To explain that the story is not true
- To encourage students to express their opinions

This is an example of a new type of question that measures the comprehension of a speaker's purpose.

## C. TOEFL iBT Speaking Section

### Academic Speaking Skills

The Speaking section measures test takers' ability to speak in English effectively in educational environments. Students should be able to speak with confidence both in and outside the classroom.

#### In classrooms, students need to

- respond to questions
- participate in academic discussions with other students
- synthesize<sup>10</sup> and summarize what they have read in their textbooks and heard in class
- express their views on topics under discussion

#### Outside of the classroom, students need to

- participate in casual conversations
- express their opinions
- communicate with people in such places as the bookstore, the library, and the housing office

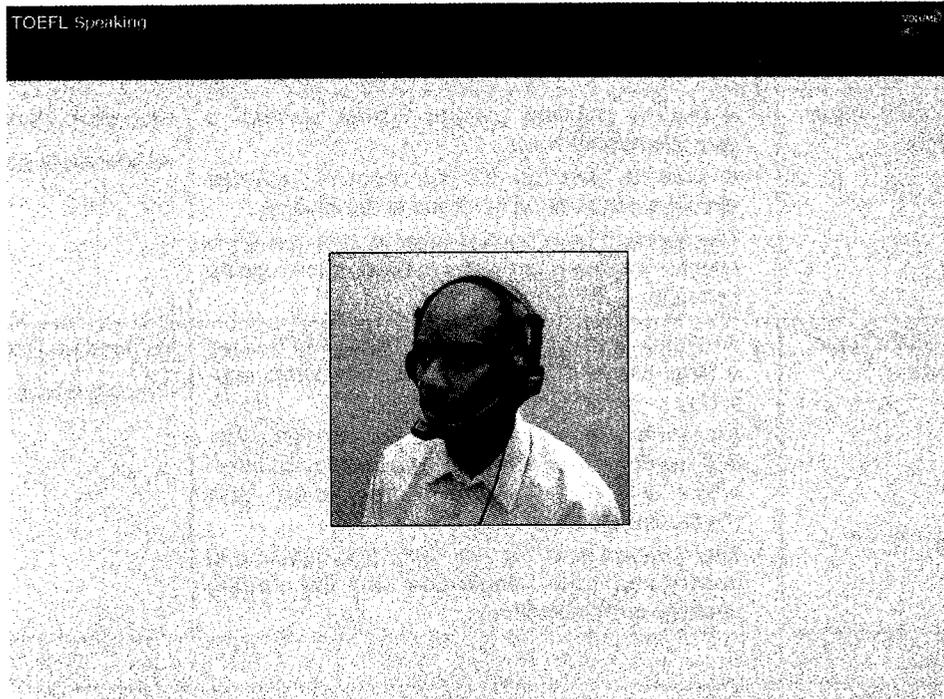
<sup>10</sup>**Synthesize**—To combine information from two or more sources

## Description of the TOEFL iBT Speaking Section

There are six tasks in the Speaking section, which is approximately 20 minutes long.

- The first two tasks are **independent speaking tasks** that focus on topics familiar to the test taker.
- The remaining four tasks are **integrated tasks**, and test takers must combine more than one skill when responding. Test takers read and listen to some brief material and then speak in response. They can take notes and use those notes when responding to the speaking tasks. Then a question is asked that requires test takers to relate the information from the reading and listening material.

For all speaking tasks, test takers use headsets with a microphone. Test takers speak into the microphone to record their responses. Responses are digitally recorded and sent to ETS's Online Scoring Network.



## Speaking Task Types

Task Type	Task Description	Timing
<b>Independent Tasks</b>		
1. Personal Preference	This question asks the test taker to express and defend a personal choice from a given category—for example, important people or places, or events or activities that the test taker enjoys.	Preparation time: 15 seconds Response time: 45 seconds
2. Choice	This question asks the test taker to make and defend a personal choice between two contrasting behaviors or courses of action.	Preparation time: 15 seconds Response time: 45 seconds
<b>Integrated Tasks</b>		
<b>Read/Listen/Speak</b>		
3. Campus Situation Topic: Fit and Explain	<ul style="list-style-type: none"> <li>A reading passage (75–100 words) presents a campus-related issue.</li> <li>A listening passage (60–80 seconds, 150–180 words) comments on the issue in the reading.</li> <li>The question asks the test taker to summarize the speaker's opinion within the context of the reading passage.</li> </ul>	Preparation time: 30 seconds Response time: 60 seconds
4. Academic Course Topic: General/Specific	<ul style="list-style-type: none"> <li>A reading passage (75–100 words) broadly defines a term, process, or idea from an academic subject.</li> <li>An excerpt from a lecture (60–90 seconds; 150–220 words) provides examples and specific information to illustrate the term, process, or idea from the reading passage.</li> <li>The question asks the test taker to combine and convey important information from the reading passage and the lecture.</li> </ul>	Preparation time: 30 seconds Response time: 60 seconds
<b>Listen/Speak</b>		
5. Campus Situation Topic: Problem/Solution	<ul style="list-style-type: none"> <li>The listening passage (60–90 seconds; 180–220 words) is a conversation about a student-related problem and two possible solutions.</li> <li>The question asks the test taker to demonstrate understanding of the problem and to express an opinion about solving the problem.</li> </ul>	Preparation time: 20 seconds Response time: 60 seconds
6. Academic Course Topic: Summary	<ul style="list-style-type: none"> <li>The listening passage is an excerpt from a lecture (90–120 seconds; 230–280 words) that explains a term or concept and gives concrete examples to illustrate it.</li> <li>The question asks the test taker to summarize the lecture and demonstrate an understanding of how the examples relate to the overall topic.</li> </ul>	Preparation time: 20 seconds Response time: 60 seconds
<b>TOTAL</b>		<b>20 minutes</b>

## Independent Speaking

A single question appears on the screen and is read aloud by the narrator. Test takers have 15 seconds to prepare an answer, and have 45 seconds to respond. A clock shows the remaining time for preparation and the response.

The screenshot shows a TOEFL Speaking question interface. At the top, it says "TOEFL Speaking" and "Question 1 of 6". The main text reads: "Describe a class you have taken in school and explain why the class was important to you. Include details and examples to support your explanation." Below this, it indicates "Preparation Time: 15 Seconds" and "Response Time: 45 Seconds". A "PREPARATION TIME" clock is shown with "00 : 00 : 14".

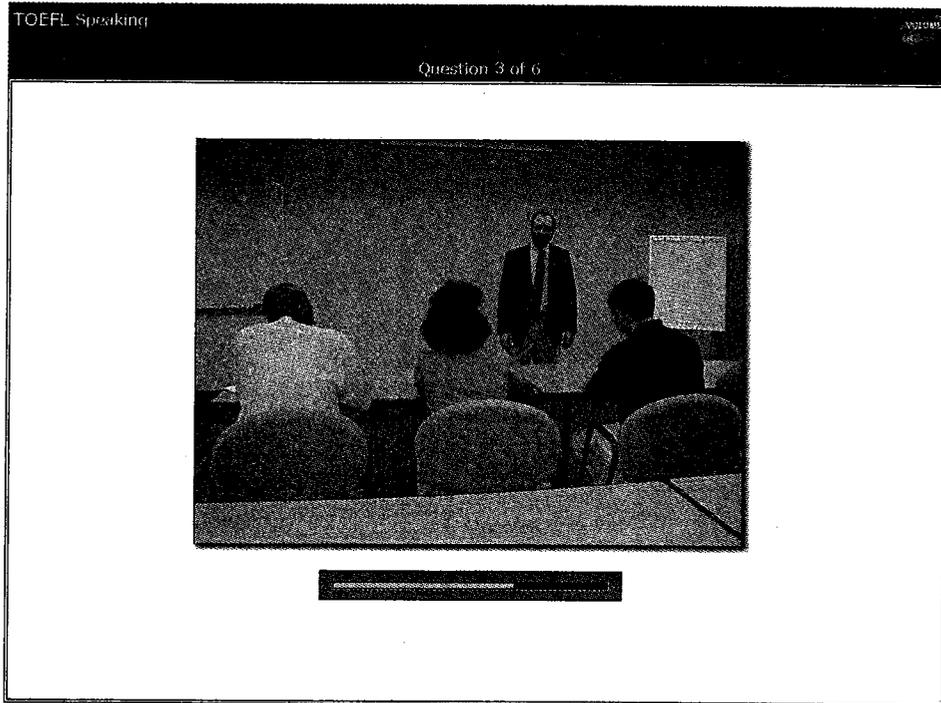
## Integrated Speaking—Read/Listen/Speak

Test takers read a passage on a given topic and then listen to a speaker talk about the same topic. A question appears on the screen and is read aloud by the narrator. Test takers have 30 seconds to prepare their response. They have 60 seconds to respond by synthesizing and summarizing the information they have read and heard.

### Sample Reading Passage from an Ecology Class

The screenshot shows a TOEFL Speaking question interface. At the top, it says "TOEFL Speaking" and "Question 3 of 6". The main text reads: "Reading Time: 45 seconds". Below this, the title "Animal Domestication" is centered. The passage text is: "For thousands of years, humans have been able to domesticate, or tame, many large mammals that in the wild live together in herds. Once tamed, these mammals are used for agricultural work and transportation. Yet some herd mammals are not easily domesticated. A good indicator of an animal's suitability for domestication is how protective the animal is of its territory. Non-territorial animals are more easily domesticated than territorial animals because they can live close together with animals from other herds. A second indicator is that animals with a hierarchical social structure, in which herd members follow a leader, are easy to domesticate, since a human can function as the 'leader'."

**Sample Lecture from the Same Ecology Class**



The question asks them to briefly synthesize and summarize the information from the reading and listening material.

TOEFL Speaking

Question 3 of 6

The professor describes the behavior of horses and antelope in herds.  
Explain how their behavior is related to their suitability for domestication.

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Preparation Time: 30 Seconds  
Response Time: 60 Seconds

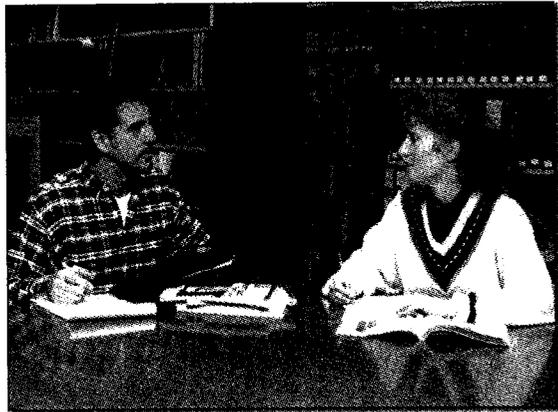
PREPARATION TIME

00 : 00 : 21

## Integrated Speaking—Listen/Speak

Test takers listen to part of a conversation or lecture. The question asks them to briefly summarize the information from the listening material. For some tasks, the question asks them to summarize the information and express an opinion about it.

TOEFL Speaking QUESTION 5 OF 6



QUESTION 5 OF 6

TOEFL Speaking QUESTION 6 OF 6

The students discuss two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

---

Preparation Time: 20 Seconds  
Response Time: 60 Seconds

PREPARATION TIME

00 : 00 : 07

### What is different?

The entire section is new since there is no Speaking section on the paper-based or computer-based TOEFL test. Test takers who must submit a speaking score currently take the Test of Spoken English™ (TSE®) separately.

## D. TOEFL iBT Writing Section

### Academic Writing Skills

The Writing section measures test takers' ability to write in an academic environment. In English-speaking academic situations, students need to present their ideas through clear, well-organized writing.

- Often students need to write a paper or response on an exam on something they are learning about in their classes. They need to combine information they have heard in their class lectures and read about in their textbooks or other reading materials. This type of writing can be referred to as **integrated writing**. In this type of writing students need to be able to
  - take notes on what they hear and read and use them to organize information before writing
  - summarize, paraphrase, and cite information from the source material accurately
  - write about the ways the information they listened to relates to the information they read

For example, in an academic course, a student might be asked to compare and contrast the points of view expressed by the professor in class and in the assigned reading material. The student must successfully draw information from each source to show the contrast.

- Students also need to write essays that express and support their opinions based on their own knowledge and experience. This type of writing can be referred to as **independent writing**. In this type of writing, students need to be able to express an opinion and support it based on their own knowledge and experience.

For example, a student may be asked to write an essay about a controversial issue. The student uses personal experience to substantiate his or her position.

In all types of writing, it is helpful for students to

- identify one main idea and some major points to support that idea
- plan how to organize the essay (e.g., with an outline)
- develop the essay by using reasons, examples, and detail
- express information in an organized manner
- use effective linking words (transitional phrases) to connect ideas and help the reader understand the flow of ideas
- use a range of grammar and vocabulary for effective expression
- use grammar and vocabulary accurately; use idiomatic expressions appropriately
- follow the conventions of spelling, punctuation, and layout

## Description of the TOEFL iBT Writing Section

The total time for the Writing section is 50 minutes. Test takers write their responses to two writing tasks. (See below.) Their responses are typed on the computer and sent to ETS's Online Score Network.

### Writing Task Types

Task Type	Task Description
<p>Task 1: Integrated Writing Task Read/Listen/Write</p>	<ul style="list-style-type: none"> <li>• Test takers read a short text of about 230-300 words (3 minutes' reading time) on an academic topic.</li> <li>• Test takers may take notes on the reading passage.</li> <li>• The reading passage then goes away during the lecture that follows; it reappears when it is time for the test takers to begin writing so they can refer to it as they are working.</li> <li>• Test takers listen to a speaker discussing the same topic from a different perspective. The listening passage is about 230-300 words long (or about 2 minutes' listening time).</li> <li>• The listening passage provides additional information that relates to points made in the reading passage; test takers may take notes on the listening passage.</li> <li>• Test takers are asked to write a summary in connected English prose of important points made in the listening passage and explain how these relate to the points made in the reading passage. Suggested response length is 150-225 words; however, there is no penalty for writing more, as long as it is in response to the task presented.</li> </ul>
<p>Task 2: Independent Writing</p> <p><b>NOTE: This is the same type of task on the computer-based TOEFL and the Test of Written English™ (TWE®).</b></p>	<ul style="list-style-type: none"> <li>• Test takers are asked to write an essay that states, explains, and supports their opinion on an issue. An effective essay will usually contain a minimum of 300 words; however, test takers may write more if they wish.</li> <li>• Test takers need to develop support for their opinions or choices, rather than simply listing personal preferences or choices.</li> <li>• Typical essay questions begin with statements such as:               <ul style="list-style-type: none"> <li>◦ Do you agree or disagree with the following statement? Use reasons and specific details to support your answer.</li> <li>◦ Some people believe X. Other people believe Y. Which of these two positions do you prefer/agree with? Give reasons and specific details.</li> </ul> </li> </ul>

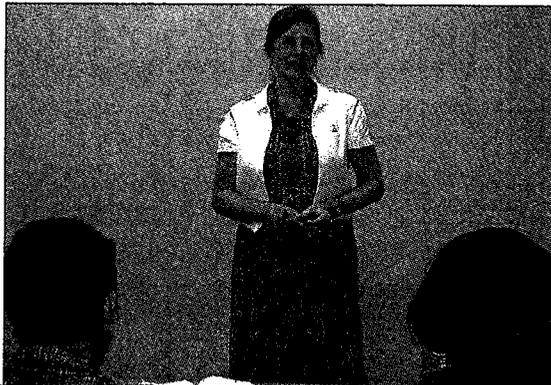
**Integrated Writing—Read/Listen/Write Example from a Business Class**

TOEFL Writing Question 1 of 2 00 : 02 : 59

In many organizations, perhaps the best way to approach certain new projects is to assemble a group of people into a team. Having a team of people attack a project offers several advantages. First of all, a group of people has a wider range of knowledge, expertise, and skills than any single individual is likely to possess. Also, because of the numbers of people involved and the greater resources they possess, a group can work more quickly in response to the task assigned to it and can come up with highly creative solutions to problems and issues. Sometimes these creative solutions come about because a group is more likely to make risky decisions that an individual might not undertake. This is because the group spreads responsibility for a decision to all the members and thus no single individual can be held accountable if the decision turns out to be wrong.

Taking part in a group process can be very rewarding for members of the team. Team members who have a voice in making a decision will no doubt feel better about carrying out the work that is entailed by that decision than they might doing work that is imposed on them by others. Also, the individual team member has a much better chance to "shine," to get his or her contributions and ideas not only recognized but recognized as highly significant, because a team's overall results can be more far-reaching and have greater impact than what might have otherwise been possible for the person to accomplish or contribute working alone.

TOEFL Writing Question 1 of 2 00 : 19 : 53



TOEFL Writing Question 1 of 2 00 : 19 : 53

**Directions:** You have 20 minutes to plan and write your response. Your response will be graded on the basis of the quality of your writing as well as how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

**Question:** Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

In many organizations, perhaps the best way to approach certain new projects is to assemble a group of people into a team. Having a team of people attack a project offers several advantages. First of all, a group of people has a wider range of knowledge, expertise, and skills than any single individual is likely to possess. Also, because of the numbers of people involved and the greater resources they possess, a group can work more quickly in response to the task assigned to it and can come up with highly creative solutions to problems and issues. Sometimes these creative solutions come about because a group is more likely to make risky decisions that an individual might not undertake. This is because the group spreads responsibility for a decision to all the members and thus no single individual can be held accountable if the decision turns out to be wrong.

Taking part in a group process can be very rewarding for members of the team. Team members who have a voice in making a decision will no doubt feel better about carrying out the work that is entailed by that decision than they might doing work that is imposed on them by others. Also, the individual team member has a much better chance to "shine," to get his or her contributions and ideas not only recognized but recognized as highly significant, because a team's overall results can be more far-reaching and have greater impact than what might have otherwise been possible for the person to accomplish or contribute working alone.

I think that ...

## Independent Writing

TOEFL Writing		00:29:56
Question 2 of 2		
<p>Directions: Read the question below. You have 30 minutes to plan, write, and revise your essay. You do not have to use every word in your 30 minutes of planning.</p> <p><b>Question:</b></p> <p>Do you agree or disagree with the following statement?</p> <p><b>Always telling the truth is the most important consideration in any relationship between people.</b></p> <p>Use specific reasons and examples to support your answer.</p>		

### What is different?

The TOEFL iBT Writing section has two writing tasks as opposed to a single essay. The integrated writing task has been added to the test. The independent writing task is similar to the CBT essay and the Test of Written English (TWE), which is administered with the paper-based TOEFL test. Also, typing is now required. (The vast majority of test takers on the computer-based TOEFL test choose to type their essays.)

# About Test Scores

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## A. Score Scales

Since the TOEFL test is changing significantly, the score scale is also changing. Scores from the TOEFL iBT test provide information about performance in the four skill areas:

Listening	0–30
Reading	0–30
Speaking	0–30
Writing	0–30
<b>Total Score</b>	<b>0–120</b>

The total score is the sum of the four skill scores.

## B. Rating of Speaking and Writing Responses

### Speaking

The responses to all Speaking tasks are digitally recorded and sent to ETS's Online Scoring Network. The responses from each test taker are scored by at least three different human raters. In addition, some of the tasks are scored by two raters in order to check the reliability of the ratings. The response for each task is rated on a scale of 0 to 4 according to the standards (rubrics) on pages 49–50. The average of all six ratings is converted to a scaled score of 0 to 30. (See page 59 for a copy of the score conversion table.)

Raters evaluate the test taker's ability in topic development, delivery, and language use. For topic development, raters consider whether the test taker has addressed the task and conveyed relevant information. They also consider whether the test taker has effectively synthesized and summarized the information in the integrated tasks. Raters evaluate if the delivery of the response is clear and smooth, and whether the delivery is consistent throughout the response for overall intelligibility. Lastly, raters evaluate the range and accuracy of the test taker's vocabulary and grammar.

### Writing

The responses to all Writing tasks are sent to ETS's Online Scoring Network. Each task is rated by two human raters on a score scale of 0 to 5 according to the standards (rubrics) on pages 51–52. If the two ratings differ by more than one point, a third rater evaluates the response and resolves the score. The average of the scores on the two writing tasks is converted to a scaled score of 0 to 30. (See page 59 for a copy of the score conversion table.)

The response to the integrated writing task is scored on the quality of writing (organization, appropriate and precise use of grammar and vocabulary) and the completeness and accuracy of the content. The independent writing essay is scored on the overall quality of the writing: development, organization, and appropriate and precise use of grammar and vocabulary.

## C. Score Reports

Score reports provide better information than ever about an individual's readiness to participate and succeed in academic studies in an English-speaking environment. Score reports include:

- four skill scores
- total score

Scores are reported online fifteen business days after the test. Test takers and score-receiving institutions and agencies are able to view the scores online free of charge. Paper copies of score reports are mailed shortly after scores are posted online. Test taker score reports also include performance feedback, which indicates their performance level and describes what test takers in the reported score ranges can do. In the future the performance feedback will also include suggestions for improvement.

## **D. Score Requirements**

Each institution sets its own requirements for TOEFL iBT scores. Test takers taking the new TOEFL test to fulfill an admissions requirement should ask their target institutions for score requirements. For a list of colleges, universities, and agencies around the world that accept TOEFL scores, visit [www.ets.org/toefl](http://www.ets.org/toefl).

To understand how scores on TOEFL iBT compare to those on the computer-based and paper-based tests, refer to the comparison tables on pages 54–58. These comparison tables are also available on the TOEFL Web site at [www.ets.org/toefl/nextgen](http://www.ets.org/toefl/nextgen).

## **E. English Language Competency Descriptors**

The TOEFL iBT English Language Competency Descriptors (pages 65–70) provide useful information about what a student can do in English at various score levels, and help explain what the new scores mean. These descriptors are also available on the TOEFL Web site at [www.ets.org/toefl/nextgen](http://www.ets.org/toefl/nextgen).

# Skill-Building Tips from ETS

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Probably the best way for English-language learners to develop the skills being measured on the TOEFL iBT test is to study in an English program that focuses on

- communication using all four skills, especially speaking
- integrated skills (e.g., reading/listening/speaking, reading/listening/writing)

The following tips have been created by ETS, and are written for students (although teachers will also find them useful).

## A. Reading Tips

The best way to improve reading skills is to read frequently and to read many different types of texts in various subject areas (sciences, social sciences, arts, business, etc.). The Internet is one of the best resources for this, but books, magazines, and journals are very helpful as well. It is best to progress to reading texts that are more academic in style, the kind that would be found in university courses.

Here are some suggestions for ways to build skills for the three reading purposes included in TOEFL iBT.

### 1. Reading to find information

- Scan the passages to find and highlight key facts (dates, numbers, terms) and information.
- Practice this frequently to increase reading rate and fluency.

### 2. Reading for basic comprehension

- Increase vocabulary knowledge, perhaps by using flashcards.
- Rather than carefully reading each word and each sentence, practice skimming a passage quickly to get a general impression of the main idea.
- Build up the ability to skim quickly and to identify the major points.
- After skimming a passage, read it again more carefully and write down the main idea, major points, and important facts.
- Choose some unfamiliar words in the passage and guess the meaning from the context (surrounding sentences).
- Select all the pronouns (he, him, they, them, etc.) in a passage and identify which nouns they refer to in the passage.
- Practice making inferences and drawing conclusions based on what is implied in the passage as a whole.

### 3. Reading to learn

- Identify the passage type (e.g., classification, cause-and-effect, compare-and-contrast, problem-and-solution, description, narration, etc.)
- Do the following to organize the information in the passage:
  - Create an outline of the passage to distinguish between major and minor points.
  - If the passage describes the order of a process or is a narration, create an outline of the steps in the process or narration. (See outline example on page 45.)
  - If the passage categorizes information, create a chart and place the information in appropriate categories. (See page 39 for an example.) Note: In the TOEFL iBT test, test takers do not have to create such a chart. Instead, a chart with possible answer choices is provided for them, and they are required to fill in the chart with the correct choices. Practicing this skill will help test takers think about categorizing information, and be able to do so with ease.

- Create a written or oral summary of the passages using these charts and outlines. Note: This is not measured in the Reading section, but practicing summarizing skills is useful for the integrated task in the Writing and Speaking sections.
- Paraphrase individual sentences in a passage, and then progress to paraphrasing an entire paragraph. Note: The Reading section measures the ability to recognize paraphrases. The ability to paraphrase is also important for the integrated tasks in the Writing and Speaking sections of the test. (See pages 29–30 for paraphrasing tips.)

## B. Listening Tips

The best way to improve listening skills is to listen frequently to many different types of material in various subject areas (sciences, social sciences, arts, business, etc.). Of course, watching movies and TV and listening to radio is an excellent way to practice listening. Audio tapes and CDs of talks are available in libraries and bookstores; those with transcripts of the listening material are particularly helpful. The Internet is also a great resource for listening material, including these valuable sites:

- **www.npr.org**—The National Public Radio site provides a searchable archive section where any topic can be searched. Transcripts of the material can be purchased on the site.
- **www.bbc.co.uk/radio** and **www.bbc.co.uk/worldservice/learningenglish**—These two Web sites of the British Broadcasting Corporation (BBC) provide many options for streaming audio. Transcripts of the material are also available on these sites.

Here are some suggestions for ways to strengthen skills for the three listening purposes included in the TOEFL iBT test.

### 1. Listening for basic comprehension

- Increase vocabulary knowledge, perhaps by using flashcards.
- Focus on the content and flow of material. Do not be distracted by the speaker's style and delivery.
- Anticipate what a person is going to say as a way of staying focused.
- Stay active by asking mental questions. (e.g., What main idea is the professor communicating?)
- Copy the words, "main idea, major points, and important details" on different lines of paper. Listen carefully, and write these things down while listening. Listen again until you write down all major points and important details.
- Listen to a portion of a lecture or talk and either orally summarize or write a brief summary of major points. Gradually increase the amount listened to and summarized. Note: This is not measured in the Listening section, but practicing summarizing skills is useful for the integrated tasks in the Writing and Speaking sections.

### 2. Listening for pragmatic understanding<sup>11</sup>

- Think about what each speaker hopes to accomplish; that is, what is the purpose of the speech or conversation? Is the speaker apologizing, complaining, making suggestions, etc.?
- Notice the way each speaker talks. Is the level of language formal or casual? How certain does each speaker sound? Is the speaker's voice calm or emotional? What does the speaker's tone of voice tell you?
- Notice the degree of certainty of the speaker. How sure is the speaker about the information? Does the speaker's tone of voice indicate something about his/her degree of certainty?
- Listen for changes in topic or digressions.<sup>12</sup>
- Watch a recorded TV or movie comedy and pay attention to how stress and intonation patterns are used to convey meaning.

<sup>11</sup>**Pragmatic understanding**—To understand a speaker's purpose, attitude, degree of certainty, etc.

<sup>12</sup>**Digressions**—Side comments in which the speaker briefly moves away from the main topic and then returns

### 3. Listening to connect and synthesize<sup>13</sup> ideas

- Think about how the lecture is organized. Listen for the signal words that indicate the introduction, major steps or ideas, examples, and the conclusion or summary. (See page 43 for a list of examples.)
- Identify the relationships of ideas in the information being discussed. Possible relationships include: cause-and-effect, compare-and-contrast, steps in a process.
- Listen for words that show connections and relationships between ideas. (See page 44 for a list of examples.)
- Listen to recorded material and stop the recording at various points and try to predict what information or idea will be expressed next.
- Create an outline of the information discussed while listening or after listening. (See page 45 for an example of an outline.)

## C. Speaking Tips

The best way to practice speaking is with native speakers of English. For those who are living in English-speaking countries, it is sometimes difficult to make the effort to meet people who speak English. One way of meeting people is to become involved in student organizations and clubs. For students who are serious about improving their speaking skills and overall communication skills, this kind of involvement is very important.

For those who are not living in an English-speaking country, finding native speakers of English to speak with can be quite challenging. In some countries, there are English-speaking tutors or assistants who help students with their conversation skills. It is critical to speak as often as possible with them, and ask if classroom assistants offer private tutoring. Another way students can practice speaking is to join a club that involves speaking in English about movies, music, travel, etc. If no such clubs exist, students can start their own clubs and invite any native speakers they know to join.

Here are some suggestions for ways to strengthen skills for the Speaking section of the TOEFL iBT test.

### Independent Speaking Tasks

- Make a list of topics that are familiar, and practice speaking about them.
- Begin by describing a familiar place or talking about a personal experience.
- A more advanced exercise would be to state an opinion or a preference and then present reasons clearly and with detail.
- Another is to make a recommendation and explain why it is the best way to proceed.
- Practice giving 1-minute responses to each topic.

### Integrated Speaking Tasks

- Find a textbook that includes questions about the material at the end of chapters. Practice answering the questions orally.
- Read a short article (100–200 words). Make an outline that includes only the major points of the article. Use the outline to orally summarize the information. Then add detail to the outline and orally summarize again.
- Find listening and reading material on the same topic. The material can provide similar or different views. The Internet and the library are good places to find information.
- Take notes on the listening and reading material and do the following:
  1. Orally summarize the information in both. Be sure to paraphrase using different words and grammatical structures. (See paraphrasing tips on pages 29–30.)
  2. Orally synthesize by combining information from the reading and listening material and explain how they relate.

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<sup>13</sup>**Synthesize**—To combine information from two or more sources

Please note: Taking notes throughout the TOEFL iBT test is allowed. Since the reading and listening material in the integrated Speaking task is very brief, taking notes on the material may not be necessary. However, the activity described above will help you prepare for the academic environment you plan to enter. Also, if you can do well with this kind of activity, you will most likely succeed on the integrated Speaking tasks on the TOEFL iBT test.

- State and support an opinion about the ideas and information presented in the reading and listening material.
- If the reading and/or listening material describes a problem, suggest and explain a solution to the problem.
- Recognize the attitude of the speaker or the writer of the original material through intonation, stress, and word choice. This helps you understand his/her point of view and plan an appropriate response.

### All Speaking Tasks

- Increase your vocabulary and learn to use idiomatic speech appropriately.
- Learn grammatical structures so well that you can use them naturally when speaking.
- Work on pronunciation, including word stress, intonation patterns, and pauses. There are a number of products and Web sites that can help you develop your pronunciation skills. (See page 48 for a list of Web site resources.)
- When practicing for the TOEFL iBT test using the tips above, take around 15 seconds to plan before beginning to speak. Write down a few key words and ideas, but do not attempt to write down exactly what you are going to say. (Raters will be able to detect responses that are read and give them a lower rating.)
- Use signal words and phrases to introduce new information or ideas, to connect ideas, and to mark important words or ideas. This will help the listener easily follow what you are saying. For example, “on one hand...” “but on the other hand...”, “what that means is...”, “The first reason is...”, “another difference is...” (See page 43 for more examples.)
- Make recordings of the above activities and listen to make sure the pronunciation and fluency are clear and easy to understand. An English teacher or tutor can evaluate the speech using the appropriate TOEFL iBT Speaking rubric. (See pages 49–50 for the rubrics.)

## D. Writing Tips

### Integrated Writing Tasks

- Find a textbook that includes questions about the material at the end of chapters. Practice writing answers to the questions.
- Read an article that is about 300–400 words long. Make an outline that includes the major points and important details of the article. Use the outline to write a summary of the information and ideas. Summaries are brief and clearly communicate only the major points and important details. Be sure to paraphrase using different words and grammatical structures. (See tips on paraphrasing below.)
- Practice paraphrasing frequently. Paraphrasing involves restating something from the source material in one’s own words. It is **critical** to use **different** words and grammar to convey the same ideas when paraphrasing. In English-speaking countries, you **must** follow the rules for citing when you use the same words of the original speaker or author. If you do not do this, it is considered a form of intellectual stealing, called **plagiarism**. While this may be accepted in some cultures, it is not acceptable in most English-speaking academic settings. Therefore, paraphrasing skills are important to learn.
  - Learn to find synonyms with ease. Pick ten to fifteen words or phrases in a reading passage and quickly think of synonyms without looking them up in a dictionary or thesaurus.
  - When writing a paraphrase of a reading passage, use only your notes. If you haven’t taken notes, write the paraphrase without looking at the original passage. Then check the paraphrase with the original passage to make sure that it is factually accurate and that you have used different words and grammatical structures.

- Learn and carefully follow the rules for citing known and unknown sources that you have quoted or paraphrased. See page 48 for Web sites that give additional advice on paraphrasing, summarizing, and citing sources.
- Find listening and reading material on the same topic. The material can provide similar or different views. The Internet and the library are good places to find such information.
- Take notes on the listening and reading material and do the following:
  1. Summarize the information and ideas in both.
  2. Synthesize the information in both and discuss how the reading and listening material relate. Explain how the ideas are alike, how one idea expands upon another, or how the ideas are different or contradict each other.

### **Independent Writing Tasks**

- Make a list of familiar topics and practice writing about them.
- For each topic state an opinion or a preference and then support it with evidence.
- Practice planning and writing at least one essay for each topic. Be sure to take 30 minutes to plan, write, and revise each essay.
- Think about and list all ideas related to a topic or task before writing. This is also called “prewriting.”
- Identify one main idea and some major points to support that idea, and plan how to communicate them (for example, by creating an outline to organize your ideas).
- Create a focused thesis statement and use it to develop all the ideas presented in the essay.
- Develop the essay by using appropriate explanation and detail.

### **All Writing Tasks**

- Increase your vocabulary and learn to use idiomatic speech appropriately.
- Learn grammatical structures so well that you can use them naturally when writing.
- Learn the conventions of spelling, punctuation, and layout (paragraph creation, etc.).
- Express information in an organized manner, displaying unity of thought and coherence.
- Use signal words and phrases, such as “on one hand” or “in conclusion” to create a clear structure for your response. (See pages 43–44 for examples of signal and transitional words and phrases.)
- Ask an English teacher or tutor to evaluate your writing by using the appropriate TOEFL iBT Writing rubric. (See pages 51–52 for the rubrics.)

Teachers—It is a good idea for your English programs to use the TOEFL Speaking and Writing rubrics (pages 49–52) to measure students' responses to any tasks you create. In doing so, you will also be able to help students better build their skills for the TOEFL iBT test.

# Test Preparation Tips from ETS

## Step 1: View the Test for Free

Anyone can tour the parts of the test or view a complete sample test for free online at [www.ets.org/toefl/nextgen](http://www.ets.org/toefl/nextgen).

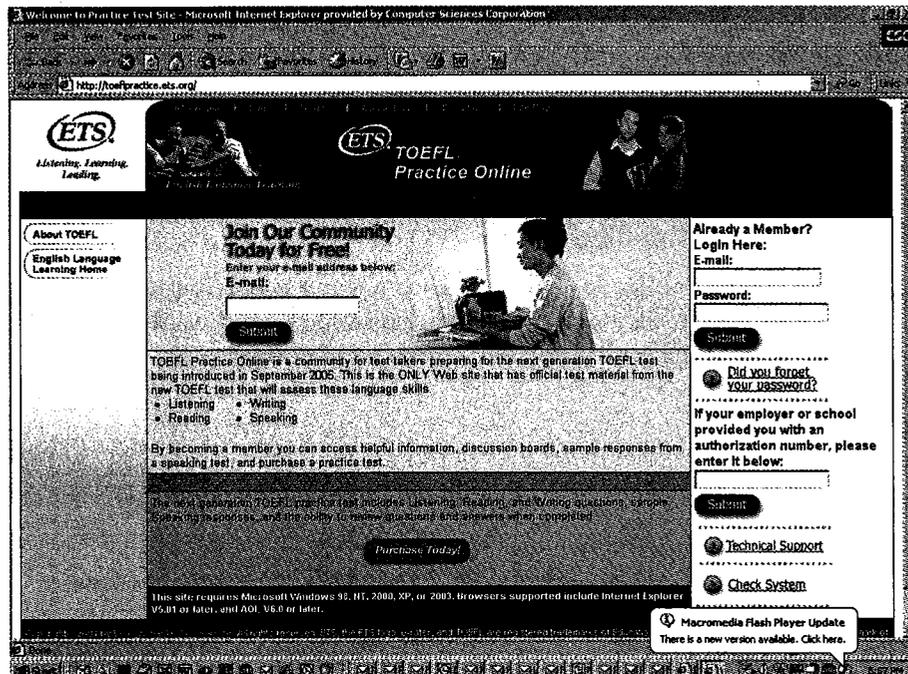
This is a screen from the online tour.

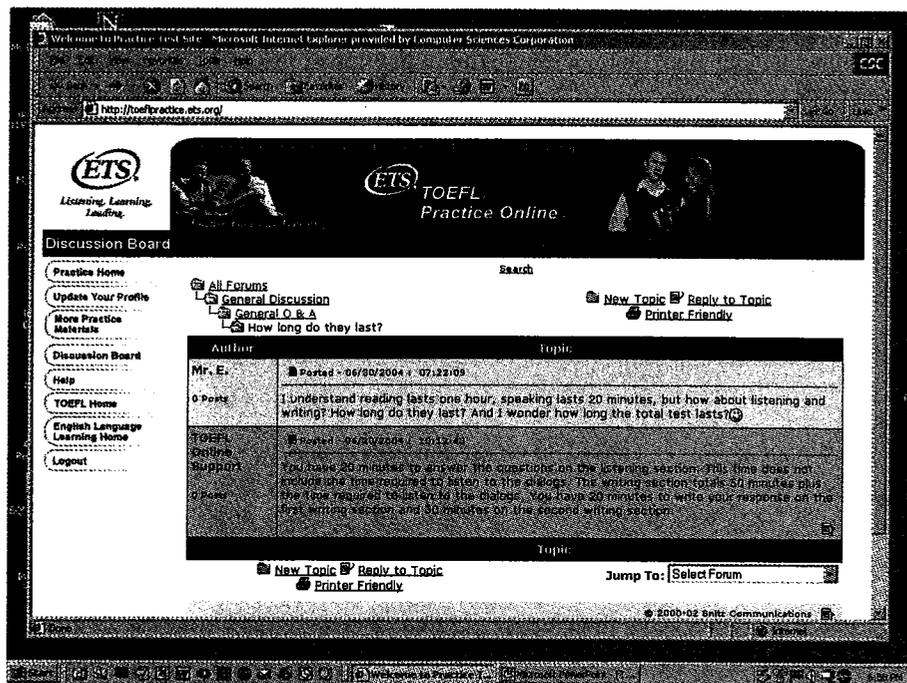


In addition, anyone can join TOEFL's online practice community, called **TOEFL Practice Online**, at [www.ets.org/toeflpractice](http://www.ets.org/toeflpractice) for free. Members have access to

- sample Speaking questions and responses
- Reading and Listening questions
- discussion boards where learners and teachers can exchange ideas
- daily study tips

**TOEFL Practice Online Homepage and Discussion Board—[www.ets.org/toeflpractice](http://www.ets.org/toeflpractice)**





## Step 2: Take an Online Practice Test

- In addition to these materials, members have access to next generation TOEFL iBT practice tests on the **TOEFL Practice Online** Web site ([www.ets.org/toeflpractice](http://www.ets.org/toeflpractice)). These practice tests are created by ETS, the maker of the TOEFL iBT test. Students can access the practice tests themselves, but teachers or advisors can also access them in bulk quantities for students.
- A practice test can be used one time only. When members take a practice test, they receive instant scores and feedback on the Reading, Listening, and Writing sections.
- As of mid-2005, members can access a TOEFL iBT online practice test with or without the Speaking section. The Speaking practice will be available at an extra fee. Speaking scores will be available within five business days.
- Members have the option of taking a practice test under timed or untimed conditions. It is important to progress to practicing under timed conditions so students can become familiar with the pace of the official TOEFL iBT test. They should also use headphones and become familiar with the directions so they know what to expect on the official test.
- Once members complete a practice test, they receive a score report with their skill scores and performance feedback analysis so they understand their strengths and weaknesses. **Note: The official TOEFL iBT score reports will look different from these practice test score reports.**

## TOEFL Practice Test Score Report

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### Score Report

#### TOEFL Practice Test

The Practice test is a test preparation product designed to help familiarize you with the kinds of questions that will appear in the next generation TOEFL test beginning in September 2005. Performance on the Practice Test is not a predictor of how a test taker might perform during an actual TOEFL test administration. However, you are encouraged to use the Practice Test to get a better sense of your possible performance on an actual TOEFL test.

Scores and information presented here are for personal and practice use only and are not official test scores. This is the only personal score report you will receive. No reports will be mailed or e-mailed to you or any institutions regarding your practice scores. You will not be able to specify recipients of this score report.

**Summary Analysis:**  
 Click on a section to review the questions for that section. Click on the "% Correct" to review all incorrect questions. Click on "% Guessed" to see all questions marked as guessed. [Click here](#) for an explanation of how the TOEFL is scored.

Section	Total Number of Correct Responses	% Correct	Scaled Score	% Guessed	% Correct of Guessed
<a href="#">Reading</a>	28 of 39	72%	22	0%	0%
<a href="#">Listening</a>	32 of 34	94%	27	0%	0%

**Writing**

Writing scores are produced by e-rater<sup>®</sup> automated scoring software only. On the actual TOEFL test, human raters will evaluate writing responses.

Rating for Writing based on Reading and Listening:	1	Rating for Writing based on Knowledge & Experience:	No Score
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all questions marked as guessed. [Click here](#) for an explanation of how the TOEFL is scored.

Section	Total Number of Correct Responses	% Correct	Scaled Score	% Guessed	% Correct of Guessed
<a href="#">Reading</a>	28 of 39	72%	22	0%	0%
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**Writing**

Writing scores are produced by e-rater<sup>®</sup> automated scoring software only. On the actual TOEFL test, human raters will evaluate writing responses.

Rating for Writing based on Reading and Listening:	1	Rating for Writing based on Knowledge & Experience:	No Score
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**Speaking**

This section of the test was for demonstration purposes only. If you would like to register to take a practice test of your speaking skills and receive a score, please click [TASST](#) to experience our TOEFL Academic Speaking Test assessment tool.

**Feedback Analysis:**  
 Please note the Feedback Analysis that appears here may differ from the feedback you may receive from similar test questions on an actual TOEFL test.

Show the feedback analysis for:  
 Reading    Listening    Writing Item 1    Writing Item 2

**Reading**

<b>Strengths:</b>	Your performance on this test indicates that you usually understand both factual and implied information. You are usually able to connect meaning across sentences, paragraphs, and across the entire text.
<b>Weaknesses:</b>	Although your vocabulary is very good, you may not know the meaning of some difficult words.

[Click here to review the reading section questions and solutions](#)

### Step 3: Practice More on Weakest Skills

Use the practice test score report and performance feedback analysis to determine which skills are the weakest. Of course, it is important to follow the skill-building tips on pages 26–30 before doing the additional test practice available on TOEFL Practice Online:

- Listening practice questions—access to 151 listening questions for 90 days
- Reading practice questions—access to 165 reading questions for 90 days
- ScoreItNow!™ writing practice—receive instant scores and feedback for two independent writing essays

### Step 4: Use Good Test-Taking Strategies

Once test takers have built their skills and practiced for the test, they are ready to take the test. Here are some good test-taking strategies recommended by ETS.

- **Carefully follow the directions** in each section to avoid wasting time.
- **Click Help** to review the directions only when absolutely necessary because the test clock will not stop when the Help function is being used.
- **Do not panic.** Concentrate on the current question only, and do not think about how you answered other questions. This is a habit that can be learned through practice.
- **Avoid spending too much time on any one question.** If you have given the question some thought and you still don't know the answer to a question, eliminate as many answer choices as possible and then select the best choice. You can review your responses in the Reading section by clicking View. However, it is best to do this only after all the questions have been answered so you can stay focused and save time.
- **Pace yourself** so you have enough time to answer every question. Be aware of the time limit for each section and task and budget enough time for each question/task so you do not have to rush at the end. You can hide the time clock if you wish, but it is a good idea to check the clock periodically to monitor progress. The clock will automatically alert you when five minutes remain in the Listening and Reading sections, as well as the independent and integrated tasks in the Writing section.

## Registration for the New TOEFL iBT Test

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### **Step 1: Get a Copy of the *TOEFL iBT Registration and Information Bulletin***

The *TOEFL iBT Bulletin* is a free publication that contains all the information test takers need to register to take the TOEFL iBT test. It explains test-scheduling procedures and provides information about fees, and identification requirements. The *Bulletin* can be downloaded or ordered on the TOEFL Web site ([www.ets.org/toefl](http://www.ets.org/toefl)) starting in June 2005.

Paper copies of *Bulletins* can be found locally at many educational advising centers, universities, and libraries. If test takers order a *Bulletin* online, it will be shipped from ETS in Princeton, New Jersey, USA. Allow up to eight weeks for delivery outside of the United States.

### **Step 2: Check the TOEFL Web Site for the List of Test Centers**

Test takers should check the TOEFL Web site at [www.ets.org/toefl/nextgen](http://www.ets.org/toefl/nextgen) for the latest list of test centers and the testing schedule for the TOEFL iBT test. Copies of the test center list and testing schedule will be available at many advising centers, universities, and libraries.

### **Step 3: Register Online, by Phone, or by Mail**

Registration for the new test begins in late July 2005. Test takers can register online at [www.ets.org/toefl/learners/ibt/register.html](http://www.ets.org/toefl/learners/ibt/register.html) or by phone. Registration by mail is also possible by using the paper form in the *Bulletin*.

# Questions Frequently Asked by Students

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## Launch Schedule

### When will the new test be available?

To ensure test score integrity and a quality administration for all test takers, ETS will introduce the new TOEFL test to countries worldwide in phases rather than all at once. It will launch for the first time in the United States on September 24, 2005. It will be offered in Canada, Germany, Italy, and France on October 22, 2005. The rest of the world will follow in 2006. TOEFL computer-based testing (CBT) and paper-based testing (PBT) will continue to be available until the launch of iBT in other parts of the world. Because TOEFL scores are used for high-stakes decisions, it is essential that the entire system works reliably in initial locations so that we can have a successful rollout in all locations.

### When do TOEFL CBT and PBT stop?

ETS will continue to administer the current computer-based and paper-based versions of the test until the new Internet-based test is implemented. In the United States, CBT will stop in mid-September. In Canada, France, Germany, and Italy, a paper-based test administration will be held on October 15, 2005, and computer-based testing will continue until mid-month. CBT and PBT will continue in the rest of the world until iBT is introduced in 2006.

### How can test takers find out when the new test will be available in their countries?

A timeline is available on the TOEFL Web site. ETS will also inform score users and test takers of the schedule at student fairs, through educational advisors and other means. The schedule for 2006 will be announced by November 1, 2005.

## Test Delivery

### How will the new test be administered?

The new test will be administered on fixed dates in a network of secure Internet-based test centers. Internet-based testing makes it possible to greatly expand the number of test centers in what is already the world's largest testing network. Most areas where the TOEFL iBT test is offered will have 30 to 40 administrations a year, but the number will vary based on the number of test takers and test center capacity. ETS will continue to utilize the current computer-based testing as well as paper-based testing until the Internet-based version is available.

Test center information will be posted at [www.ets.org/toefl/nextgen](http://www.ets.org/toefl/nextgen) and will be updated regularly. *Information and Registration Bulletins* will be available at many educational advising centers, colleges, universities, and libraries.

### Why is the TOEFL test changing?

The new test better measures what colleges and universities need to know: a prospective student's ability to use English to communicate in an academic setting. The new Speaking section evaluates a person's ability to use spoken English, and the new integrated Writing and Speaking tasks measure the ability to combine information from more than one source and communicate about it.

### Why use Internet-based testing (iBT)?

ETS has wanted to add Speaking to the test for quite a while, but needed to wait until it could be done in a way that met its standards for quality. Internet-based testing makes it possible for ETS to capture and score test-taker speech in the most efficient, standardized, and objective manner. Internet-based testing will also make it possible to greatly increase the number of test centers, which is good for test takers.

## **What is different about the TOEFL iBT test?**

The TOEFL iBT test has a new Speaking section, which includes independent and integrated tasks. There is no longer a Structure section. Grammar is tested on questions and tasks in each section. Note taking is allowed throughout the test. The lectures and conversations in the TOEFL iBT Listening section are longer, but test takers can take notes. The speech in the listening material sounds more natural, and one lecture per test may use a British or Australian accent. Also, there are new questions that measure understanding of a speaker's attitude, degree of certainty, and purpose. The TOEFL iBT Reading section has new questions that ask test takers to categorize information and fill in a chart or complete a summary. In the TOEFL iBT Writing section typing is required. There is an integrated task in addition to the current independent task, and the rubrics used for rating are different from the current test.

## **Will it be possible to take just a specific section of the test?**

It will be necessary to take the entire test to receive a score.

## **Test Benefits**

### **Will the new test really be different?**

The new test is an entirely new approach to learning and assessing the kind of English used in higher education. For the first time ever, the TOEFL test will assess test taker ability to integrate English skills and will reflect how people actually communicate in English in college and university settings.

### **Is the new test more difficult than the current test?**

The TOEFL iBT Reading and Listening sections are not dramatically different from those on the current TOEFL test. The integrated tasks on the TOEFL iBT Speaking and Writing sections may be considered more challenging because they are new to test takers. However, to succeed academically in English-speaking colleges and universities, students need to be able to speak and write in response to what they have read and listened to. The integrated tasks in the new test will help learners build the confidence needed to communicate in the academic environments they plan to enter.

### **What other benefits will the new test provide?**

The inclusion of Speaking, the use of integrated skills, and the emphasis on communicative competence will have great impact on how English is taught in the future. Students and other test takers will develop a higher level of English ability as a result, and will have confidence that they will be able to communicate and succeed.

### **Who else will benefit from the new test?**

Admissions officials and faculty at English-speaking colleges and universities as well as administrators of certification and licensing agencies will be provided with better information on their applicants' English communication abilities.

## **Test Scores**

### **How will the TOEFL iBT Speaking section be scored?**

Each of the six tasks is rated from 0 to 4, and the average of these ratings is converted to a scaled score of 0 to 30. Human raters evaluate the test taker's ability in topic development, delivery, and language use.

Scoring guides (rubrics) for the TOEFL iBT Speaking section are available on pages 49–50. The rubrics and sample responses at each level are also available at [www.ets.org/toefl/nextgen](http://www.ets.org/toefl/nextgen).

### **How will the TOEFL iBT Writing section be scored?**

The two tasks are rated from 0 to 5, and the average of these ratings is converted to a scaled score of 0 to 30. Human raters evaluate the responses. They evaluate the integrated writing task on the overall quality of the

writing (development, organization, appropriate and precise use of grammar and vocabulary) and the completeness and accuracy of the content. Raters evaluate the independent writing essay on the overall quality of the writing: development, organization, appropriate and precise use of grammar and vocabulary.

Scoring guides (rubrics) for the Writing section are available on pages 51–52. The rubrics and sample responses at each level are also available at [www.ets.org/toefl.nextgen](http://www.ets.org/toefl.nextgen).

### **Will the TOEFL score scale change?**

Yes, the score scale will change to:

Listening	0–30
Reading	0–30
Speaking	0–30
Writing	0–30
<b>Total Score</b>	<b>0–120</b>

The total score is the sum of the four skill scores.

### **What happens to scores from previous tests?**

ETS will report previous scores for two years after the original test date.

### **Will institutions still accept previous scores?**

Requirements vary from institution to institution. Please check with your prospective institutions or agencies to determine their specific requirements.

### **Is there a chart comparing scores for the current test with scores for the new TOEFL iBT?**

Yes. These score comparison tables can be found on page 54–58.

## **Test-Taker Resources**

### **Is a sample test available?**

Yes, a complete TOEFL iBT sample test can be viewed free of charge at [www.ets.org/toefl/nextgen](http://www.ets.org/toefl/nextgen). There is also an online tour with sample test questions from each of the four sections.

### **How can learners practice for the TOEFL iBT test?**

Practice tests are available at TOEFL Practice Online at [www.ets.org/toeflpractice](http://www.ets.org/toeflpractice). Join the online community for free and get access to Speaking samples, discussion boards, and daily study tips. After completing the practice tests, members receive instant scores and performance feedback. Additional practice is available for Listening, Reading, and Writing for those who need to improve these skills.

Those wishing to receive a Speaking score can take the Speaking practice for an additional fee. Visit [www.ets.org/tast](http://www.ets.org/tast) for more information. However, by mid-2005, the Speaking section will be a part of the TOEFL iBT practice test.

## **General**

### **How can test takers register?**

Registration begins in late July 2005. Test takers can register online, by phone, or by mail.

### **Will TOEFL iBT take the place of the Test of Spoken English (TSE)?**

Yes. Because the TOEFL iBT test includes a Speaking section, institutions and agencies will no longer need to require TSE scores as a separate requirement. The TSE will be discontinued once the TOEFL iBT test is available worldwide.