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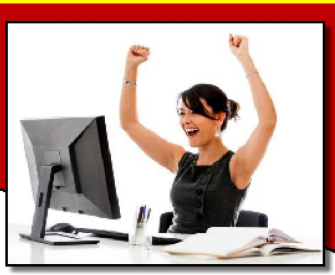
- Are you too busy to take a TOEFL course?
- Do you need test-proven TOEFL strategies?
- Do you need a quick TOEFL review?
- Do you want fast and easy strategies?
- Do you want a convenient study aid?
- Do you want to improve your TOEFL score?

Then this guide is for you! Professor Stirling's innovative TOEFL books have helped millions get the scores they need for TOEFL success.

TOEFL Strategies

Quick-Reference Guide



by bruce stirling

TOEFL Strategies: Quick Reference Guide
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Structure of the TOEFL Test

Section	Task	Questions	Time	Score
Reading	3-5 passages	12-14 questions each	60-100 mins	30/30
Listening	2-3 dialogues	5 questions each		
	4-6 lectures	6 questions each	60-90 mins	30/30
BREAK			**10 minutes**	
Speaking	independent	2 tasks	2 mins	
	integrated	4 tasks	18 mins	30/30
Writing	integrated	1 task	23 mins	
	independent	1 task	30 minutes	30/30
TOTAL			**4 hours**	**120/120**

TOEFL FACTS

- TOEFL means *test-of-English-as-a-foreign language*.
- The English on the TOEFL test is equal to first-year, college-level English in the United States.
- When you're finished the test, your responses will be sent via the internet to Educational Testing Service (ETS) for scoring. TOEFL is designed by ETS. ETS also designs and administers the GRE (Graduate Record Exam). ETS is located in Princeton, New Jersey.
- The TOEFL test is four hours long. There are four test sections: *reading, listening, speaking and writing*. There is a ten-minute break after the listening section. You cannot change the task order.
- You can take notes throughout the test. Note paper and pencils are supplied.
- You can't take anything into the test center, no pens, no food, no wallets, no phones.
- You will type your essays using a standard Microsoft keyboard. This keyboard is not touch-sensitive.
- You cannot fail the TOEFL test. TOEFL instead measures your academic-English-language proficiency on a scale from 0 to 120. The higher your proficiency, the higher your score.

- The average yearly worldwide TOEFL iBT score since 2005 (the year the iBT was introduced) is 81/120.

- You must take the TOEFL test at an official test center. TOEFL test centers worldwide are run by *Prometrics*, a subsidiary of ETS.

- You can take the TOEFL test as often as you wish. Please visit www.ets.org/toefl for pricing info and to register for test.

- Your TOEFL score is good for two years.

- You will receive your *unofficial* TOEFL score in the mail ten business days after the test. For security purposes, your *official* TOEFL score will be sent directly to the school or agency of your choosing from ETS. Please contact www.ets.org /toefl for more about score requests.

- The TOEFL test is user-friendly. On screen instructions tell you what to do and how. Proctors walk about ready to help.

- Take your passport to the test center on test day. It is the best form of ID.

- If you have a problem when taking the test, notify the test-center administrator immediately.

- If you want to complain about the testing facilities or the test administrator, write to ETS. Provide the city and country name where you tested. Write to:

TOEFL iBT Complaints
MS 16-Z, Internet-Based Testing Network Group
Educational Testing Service
Rosedale Road
Princeton, NJ 08541-6163 USA

The TOEFL Story

TOEFL PBT (1964-1979)

In the early 1960's, many non-native, English-speaking students started to apply at American schools. In 1964, the TOEFL *paper-based test* (PBT) was introduced to assess their academic-English proficiency. TOEFL was developed by the National Council, a cooperative of private and public educational institutions. In 1965, ETS took over TOEFL. Because many non-native, English-speaking students were going on to grad school, ETS developed the GRE (Graduate Record Exam). The TOEFL PBT tested reading, listening and grammar. Speaking and writing were not tested.

TOEFL CBT (1979-2005)

The early 1980's saw the rise of personal computing. To keep pace with the PC revolution, ETS introduced the TOEFL *computer-based test* or CBT. Test-takers now took the TOEFL test on a test-center computer.

The TOEFL CBT tested reading, listening, and grammar. Test-takers also had to write an independent (opinion) essay. During this period, the

Test-of-Written English (TWE) and the TSE (Test-of-Spoken English) were also introduced.

TOEFL IBT (2005-present)

In the late 1990's, American educators requested that ETS include a speaking section on the TOEFL test. ETS did so and introduced the TOEFL *internet-based test* or iBT in September 2005. The TOEFL iBT tests reading, listening, speaking and writing. The speaking section replaced the CBT grammar section. Also, the integrated writing task was introduced.

On test day, you will take the TOEFL iBT. The TOEFL PBT and CBT are no longer available.

TOEFL SCORE COMPARISON CHART

TOEFL iBT	TOEFL PBT	TOEFL CBT
120	677	300
110	637	270
100	600-603	250
90	577	233
80	550	213

Who takes TOEFL?

STUDENTS

- Non-native, English-speaking students planning to study in the United States must submit a TOEFL score as part of their college application packages.

Not all U.S. colleges require a TOEFL score. Some accept SAT or ACT scores only. Please contact the schools to which you are applying and ask for their TOEFL requirements before you take the test.

If you are a foreign-born high school student applying to a U.S. college, you must submit a SAT score even if English is your native language. Please visit www.sat .collegeboard.org for SAT information.

PROFESSIONALS

- Non-native, English-speaking nurses, pharmacists and dentists planning to practice professionally in the U.S. must submit a TOEFL score as part of the licensing process.

Lawyers should consult their licensing agencies for TOEFL requirements.

Doctors should consult their licensing agencies for TOEFL requirements.

JOB SEEKERS

- These individuals take the TOEFL test, then put their scores on their résumés.

A good TOEFL score is a marketable skill that demonstrates English-language proficiency.

What does TOEFL test?

- TOEFL measures English-language proficiency at the first-year college level in the U.S. Proficiency means "skill and knowledge." TOEFL measures your English-language proficiency on a scale from 0 to 120.

- TOEFL is also *a teaching test*. The tasks and questions are designed to measure your ability to learn and apply new ideas in English in a timed environment.

Everything you need to know will be on the TOEFL test.

TOEFL practice books are the only reading material you need to prepare for the test.

What is a good TOEFL score?

- If you wish to study in the U.S., a good TOEFL score is the score you need not the score you want. Everyone wants a perfect 120, but if you only need 85, then 85 is a good score.

- U.S. undergraduate applicants should aim for 80/120. The higher the better.

- U.S. graduate applicants should aim for 90/120. The higher the better.

- U.S. graduate applicants must also submit graduate test scores, such as the GRE (Graduate Record Exam), GMAT (Graduate Management Admission Test), MCAT (Medical College Admission Test) or LSAT (Law School Admission Test). Please consult the school of your choosing for test-score requirements.

- High-school applicants should contact the schools of their choosing for TOEFL and other test-score requirements.

- For a professional, please contact your U.S. licensing agency for TOEFL requirements. Applicants must meet, or exceed, the required scoring level to get a U.S. license.

Before you take the TOEFL test, contact the school or agency to which you are applying Find out their scoring requirement, then aim for that score.

READING SECTION

- The reading section is one-hour long. You will read three academic passages. Each passage is about 750-words.

- The topics are from the humanities. Psychology, sociology, geography and astronomy are common topics. Applied sciences, such as physics, chemistry and mathematics, are not tested.

- The reading section measures your ability to read and quickly comprehend first-year college-level academic-English.

- The reading section measures your ability to understand and answer questions about topics that might be new to you.

Everything you need to know about the topic will be in the passage. You do not need to specially prepare.

- Each passage will have 12-14 questions. You will select your answers with a mouse.

- You can scroll back and forth between reading passages and answer the questions in any order.

WARNING *Do not waste time on one question. Answer and move on. You will not lose points for a wrong answer.*

WARNING *There's no time limit for each listening question. You control the clock.*

WARNING *Do not change an answer. This is a common mistake test-takers make. Trust your first choice. More often than not, it is correct. If you finish the reading section, and have time left over, don't go back and change answers. Go on to the listening section.*

WARNING *On test day, you might get four passages with 90-minutes to answer. One of the four passages will not be rated. This passage is being tested by ETS and will be used on another TOEFL test. You will not know which three passages will be scored.*

Is that fair, answering four passages and only being rated for three, and not knowing which three passages will be rated? No, it is not fair. You are paying ETS to experiment with your time and money. ETS has come under a lot of criticism for this practice.

REMEMBER! Watch the clock.

Reading on a Computer

- You won't see a complete reading passage on your screen. You will see numbered paragraphs instead (see screen below).

- The questions will appear on the left of your screen. The answers will be in the numbered paragraph on the right.

WARNING *When you start, the questions might not appear on the left-hand side of your screen. If this happens, scroll to the end of the reading section. The questions will appear.*

Reading Questions

Each passage will have 12-14 multiple-choice questions.

Select your answers with the mouse.

1. VOCABULARY QUESTIONS

Each passage will have 3-5 vocabulary questions. They measure your ability to understand new words by inferring their meaning from the context in which they are used.

1. In paragraph one, what does seminal mean?

- ○ serious
- ○ interesting
- ○ controversial
- ● original

2. NEGATIVE QUESTIONS

Each passage will have 2 or fewer negative questions. They measure your ability to identify and verify information that is not true or not stated in the passage.

2. In paragraph two, what is NOT true?

- ⬭ caffeine is a stimulant
- ● coffee is grown in the United States
- ⬭ coffee is growing in popularity
- ⬭ coffee increases mental activity

3. INFERENCE QUESTIONS

Each passage will have 2 or fewer inference questions. They measure your ability to make conclusions based on facts stated directly in a paragraph or in the passage as a whole.

3. In paragraph three, what can we infer about the tawny frogmouth?

- ⬭ It is a frog.
- ⬭ It is a monkey.
- ● It is a bird.
- ⬭ It is a snake.

4. RHETORICAL-PURPOSE QUESTIONS

Each passage will have 2 or fewer rhetorical-purpose questions. They measure your ability to identify how the writer uses rhetorical strategies, such as narration, description, illustration, definition, compare-contrast, classification, process, and cause-and-effect.

4. In paragraph four, how does the author introduce the topic of the halo effect?

- ● by using an illustration
- ○ by using a classification
- ○ by using a process
- ○ by using a definition

5. REFERENCE QUESTIONS

Each passage will have 2 or fewer reference questions. They measure your ability to connect words grammatically using referents (pronouns) and antecedents (nouns).

The referent will be highlighted in the question and in the passage.

5. In paragraph five, to what does they refer?

- ● pin
- ○ worker
- ○ wire
- ○ head

6. SENTENCE-SIMPLIFICATION QUESTIONS

Each passage will have one sentence simplification question. It measures your ability to paraphrase the highlighted sentence in the passage.

> 2. The Pacific coast rainforest, stretching from Vancouver, Canada north to Alaska, gets so much rain, it is considered to be on par with the Amazon. These rainforests are considered....

6. Which sentence best restates the highlighted sentence in paragraph 2?

   a) The Pacific and the Amazon are big

   b) The rainforest starts in Vancouver.

   c) The Pacific coast gets a lot of rain.

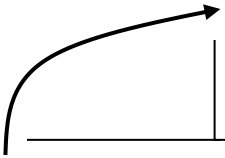
   d) The Amazon and the Pacific coast rainforest get the same amount of rain.

7. SENTENCE-INSERTION QUESTIONS

Each passage will have one sentence-insertion question. You will insert a sentence into a paragraph. There are four answer choices. Each is indicated by a black square (■) in the paragraph (see next page). Each square is a possible insertion point for the insertion sentence in **bold**. Click on the square where you think the insertion sentence should be inserted into the paragraph.

Look at the four squares [■]. They indicate where the sentence below could be added to paragraph four. Click on the square to insert the sentence into the passage. **Witness England and Holland battling for control of present-day Manhattan in the early 1600s.**	4. Spain preserved national power by accumulating as much gold as possible through exports. ■ To develop exports, companies were subsidized by the government. ■ By limiting imports, the gold used to pay for imports would stay in the country. ■ Moreover, nations were geared toward acquiring and maintaining gold at all costs, including warring with each other. ■ Adam Smith, however, argued that free trade benefitted all nations and that gold was not equal to wealth.

Look at the four squares [■]. They indicate where the sentence below could be added to paragraph four. Click on the square to insert the sentence into the passage. **Witness England and Holland battling for control of present-day Manhattan in the early 1600s.**	4. Spain preserved national power by accumulating as much gold as possible through exports. ■ To develop exports, companies were subsidized by the government. ■ By limiting imports, the gold used to pay for imports would stay in the country. ■ Moreover, nations were geared toward acquiring and maintaining gold at all costs, including warring with each other. **Witness England and Holland battling for control of present-day Manhattan in the early 1600s.** Adam Smith, however, argued that free trade....



clicked on insertion point four

Each passage will have one summary completion question. It measures your ability to complete a summary of the passage. The summary starts with **a sentence in bold**. Choose *three* sentences to complete the summary. Move each answer choice by *click-dragging* it up beside a bullet point. You don't have to put the sentences in order.

Directions: The sentence in bold is the first sentence of a brief summary of the passage. Complete the summary by choosing three answer choices from the six choices.

The passage discusses Adam Smith's book *The Wealth of Nations*.

- Smith's book is the start of modern economic theory.
-
-

click-drag answer into place

1. Smith's book is the start of modern economic theory.
2. Smith showed how factory workers wasted time when making pins.
3. Smith wrote *The Wealth of Nations* after he returned to Scotland from a long European trip.
4. Smith said governments should subsidize companies.
5. Smith argued that Mercantilism was a wealth-building system.
6. Smith was influenced by the European Enlightenment.

8. COMPLETE-A-TABLE QUESTIONS

Each passage will have one complete-a-table question. It measures your ability to connect **topics** under **topic headings**.

Directions: Complete the following table.

Mercantilist	Adam Smith
• Nations created wealth by amassing gold.	• A satisfied work force benefits an economy.
•	•
•	•
	•

click-drag

click-drag

1. Nations created wealth by amassing gold.
2. A satisfied work force benefits an economy.
3. Exports should be manufactured by the government.
4. Poorly paid workers created national wealth.
5. National wealth starts with a rational manufacturing.
6. Productivity increases if labor is systematic.
7. War is part of national and economic policy.
8. Accumulating gold does not create national wealth.
9. Free trade is an important part of military policy.

How to Read a Passage

There are three ways to read a passage.

- **READ FROM START TO FINISH**

  This strategy is the least effective because you will waste time pausing to understand grammar and new vocabulary.

  WARNING *You won't have time to read each passage from start to finish. If you read from start to finish, you risk running out of time and not answering all the questions. The result will be a lower reading score and a lower TOEFL score.*

- **PARAGRAPH FIRST, THEN THE QUESTION**

  This strategy is effective because you will familiarize yourself with the topic of the on-screen paragraph. You can then match topic information in the paragraph with the topics in the question answer choices. When reading the paragraph, identify the three-part structure. *General information* will be in the first and last sentences. *Specific information*, such as examples, will be in the middle. Knowing this will help you quickly select the right answer choice specific to the question (see pages 26 and 27).

QUESTION FIRST, THEN THE PARAGRAPH

This strategy is the most effective because you will use signal words in the question to help you locate the answer in the paragraph. Signal words are clues. For example, “where” and “SIRS” are signal words in the question below. These words are also in the paragraph. Because these words are details, scan the middle of the paragraph.

2. According to paragraph 2, **where** did Fleming see evidence of widespread **SIRS**?

- ⬭ in the Royal Medical Corp
- ⬭ in St. Mary's Hospital
- ⬭ in1881 in Ayrshire, Scotland
- ⬬ in frontline soldiers

- By matching the signals words in the question to words in the paragraph, you will increase your chances of getting the answer right, and you will save time.

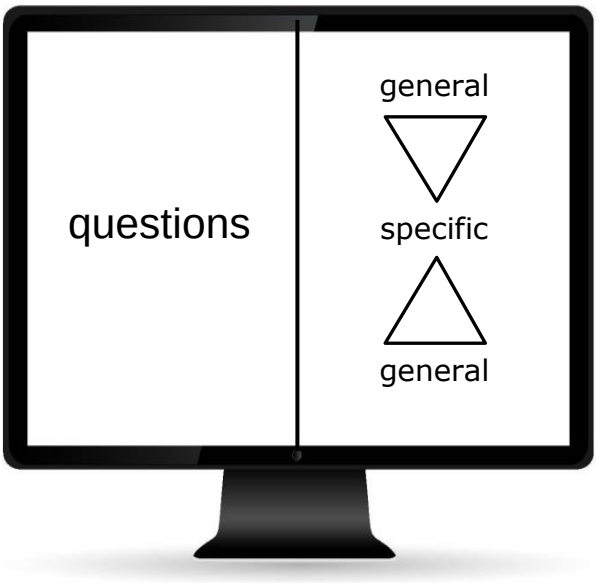
There is no right or wrong way to answer reading questions. There is only your way. Practice your way before you take the test. Remember to watch the clock.

Skimming and Scanning

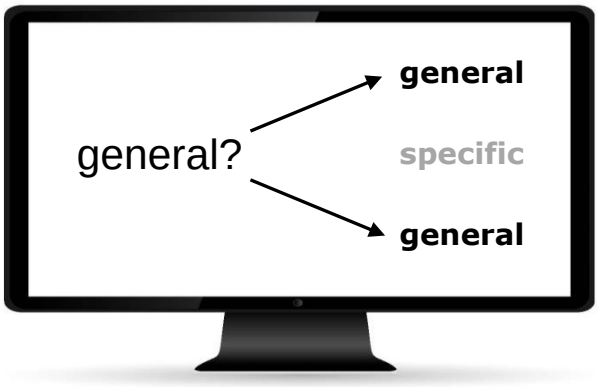
- Each on-screen body paragraph is a mini-essay with three parts (see screen below).

  general = topic-introductory sentence
  specific = examples (evidence)
  general = concluding sentence

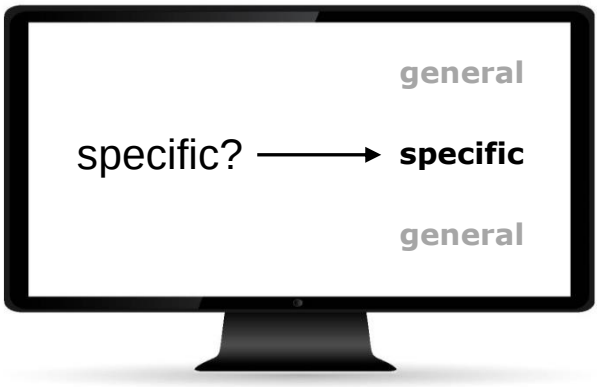
- On the screen below, note how the ideas move from *general-specific-general*. Knowing this three-part structure-part will help you quickly skim and scan for answers.



- If the question asks for general information, *such as the main topic*, scan the first and last sentences of the paragraph.



- If the question asks for specific information, *such as an example*, scan the middle of the paragraph.



LISTENING SECTION

- The listening section is the second section on TOEFL test. It is 60-90 minutes long.
- You may take notes.
- You will listen to the tasks on a headset. On-screen instructions help you set up the audio. If you have a problem, raise your hand. A test-center administrator will help you.
- You will hear two task types: *lectures* and *conversations*.

Everything you need to know about the topic will be in the lecture or conversation. You do not need to specially prepare.

- The listening section measures your ability to understand and respond to authentic speech patterns in *lectures* (academic situations) and in *conversations* (non-academic situations).
- Authentic speech patterns include idioms, hesitations, digressions, self-corrections and repetitions.
- You will hear each lecture and conversation once. You cannot replay them therefore you should take notes.
- After you listen, you will answer questions. You cannot change the question order.

The clock doesn't run when you are listening to a lecture or conversation. The clock runs when you're answering questions. You control how much time you spend on each question.

WARNING *Do not waste time on one question. Answer then move on.*

WARNING *Answer all questions. You will not lose points for a wrong answers.*

WARNING *Don't change an answer. More often than not, it is correct.*

LECTURES

- There are two lecture types: *professor-only* and *professor-students*.
- You will listen to four lectures: three professor-only and one professor-students.
- Each lecture will last about 5 minutes.
- You may takes notes.
- Make sure the volume is turned up.

Lecture Questions

Each lecture is followed by six different multiple-choice questions. They are a mix of the following questions.

1. CONTENT QUESTIONS

These questions measure your ability to identify main ideas in the lecture.

1. What is the topic of the lecture?

- ● the American Civil War
- ○ Abraham Lincoln and his presidency
- ○ the history of slavery
- ○ causes of the American Civil War

2. PURPOSE QUESTIONS

These questions measure your ability to identify the purpose of the lecture.

2. Why does the professor talk about whales?

- ○ to develop the topic of hunting
- ○ to contrast whales and polar bears
- ● to argue in support of protecting whales
- ○ to highlight an environmental problem

3. SINGLE-ANSWER DETAIL QUESTIONS

These questions measure your ability to identify facts that support and develop the lecture.

3. When was the Boston Latin School founded?

- ⬭ 1735
- ⬭ 1837
- ⬭ 1777
- ⬬ 1635

4. MULTI-ANSWER DETAIL QUESTIONS

These questions measure your ability to identify facts that support and develop the lecture. Select two or three answers depending on the task. Note the square selection boxes below. When you see square selection boxes, answer three questions

4. What weapons did a Roman gladiator use?

- ■ gladius
- ☐ hammer
- ■ pugio
- ☐ sword
- ■ pilum

5. QUESTION-FIRST REPLAY QUESTIONS

These questions measure your ability to understand authentic language patterns. You will hear the question first, then a dialogue segment, then answer. You can't replay the segment.

5. Why does the professor say this?

- ○ to encourage the student
- ● to warn the student
- ○ to inform the student
- ○ to apologize to the student

6. DIALOGUE-FIRST REPLAY QUESTION

These questions measure your ability to understand authentic language patterns. First, you will hear a dialogue segment, then answer the question. You can't replay the segment.

Listen to part of the conversation, then answer the question.

4. Why does the professor say this?

- ● to explain the problem in detail
- ○ to explain the solution in detail
- ○ to explain the theory in detail
- ○ to explain the homework assignment

7. ATTITUDE QUESTIONS

These questions measure your ability to understand the professor's opinion.

6. What is the professor's position on Cro-Magnon cave art?

- ● Its purpose remains a mystery.
- ○ It needs to be protected.
- ○ It was painted by men only.
- ○ It has no symbolic meaning.

8. ORDERING QUESTIONS

These questions measure your ability to put details in the correct order.

7. Put the life cycle of the sockeye salmon in the correct order. This is a 2-point question.

a. return to the home river
b. alevin grow into fry
c. smolt head for the ocean
d. spawn in shallow water

1. A
2. D
3. B
4. D

9. INFERENCE QUESTIONS

These questions measure your ability to make conclusions based on facts stated in the lecture.

8. The professor believes that...

- ● Global warming is a threat.
- ○ Global warming is not a danger.
- ○ Global warming needs more study.
- ○ Global warming is beneficial.

10. YES-NO QUESTIONS

These questions measure your ability to identify correct and incorrect details in the lecture.

9. Indicate which of the following are correct.

	YES	NO
Sharks are apex predators.	■	
Shark are carnivores.	■	
Sharks have smooth skin.		■
Sharks only live in warm water.	■	

11. CONNECTING QUESTIONS

These questions measure your ability to identify details and match them to main topics.

10. Match the topics.

a. shark	b. whale	c. lizard
mammal	reptile	fish

Click-drag your choices into place.

10. Match the topics.

a. shark	b. whale	c. lizard
fish	reptile	mammal
a. shark	c. lizard	b. whale

CONVERSATIONS

You will listen to two conversation prompts: *office hours* and *service encounters*.

- **OFFICE-HOURS CONVERSATION**

  For this prompt, a student will talk to a professor. The student and the professor will discuss a topic using formal (academic) language. Topics include a student requesting a project extension or research advise.

- **SERVICE-ENCOUNTER CONVERSATION**

  For this prompt, a student will talk to a campus employee, such as a librarian. The student and the employee will discuss a campus-related topic using informal (conversational) language. Common topics are how to use the library, housing problems, and applying for scholarships.

- Each conversation is 2-3 minutes long.

- You will listen to 2-3 conversations, i.e. one service encounter and two office hours.

- Five questions follow each conversation.

- Each conversation is a problem-solution scenario. The student will introduce the problem, the professor and/or campus empolyene will help solve the problem.

- When you takes notes, focus on the problem-solution scenario in each conversation. The questions are based on it.

Conversation Questions

Each conversation is followed by five different questions. Conversation questions are the same as lecture questions. Conversation questions will be a mix of the following question types.

1. Content Questions (pg. 30)

2. Purpose Questions (pg. 30)

3. Single-Answer Detail Questions (pg. 31)

4. Multi-Answer Detail Questions (pg. 31)

5. Question-First Replay Questions (pg. 32)

6. Dialogue-First Replay Questions (pg. 32)

7. Attitude Questions (pg. 33)

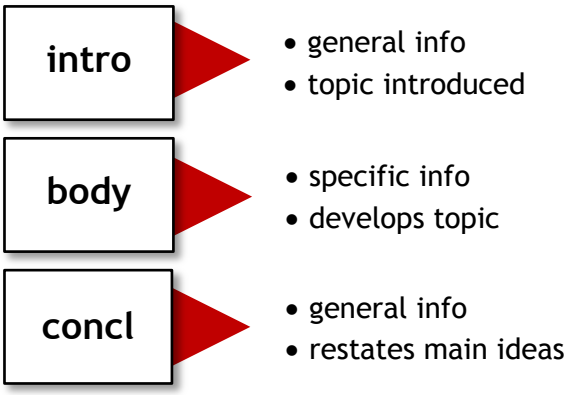
8. Ordering Questions (pg. 33)

9. Inference Questions (pg. 34)

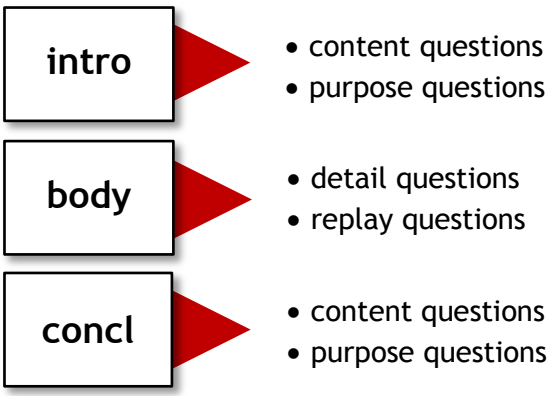
10. Yes-No Questions (pg. 34)

Listening Strategies

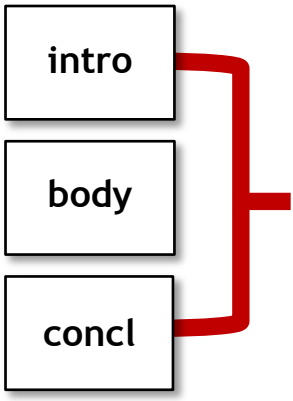
- Each conversation and lecture has a three-part structure that serves a function.



- The questions are designed to target each part of the listening task.



- Some questions focus on the listening task as a whole.



- attitude questions
- ordering questions
- inferred questions
- Yes-No questions

WARNING *Listen from start to finish. Don't be distracted. Test-takers lose points because they missed important information at the very start of the task. Often that information is in the first three sentences of the lecture/conversation introduction.*

REMEMBER! Watch the clock.

SPEAKING SECTION

- The speaking section is the third section on TOEFL test. It is 20-minutes long. You may take notes.

- You will listen to the tasks on a headset with a microphone. On-screen instructions help you set up the audio.

- The speaking section measures your ability to deliver subjective and objective verbal responses by integrating three skills: *reading, listening and speaking*.

- You can't control the clock.

- You can't stop and start a task.

- You don't have to speak continuously. You will not lose points if you complete a task early. If you finish early, sit and wait for the next task to appear.

  WARNING *The speaking tasks are continuous. There is no time between tasks to prepare or rest.*

  WARNING *If you are not prepared, you'll lose points. Be prepared. Know the task order. Know what you must do. Know when to do it and how. On test day, there is no time to figure out what you must do.*

Rating System

- According to ETS, each spoken response will be rated by 3 to 6 certified raters.
- Each task is rated from 0 to 4. For example, three raters (see below) score speaking task #1. The average of their scores is converted to a final speaking section score out of 30.

Rater	**1**	**=**	**4/4**
Rater	**2**	**=**	**4/4**
Rater	**3**	**=**	**4/4**
average		**=**	**12/12**
section score		**=**	**30/30**

How to Rate a Response

- The speaking raters rate each response using a set of rules called *a rubric*. That rubric has five discrete parts starting with Organization. Each part measures proficiency (skill and knowledge).

➢ **ORGANIZATION**: Does the response demonstrata proficient organization? Does it have an intro, a body and a conclusion?

- **PROGRESSION**: Does the response demonstrata proficient progression? Do the ideas move from general (intro) to specific (body) to general (conclusion)?
- **DEVELOPMENT**: As the ideas progress, do they proficiently develop in the intro, the body and the conclusion?
- **UNITY**: 1) Topical: As the ideas develop, does the speaker focus on the same topic throughout or does the speaker go off topic? 2) Grammatical: Does the speaker use grammar proficiently to connect ideas or not?
- **LANGUAGE USE**: 1) Vocab: Does the speaker demonstrate proficient word choice? 2) Sentences: Does the speaker proficiently demonstrate a variety of sentence types? 3) Fluency: Does the speaker demonstrate proficient fluency or does the speaker hesitate? 4) Automaticity: Does the speaker speak naturally or pause to translate? 5) Ease of Listening: Is the speaker easy to understand or not?

- If you demonstrate proficiency in all parts OPDUL, your response will demonstrate Coherence (OPDUL=C), and score higher. If your response lacks proficiency in one or more areas of OPDUL, the Coherence level will be reduced, and you will score lower.

Speaking Task #1

- This task measures your ability to use your experience to state and develop an opinion that answers *a single-question prompt*.

STEP #1: PREPARE YOUR RESPONSE

You will have 15 seconds to read the prompt and prepare your response.

PROMPT: High school students should have part-time jobs. What is your position? Develop it using reasons and examples.

STEP #2: DELIVER YOUR RESPONSE

You will have 45 seconds to deliver your response.

STRATEGIES

- This is a subjective speaking task. You are the main topic therefore *talk about yourself*. Do not talk about "some people."

- If you cannot think of a personal example, *make one up*. Tell a story.

- Your response will be a mini-verbal, independent essay with three-parts: *intro, body, conclusion* (see below).

intro

Personally, I believe that high school students should work while going to school. Why?

body

For example, when I was a high school student, I had a part-time job at an English bookstore. I loved it because I was always meeting foreigners who spoke English. By helping them find books, I was able to practice my English. It was great because at school, I only learned grammar from books, but at the store I was learning conversational English. Not only that but I made money for myself. This helped me because I didn't always have to ask my parents for money. As you can see, by working at the bookstore, I killed two birds with one stone.

concl

In sum, I contend that all high school students should work part-time during high school.

- A well-developed example = a high score!

Watch the clock!

Speaking Task #2

- This task measures your ability to use your experience to state and develop an opinion that answers *a paired-choice prompt*.

STEP #1: PREPARE YOUR RESPONSE

You will have 15 seconds to read the prompt and prepare your response.

PROMPT: We need zoos. Do you agree or disagree? Develop your opinion using reasons and examples.

STEP #2: DELIVER YOUR RESPONSE

You will have 45 seconds to deliver your response.

STRATEGIES

- This is a subjective speaking task. You are the topic therefore *talk about yourself*. Do not talk about "some people."

- If you cannot think of a personal example, *make one up*. Tell a story.

- Your response will be a mini-verbal, independent essay with three-parts: *intro, body, conclusion* (see below).

intro I agree that we need zoos. Why?

body For example, when I was 12, my teacher took us to the zoo. I had never seen wild animals before. I had just read about them in books and seen them on the TV. But seeing them in real life was amazing, especially the lions. On TV, they looked so small, but seeing them live they were really big. By going to the zoo, I definitely saw things in a whole new light.

body Now I have a family and we always go to the zoo. My wife makes a picnic and we spend all day there. My kids love taking pictures and learning all about the animals, especially the gorillas. Being outside is good for my children. Best of all, they can leave the internet and the TV at home.

concl For those reasons, we need zoos.

- Well-developed examples = a high score!

Watch the clock!

Speaking Task #3

This task measures your ability to integrate three skills: *reading, listening, speaking*. You will integrate these skills while summarizing a school announcement and a student's opinion of the announcement.

STEP #1: READ THE ANNOUNCEMENT

- The announcement will introduce a policy.

Announcement from the President

Starting next semester, all food sold at Shelton University will be organic. This policy includes beverages as well. When possible, the university will contract local growers to provide fresh organic produce. The university is implementing this policy in order to regulate the sugar and fat content in student diets. This change in policy reflects health awareness programs being implemented at other colleges and universities across the nation.

You will have 45 seconds to read the announcement.

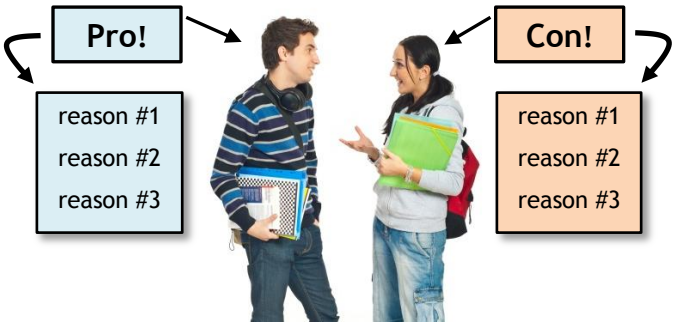
- As you read the announcement, note: 1) the topic, and; 2) the reasons for it.

1. Shelton U. is introducing a new food policy; next semester >> all food organic.
2. Policy will control sugar and fat in student diets; part of a health awareness program.

WARNING *When the 45 seconds are up, the announcement will leave your screen and not return.*

STEP #2: LISTEN TO THE DIALOGUE (2 MINS)

- Two students will discuss the announcement.
- One student will agree with the policy (pro), the other will disagree (con).



WARNING *You can't replay the dialogue.*

STEP #3: PREPARE YOUR RESPONSE

- When the dialogue ends, the prompt will appear on your screen.

PROMPT: The woman states her opinion about the policy. Explain her opinion and the reasons she gives for maintaining that position.

You will have 30 seconds to prepare your response.

STEP #4: DELIVER YOUR RESPONSE

You will have 60 seconds to deliver your response.

STRATEGIES

- This is an objective speaking task. Do not state your opinion. Your opinion is subjective and therefore off topic.

- Do not try to predict which student's opinion you will summarize. Take notes for both.

- Summarize the reading-announcement in 15 seconds (see below).

- Summarize the student's opinion in 45 seconds (see below).

Starting next semester, Shelton University will introduce a new organic food policy. It's part of a health awareness program to improve student diets by reducing sugar and fat.

The woman thinks the new food policy is a bad idea.

First, she argues that organic food is more expensive. As result, she will not be able to afford it because she is a poor student.

Next, she believes that organic food is not healthier. She says an organic hamburger has the same amount of fat as a non organic one.

Finally, she doesn't want the school telling her what she can't eat. She doesn't like the fact that the school is taking away her right to choose.

For those reasons, she is against the policy.

- Well-developed summaries = a high score!

Watch the clock!

Speaking Task #4

- This task measures your ability to integrate three skills: *reading, listening, speaking*. You will integrate these skills while summarizing an academic reading and a lecture on the same topic.

STEP #1: ACADEMIC READING

- The reading will introduce a general topic.

Animal Behavior

Animal behavior can be classified according to the time of day an animal is active. Animals, such as horses and birds, are said to be diurnal because they are active during the day and rest at night. Those animals active at dawn and dusk are said to be crepuscular. Beetles and rabbits fall into this category. The third group are those animals that sleep during the day and are active at night. They are nocturnal.

You will have 45 seconds to read the passage.

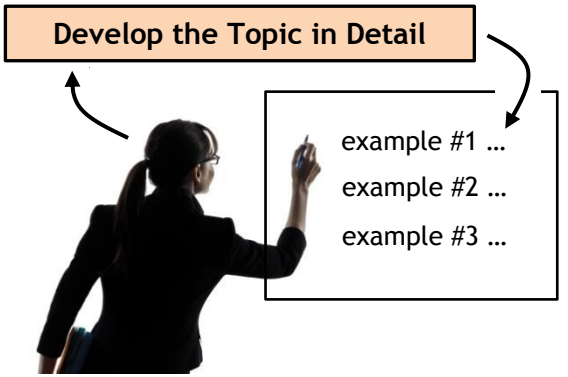
- As you read the passage, note: 1) the topic, and; 2) the information that develops the topic.

1. Animals can be classified according to the time of day they are active.
2. diurnal = day; crepuscular = dawn + dusk; nocturnal = night

WARNING *When the 45 seconds are up, the passage will leave your screen and not return.*

STEP #2: LISTEN TO A LECTURE (2 MINS)

- A professor will develop the reading topic in detail using specific examples.



WARNING *You can't replay the lecture.*

STEP #3: PREPARE YOUR RESPONSE

- When the lecture ends, the prompt will appear on your screen.

PROMPT: How do the reading and the lecture develop the topic of animal behavior?

You will have 30 seconds to prepare your response.

STEP #4: DELIVER YOUR RESPONSE

You will have 60 seconds to deliver your response.

STRATEGIES

- This is an objective speaking task. Do not state your opinion. Your opinion is subjective and therefore off topic.
- Summarize the reading in 15 seconds. Summarize the lecture in 45 seconds (see next page).

According to the reading, animal behavior is classified three ways. Diurnal animals are active during the day and sleep at night. Crepuscular are active at dawn and dusk while nocturnal animals are active at night and rest during the day.

The lecture develops the reading topic with examples of bats. Bats are nocturnal.

First are mega bats. They eat fruit and flowers. This is good for the environment because mega bats pollinate. When they eat, their bodies get covered with pollen which they carry to other flowers. The lecture says without mega bats pollinating, we would not have peaches or bananas.

Next are micro bats. They use echolocation to find insects. A micro bat can eat 1,000 mosquitoes a night. This controls mosquitoes and is also good for the environment.

That is how the reading and the lecture develop the topic of animal behavior.

- Well-developed responses = a high score!

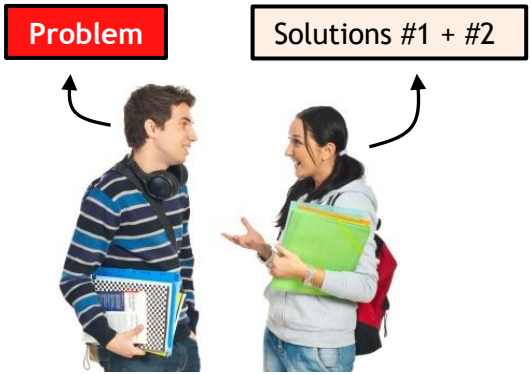
Watch the clock!

Speaking Task #5

- This task measures your ability to integrate two skills: *listening* and *speaking*. You will integrate these skills while summarizing a dialogue between two students.

STEP #1: LISTEN TO THE DIALOGUE (2 MINS)

- One student will have a problem. The other will offer two solutions to the problem.



As you listen, choose which solution you think is best and why.

WARNING *You can't replay the dialogue.*

STEP #2: PREPARE YOUR RESPONSE

- When the dialogue ends, the prompt will appear on your screen.

PROMPT: The students discuss two solutions to the woman's problem. Describe the problem, then state which solution is best.

You will have 20 seconds to prepare your response.

STEP #3: Deliver your Response

You will have 60 seconds to deliver your response.

STRATEGIES

- This task measures your ability to speak *objectively* (summarize the problem and the solutions) and *subjectively* (state which solution you think is best and why).

- Summarize the problem in 15 seconds, the solutions in 30 seconds, and your opinion in 15 seconds (see next page).

Two students are discussing the woman's problem. She got accepted at Harvard. She wants to go but doesn't have money for tuition. She doesn't know what to do.

The man offers two solutions.

First, he says she should apply for a scholarship. She has a good chance of getting one because she has good grades. A scholarship would pay for some or all of the tuition.

Next, he says she could take a year off and work. With the money she saved, she could pay for some of the tuition when she returned to school.

Those are his two solutions.

Personally, I think she should apply for a scholarship.

She graduated at the top of her class thus she has a good chance of getting a scholarship to pay for the tuition.

For that reason, the first solution is best.

- Well-developed responses = a high score!

Watch the clock!

Speaking Task #6

- This task measures your ability to integrate two skills: *listening* and *speaking*. You will integrate these two skills while summarizing an academic lecture.

STEP #1: LISTEN TO THE LECTURE (5 MINS)

- A professor will give a lecture on an academic topic.

WARNING *You can't replay the lecture.*

STEP #2: PREPARE YOUR RESPONSE

- When the lecture ends, the prompt will appear on your screen.

PROMPT: How does the lecture develop the topic of sharks?

You will have 60 seconds to deliver your response.

STEP #2: DELIVER YOUR RESPONSE

You will have 60 seconds to deliver your response.

STRATEGIES

- This an objective speaking task. Do not state your opinion. Your opinion is subjective.
- The lecture is verbal essay with three parts: *introduction, body* and *conclusion* (see next page). Listen for the three parts. Take notes.

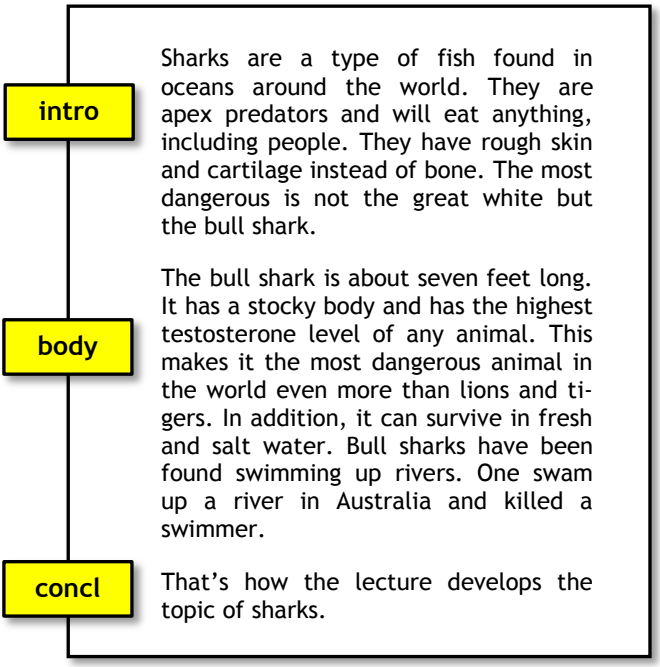
introduction

body

conclusion

- Summarize the introduction and the body. Your conclusion will answer the prompt.
- Well-developed responses = a high score!

Watch the clock!



WRITING SECTION

- The writing section is the fourth and last section on TOEFL test. The writing section is 53-minutes long. You may take notes.
- There are two tasks. The integrated task is first followed by the independent task.
- You cannot change the task order.

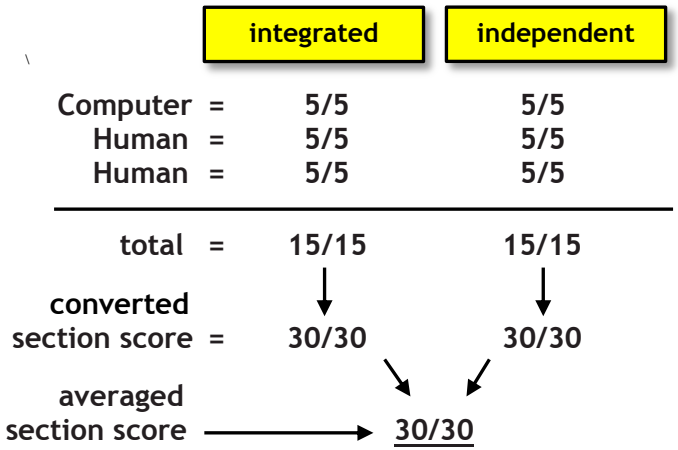
- You will type both responses using a basic word processor with copy, cut and paste functions. You cannot save your work.

- The writing section measures your ability to construct subjective and objective responses by integrating three skills: *reading, listening and speaking*.

Rating System

- According to ETS, your responses will be rated by one computer and two humans.

- Each task is rated from 0 to 5. For example, the raters below scored both tasks 5/5. The average of their scores is converted to a writing section score out of 30.



How to Rate a Response

- The writing raters rate each response using a set of rules called *a rubric*. That rubric has five discrete parts. Each part measures writing proficiency (skill and knowledge of writing).

- **ORGANIZATION**: Does the response demonstrate proficient organization? Does it have an intro, a body and a conclusion?

- **PROGRESSION**: Does the response demonstrate proficient progression? Do the ideas move from general (intro) to specific (body) to general (conclusion)?

- **DEVELOPMENT**: As the ideas progress, do they proficiently develop in the intro, the body and the conclusion?

- **UNITY**: 1) Topical: As the ideas develop, does the writer focus on the same topic throughout or does the writer go off topic? 2) Grammatical: Does the writer use grammar proficiently to connect ideas or not?

- **LANGUAGE USE**: 1) Vocab: Does the writer demonstrate proficient word choice/idioms? 2) Spelling: Does the writer demonstrate proficient spelling? 3) Sentences: Does the writer proficiently demonstrate sentence variety?

- If you demonstrate proficiency in all parts (OPDUL), your response will demonstrate Coherence (OPDUL=C), and score higher. If your response lacks proficiency in one or more areas of OPDUL, the Coherence level will be reduced, and you will score lower.

Integrated Writing Task

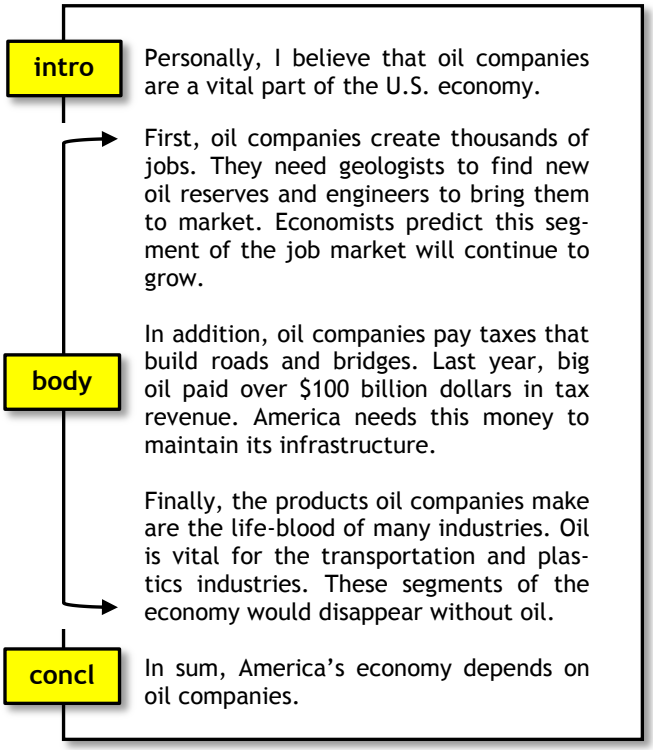
- This is an objective writing task. It measures your ability to summarize and combine two opposing arguments. One is in a reading, the other is in a lecture. The arguments discuss the same topic. The task order follows.

STEP #1: READ THE PASSAGE

You will have 3 minutes to read the passage.

- The reading is a short opinion essay with a three-part structure: *introduction, body and conclusion* (see next page).

- The writer will support the topic (pro) or be against it (con). The writer on the next page is pro oil companies.

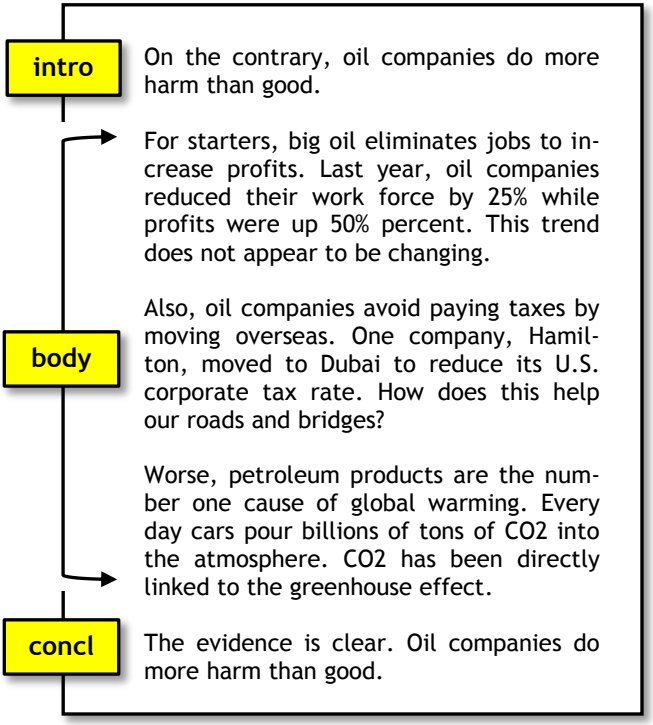


- When the reading time is up, the reading will leave your screen.

The reading will return to your screen after the lecture. You can refer to the reading as you write your response.

STEP #2: LISTEN TO THE LECTURE (90 SECS)

- A professor will give a lecture on the same topic as the reading. The professor will argue against the reading (see below).



WARNING *You can't replay the lecture.*

STEP #3: WRITE YOUR RESPONSE

- When the lecture ends, the reading will return to your screen. You will also see the prompt.

> PROMPT: Show how points in the lecture cast doubt on points in the reading.

You will have 20 minutes to write your response.

STRATEGIES

- This is an objective summary writing task. Do not state your opinion. It is off topic.
- Remember to show how the *lecture argues against the reading*.
- The reading and the lecture have predictable three-part structures. As you read and listen, identify each part and make notes.
- There is no word-length rule. However, your response should be around 225 words.
- A well-developed response = a high score!

Independent Writing Task

- This is a subjective writing task. It measures your ability to state your opinion and support it with personal examples. The task order follows.

STEP #1: WRITE YOUR RESPONSE

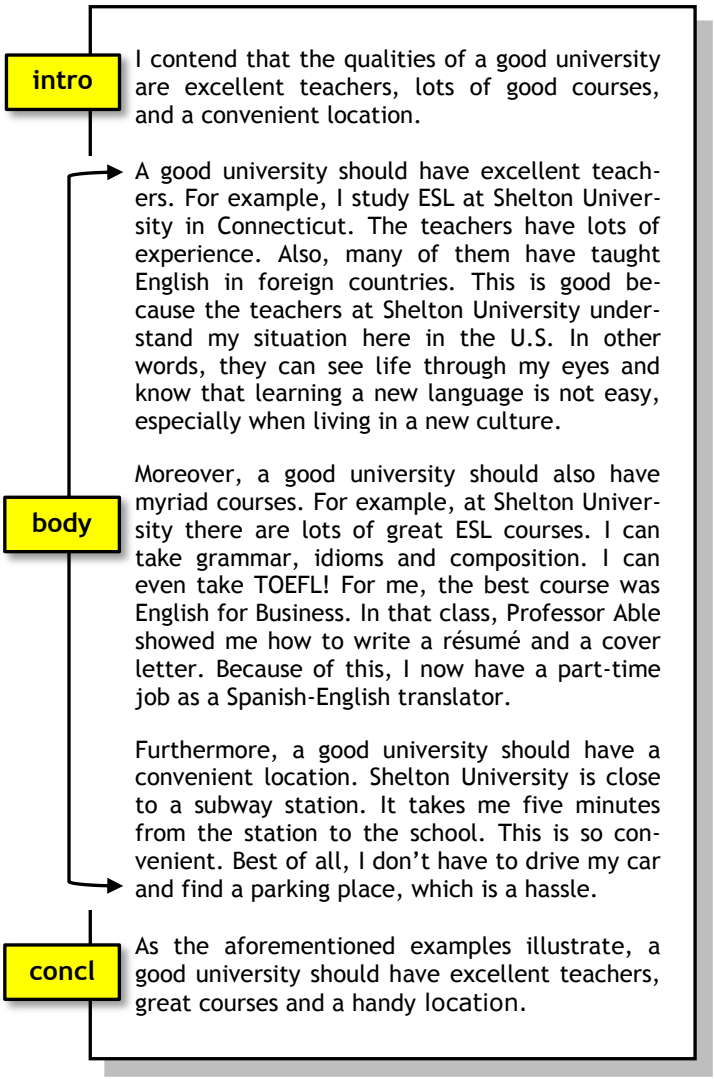
- This task begins with a prompt.

PROMPT: What are the qualities of a good university or college?

You will have 30 minutes to write your response.

STRATEGIES

- This is a subjective writing task. You are the main topic therefore write about yourself. Do not write about "some people."
- If you cannot think of personal examples, *make them up*. Tell a story.
- There is no word-length rule. However, your response should be around 300 words.
- The raters look for this three-part structure (see next page).


intro
I contend that the qualities of a good university are excellent teachers, lots of good courses, and a convenient location.
body
A good university should have excellent teachers. For example, I study ESL at Shelton University in Connecticut. The teachers have lots of experience. Also, many of them have taught English in foreign countries. This is good because the teachers at Shelton University understand my situation here in the U.S. In other words, they can see life through my eyes and know that learning a new language is not easy, especially when living in a new culture.
Moreover, a good university should also have myriad courses. For example, at Shelton University there are lots of great ESL courses. I can take grammar, idioms and composition. I can even take TOEFL! For me, the best course was English for Business. In that class, Professor Able showed me how to write a résumé and a cover letter. Because of this, I now have a part-time job as a Spanish-English translator.
Furthermore, a good university should have a convenient location. Shelton University is close to a subway station. It takes me five minutes from the station to the school. This is so convenient. Best of all, I don't have to drive my car and find a parking place, which is a hassle.
concl
As the aforementioned examples illustrate, a good university should have excellent teachers, great courses and a handy location.

After the Test

- When you submit your independent essay, the test will end. Your responses will then be sent via the internet to ETS for scoring.

- After your responses have been submitted, the computer will ask if you want your score to be sent to the school or agency of your choosing. If you choose not to send your score—but later want to send your score to a school or agency—you must request that ETS do so. For security reasons, schools and agencies only accept *official* scores directly from ETS. Contact www.ets.org/toefl for more about score requests.

- You will receive your *unofficial* TOEFL score in the mail 15 business days after the test.

- You can appeal your speaking and writing scores if you think they were scored low. Submit a "Re-Scoring Request Form." Visit www.ets.org/toefl for more about re-scoring requests.

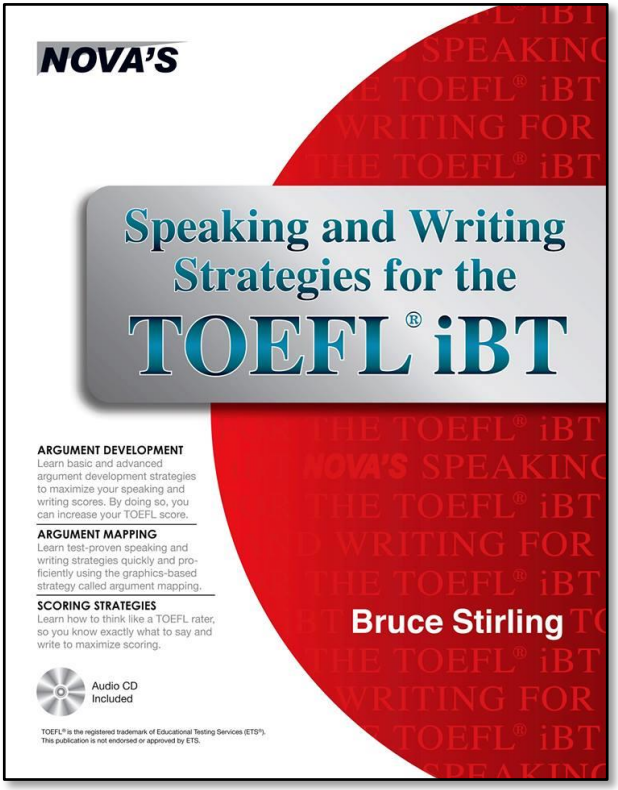
ETS charges a fee for rescoring.

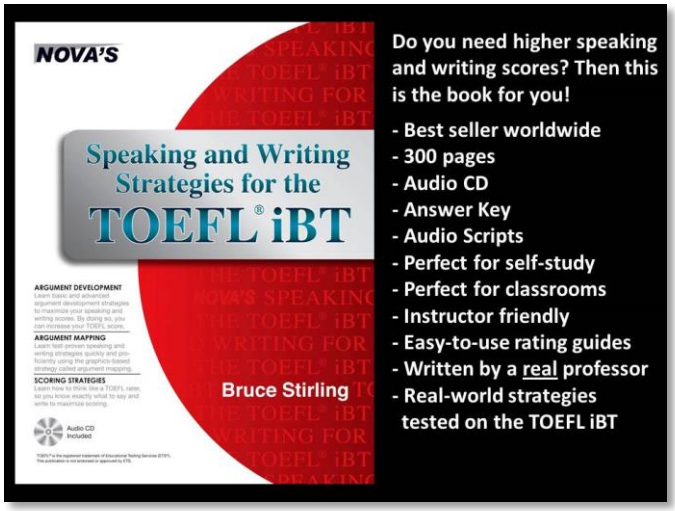
You cannot request a rescore if your score has already been submitted to a school/agency.

About the Author

- Bruce Stirling is an American university professor and best-selling TOEFL author. His TOEFL books have helped millions get the scores they need. All titles available at amazon.com.

- Visit Bruce Stirling at LinkedIn.com.

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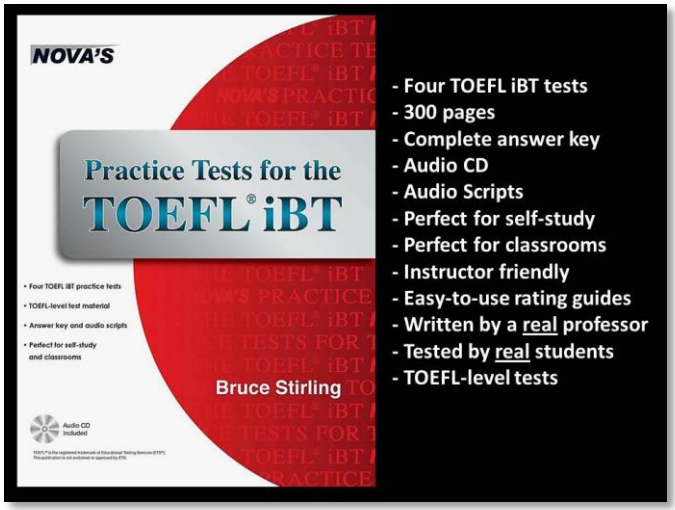
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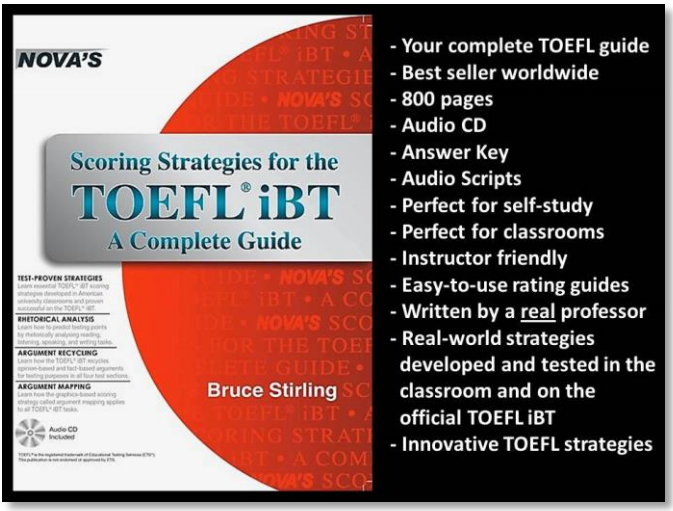
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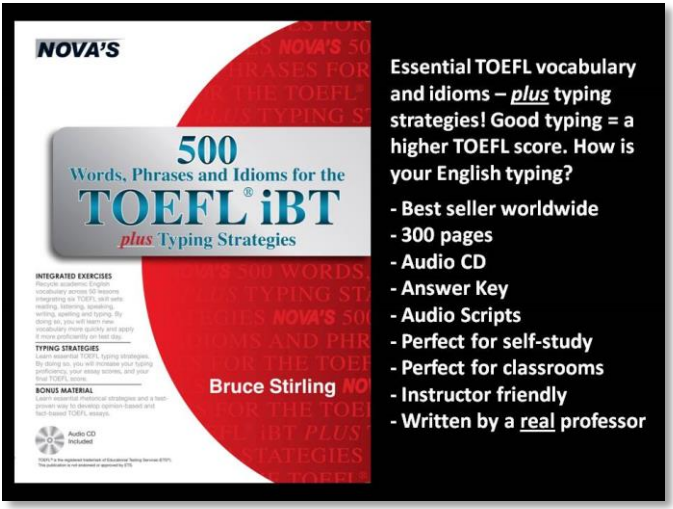
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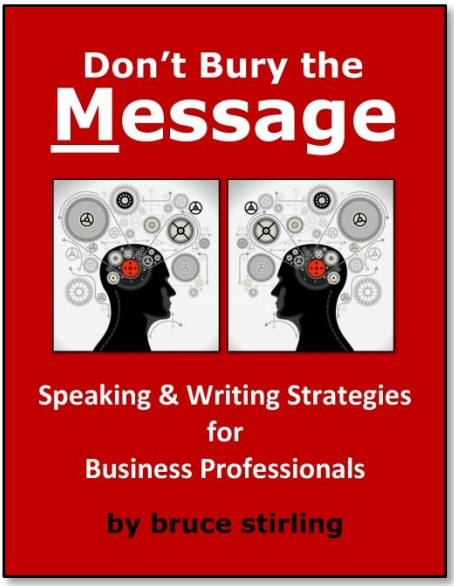
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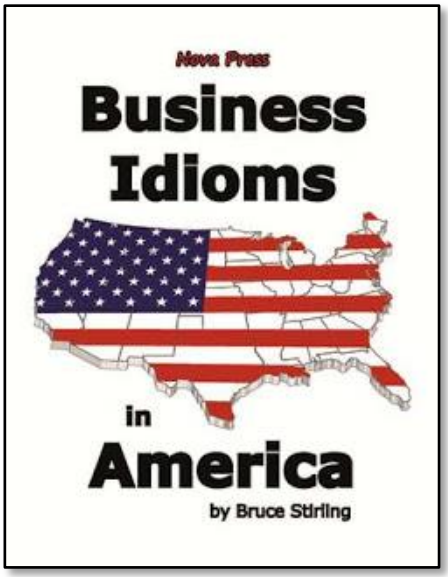
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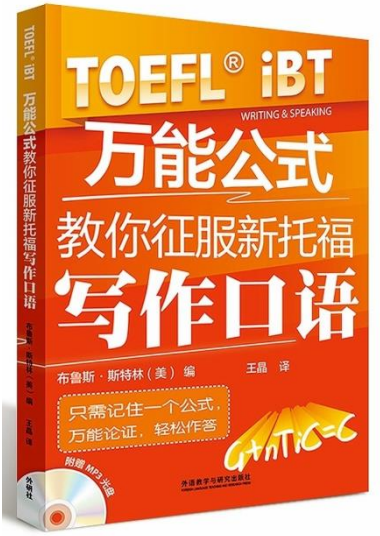

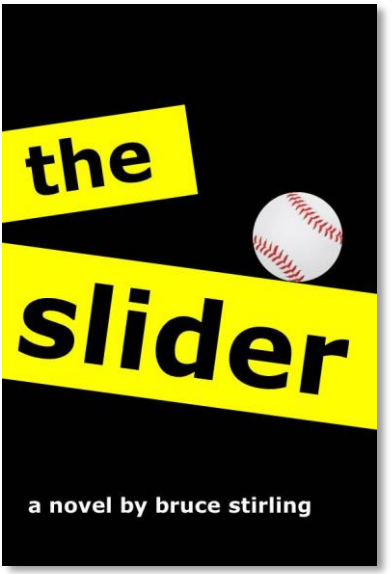

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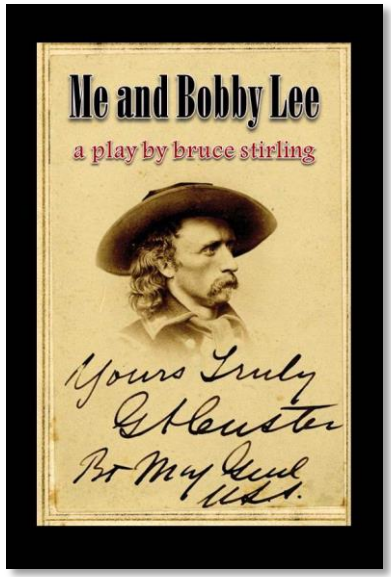
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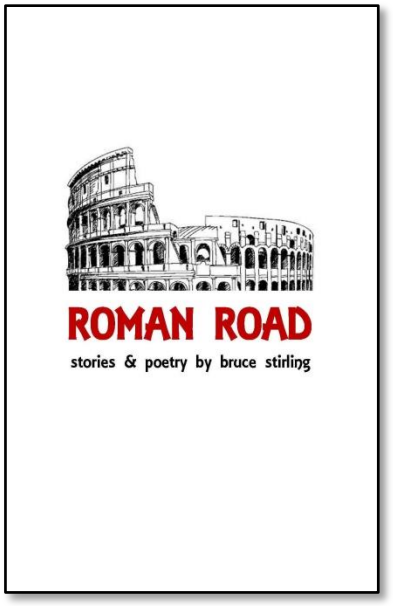
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