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About the *TOEFL iBT*® Test

Read this chapter to learn

- The main features of the *TOEFL iBT*® test
- What kind of questions are on the test
- How you can use this book to help you prepare for the test

This Official Guide has been created to help English language learners understand the *TOEFL*® test and prepare for it. By preparing for the test, you will also be building the skills you need to succeed in an academic setting and go anywhere in your career and in life.

Getting Started

Start your preparation for the *TOEFL*® test by reading the following important information about the test, testing requirements, and your TOEFL scores.

Undergraduate, graduate, and postgraduate programs around the world require students to demonstrate their ability to communicate in English as an entrance requirement.

The TOEFL test gives test takers the opportunity to prove they can communicate ideas effectively by simulating university classroom and student life communication. The language used in the test reflects real-life English language usage in university lectures, classes, and laboratories. It is the same language professors use when they discuss course work or concepts with students. It is the language students use in study groups and everyday university situations, such as buying books at the bookstore. The reading passages are from real textbooks and course materials.

***TOEFL*® Scores Can Help You Go Anywhere**

The *TOEFL*® test measures how well test takers *use* English, not just their knowledge of the language. Because it is a valid and reliable test with unbiased, objective scoring, the TOEFL test confirms that a student has the English language skills necessary to succeed in an academic setting.

That's why it has been the world's premier academic English test for more than five decades. TOEFL scores are accepted by more than 11,000 universities and other institutions in more than 180 countries, including Australia, Canada,

New Zealand, the U.S., the U.K. and all across Europe and Asia. The test is administered at thousands of secure, ETS-approved test centers in more than 180 countries. More than 35 million people around the world have taken the TOEFL test to help achieve their dreams.

Who Creates the **TOEFL®** Test?

The **TOEFL®** test is developed and administered by Educational Testing Service (ETS), the world's largest educational assessment and research organization. Our mission is to advance quality and equity in education. Providing fair, valid and reliable assessments is central to why we exist.

Who Is Required to Take the **TOEFL®** Test?

If your first or native language is *not* English, it is likely that the college or university that you wish to attend will require you to take an English-language proficiency test. However, you should check with each institution to which you are applying to confirm their requirements.

How Is the **TOEFL®** Test Used in the Admissions Process?

Your test scores will be considered together with other information you supply to the institution to determine if you have the appropriate academic and language background to be admitted to a regular or modified program of study. Often, your field of study and whether you are applying as a graduate or undergraduate student will determine what **TOEFL®** scores you need.

Is There a Minimum Acceptable Score?

Each institution that uses **TOEFL®** scores sets its own minimum level of acceptable performance. These minimums vary from one institution to another, depending on factors such as the applicant's field of study, the level of study (undergraduate or graduate), whether the applicant will be a teaching assistant, and whether the institution offers English as a Second Language support for its students.

How to Use This Book

This book and its digital resources give you instruction, practice, and advice on strategies for performing well on the **TOEFL®** test.

- **Chapter 1** provides an overview of the test, information about test scores, and an introduction to the on-screen appearance of the different parts of the **TOEFL iBT®** test, along with general test-taking suggestions.
- **Chapters 2, 3, 4, and 5** provide in-depth discussions of the kinds of questions that appear in each section of the test. Each chapter also includes

practice questions and explanations of correct answers so that you will understand the actual communicative skills that are being tested in each section.

- **Chapters 6–9** provide four full-length actual *TOEFL iBT®* tests that will give you an idea of how you might perform on the actual test.
- **Chapter 10** is the Writer’s Handbook, a guide to help you write essays in English. It covers grammar, usage, mechanics, style, and organization and development. There is also a discussion of different types of essays, tips on how to improve your essay by revising, editing, and proofreading, and a glossary.
- The **digital download** supplied with this book provides on-screen versions of the full-length actual tests from Chapters 6–9. It also includes numbered audio tracks for all of the listening materials that accompany the practice questions in this book. For more information about how to use the digital resources, see the instruction page in the front of the book.

You can use this book to familiarize yourself with the appearance, length, and format of the test. For additional practice and to experience the real test, go to *TOEFL®* Practice Online at **www.ets.org/toeflpractice**. *TOEFL®* Practice Online offers:

- a real *TOEFL iBT* test experience
- the same on-screen format you’ll see at the test center
- a variety of practice tests to help you prepare for test day
- performance feedback and scores within 24 hours on all four skills

TOEFL® Practice Online can help you become familiar with the way the test is delivered and what it is like to answer the questions under timed conditions. This Official Guide will help you understand the language skills you will need to succeed on the test and in the classroom.

Use the practice tests in this book and from *TOEFL®* Practice Online to determine which of your skills are the weakest. Then follow the advice in each skill chapter to improve those skills. You should use other materials to supplement the practice test questions in this book.

Because the *TOEFL* test is designed to assess the actual skills you will need to be successful in your studies, the very best way to develop the skills being measured is to study in an English program that focuses on:

- communication using all four skills, especially speaking
- integrated skills (for example, listening/reading/speaking, listening/reading/writing)

However, even students who are not enrolled in an English program should practice the underlying skills that are assessed on the *TOEFL* test. In other words, the best way to improve performance on the test is to improve your skills. Each chapter of this book gives you explicit advice on how to connect your learning activities to the kinds of questions you will be asked on the test. Perhaps you

want to improve your score on the Reading section. The best way to improve your English reading skills is to read frequently and to read many different types of texts in various subject areas (sciences, social sciences, arts, business, and others). The Internet is one of the best resources for this, but any books, magazines, or 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.

In addition, you might try these activities:

- Scan the passages to find and highlight key facts (dates, numbers, terms) and information.
- Increase vocabulary knowledge, perhaps by using flash cards.
- Rather than carefully reading each word and each sentence, practice skimming a passage quickly to get a general impression of the main idea.
- Choose some unfamiliar words in the passage and guess the meanings from the context (surrounding sentences).
- Select all the pronouns (*he, him, they, them*, and others) and identify which nouns each one refers to in the passage.
- Practice making inferences and drawing conclusions based on what is implied in the passage as a whole.

All About the *TOEFL iBT*® Test

The *TOEFL iBT*® test consists of four sections: Reading, Listening, Speaking, and Writing. The entire test is about three hours long, and all sections are taken on the same day.

Key Features

- **The *TOEFL iBT*® test measures all four language skills that are important for effective communication: speaking, listening, reading, and writing**, emphasizing the test taker's ability to use English effectively in academic settings.
- **It reflects how language is really used** with integrated tasks that combine more than one skill, just as in real academic settings. The integrated questions ask test takers to:
 - read, listen, and then speak in response to a question
 - listen and then speak in response to a question
 - read, listen, and then write in response to a question
- **It represents the best practices in language learning and teaching.** In the past, English instruction focused on learning *about* the language (especially grammar), and students could receive high scores on tests without being able to communicate. Now teachers and learners understand the importance of using English to communicate, and activities that integrate language skills are popular in many English language programs.

Format

- The *TOEFL iBT®* test is administered via the Internet at a secure network of testing centers around the world.
- Instructions for answering questions are given with each section. There is no computer tutorial.
- The test is not computer-adaptive. Each test taker receives items that cover the full range of ability.
- Test takers can take notes throughout the entire test. At the end of testing, all notes are collected and destroyed at the test center to ensure test security.
- In the Listening and Speaking sections, you may hear some native English-speaker accents that are not from North America, such as British or Australian. To hear samples, visit www.ets.org/toefl/ibt/about/content/.
- For the Speaking section, test takers wear noise-canceling headphones and speak into a microphone. Responses are recorded digitally and sent to ETS to be scored.
- For the Writing section, test takers type their responses. The typed responses are sent to ETS for scoring.
- For the Speaking and Writing responses, ETS uses both certified human raters and artificial intelligence (AI) scoring to provide a complete and accurate picture of a test taker's ability.
- After finishing the test, test takers will be able to view their unofficial scaled scores for the Reading and Listening sections. Scoring of the Speaking and Writing sections takes place only after the test administration and cannot be provided in real time.
- Official scores are reported both online and by mail.

The following chart shows the possible number of questions and the timing for each section. The time limit for each section varies according to the number of questions. Every test contains additional questions in the Reading or Listening section. These extra questions are being tested by ETS and do not count toward the test taker's score.

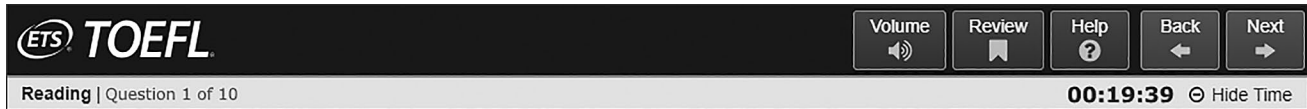
Test Format

Test Section	Number of Questions	Timing
Reading	3–4 passages, 10 questions per passage	54–72 minutes
Listening	3–4 lectures, 6 questions each 2–3 conversations, 5 questions each	41–57 minutes
BREAK	10 minutes	
Speaking	4 tasks: 1 independent and 3 integrated	17 minutes
Writing	1 integrated task	20 minutes
	1 independent task	30 minutes

Toolbar

The on-screen toolbar in each section allows you to navigate through the test with ease. The following are examples of testing tools from the Reading and Listening sections of the test. The section is always listed in the upper left-hand corner of the toolbar.

The toolbar for the Reading section has some important features.



You can view the entire passage when answering questions. For some questions, you need to click on **View Text** to see the entire passage.

You can view all your answers by clicking on **Review**. This allows you to return to any other question and change your answer. You can also see which questions you have skipped and still need to answer.

In the Reading section you can also click on **Back** at any time to return to the previous question.

This is what the toolbar looks like in the Listening section.



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

Reading Section

Academic Reading Skills

The Reading section measures your ability to understand university-level academic texts and passages. In many academic settings around the world, students are expected to read and understand information from textbooks and other academic materials written in English. The following are three purposes for academic reading:

Reading to find information

- effectively skimming text for key facts and important information
- increasing reading fluency and rate

Basic comprehension

- understanding the general topic or main idea, major points, important facts and details, vocabulary in context, and pronoun references¹
- making inferences² about what is implied in a passage

Reading to learn

- recognizing the organization and purpose of a passage
- understanding relationships between ideas
- organizing information into a category chart or a summary in order to recall major points and important details
- inferring how ideas throughout the passage connect

Description

Reading Section Format

Length of Each Passage	Number of Passages and Questions	Timing
Approximately 700 words	3–4 passages 10 questions per passage	54–72 minutes

Reading Passages

The *TOEFL iBT®* test uses reading passages from university-level books that introduce a discipline or topic. The excerpts are changed as little as possible so the test can measure how well test takers can read academic material.

The passages cover a variety of subjects. You should not be concerned if you are unfamiliar with a topic. The passage contains all the information needed to answer the questions.

1. Pronoun references: The nouns that pronouns refer to in a passage

2. Make an inference: To comprehend an argument or an idea that is strongly suggested but not explicitly stated in a passage

All passages are classified into three basic categories:

- exposition³
- argumentation⁴
- historical

Often, passages present information about the topic from more than one perspective or point of view. This is something you should note as you read. Usually, you are asked at least one question that allows you to demonstrate that you understood the general organization of the passage. Common organization types that you should be able to recognize are:

- classification
- compare/contrast
- cause/effect
- problem/solution

You must read through or scroll to the end of each passage before receiving questions on that passage. Once the questions appear, the passage appears on the right side of the computer screen. The questions are on the left. (See the illustration that follows.)

The screenshot shows the TOEFL iBT computer interface. At the top, there is a black bar with the ETS TOEFL logo on the left and navigation buttons (Volume, Review, Help, Back, Next) on the right. Below this is a grey bar with 'Reading | Question 3 of 10' on the left and a timer '00:18:54' with a 'Hide Time' option on the right. The main area is divided into two panels. The left panel contains a question: 'In paragraph 1, the author explains the concept of energy expenditure by' followed by four radio button options: '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'. Below the options, it says 'Paragraph 1 is marked with an arrow [→]'. The right panel shows a passage titled 'Opportunists and Competitors'. The passage begins with an arrow pointing to the first sentence: '→ Growth, reproduction, and daily metabolism all require an organism to expend energy. The expenditure of energy is essentially a process of budgeting, just as finances are budgeted. If all of one's money is spent on clothes, there may be none left to buy food or go to the movies. Similarly, a plant or animal cannot squander all its energy on growing a big body if none would be left over for reproduction, for this is the surest way to extinction.' The passage continues to discuss energy allocation in organisms, mentioning 'opportunists' and 'competitors', and uses dandelions as an example of opportunists.

3. Exposition: Material that provides an explanation of a topic

4. Argumentation: Material that presents a point of view about a topic and provides evidence to support it

You do *not* need any special background knowledge to answer the questions in the Reading section correctly. The definition of difficult words or phrases in the passage may be provided. If you click on a hyperlinked word, a definition appears in the lower left part of the screen.

The 54 to 72 minutes allotted for this section include time for reading the passages and answering the questions.

Reading Question Formats

There are four question formats in the Reading section:

- questions with four choices and a single correct answer in traditional multiple-choice format
- multiple-choice questions with more than one answer (for example, two correct answers out of four choices)
- questions with four choices and a single answer that ask test takers to “insert a sentence” where it fits best in a passage
- “reading to learn” questions that have more than four choices and require more than one answer

Features

Reading to Learn Questions

These questions test your ability to recognize how the passage is organized and understand the relationships among facts and ideas in different parts of the passage.

You are asked to sort information by placing the text options provided into a **category table** or a **summary** (see the examples on the next page). The summary questions are worth up to 2 points each. Some table questions are worth up to 2 points and others are worth up to 3 points, depending on the number of correct answers expected. Partial credit is given for both summary questions and table questions.

Reading to Learn—Category Chart Question Example

Reading | Question 10 of 10

View Text View Question

00:17:20 Hide Time

Volume

Review

Help

Back

Next

Directions: Select from the seven sentences below, the two sentences that correctly characterize endogenous rivers and the three sentences that correctly characterize exogenous rivers. Drag each sentence you select into the appropriate column of the table. Two of the sentences will NOT be used. **This question is worth 3 points.**

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

Answer Choices		Endogenous Rivers	
Their water generally comes from groundwater springs.	●		
Their water is saltier than the water of most other rivers.	●		
They include some of the world's largest rivers.			
They originate outside the desert.			
They often drain into inland basins and do not reach the sea.	●		
They contain too much silt to be useful for irrigation.	●		
Their water flow generally varies with the season of the year.	●		
		Exogenous Rivers	

Reading to Learn—Prose Summary Question Example

Reading | Question 10 of 10

View Text View Question

00:16:48 Hide Time

Volume

Review

Help

Back

Next

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 spaces 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>The human figures represented in the paintings appear to be less carefully shaped than those of animals.</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>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>Some scholars believe that the paintings motivated hunters by allowing them to picture a successful hunt.</p> <p>Scientific analysis suggests that paintings were sprayed onto the rock walls with tubes made from animal bones.</p>
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Glossary Feature

You can 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 its definition.

ETS TOEFL

Volume

Review

Help

Back

Next

Reading | Question 3 of 10

00:18:54 Hide Time

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 [➡].

Glossary

shamans: holy people who act as healers and diviners

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.

Listening Section

Academic Listening Skills

The Listening section measures your ability to understand spoken English. In academic settings, students must be able to listen to lectures and conversations. Academic listening is typically done for one of the three following purposes:

Listening for basic comprehension

- comprehend the main idea, major points, and important details related to the main idea (Comprehension of all details is not necessary.)

Listening for pragmatic understanding⁵

- recognize a speaker's attitude and degree of certainty
- recognize the function or purpose of a speaker's statement

Connecting and synthesizing⁶ information

- recognize the organization of information presented
- understand the relationships between ideas presented (for example, compare/contrast, cause/effect, or steps in a process)
- make inferences⁷ and draw conclusions based on what is implied in the material
- make connections among pieces of information in a conversation or lecture
- recognize topic changes (for example, digressions⁸ and aside statements⁹) in lectures and conversations, and recognize introductions and conclusions in lectures

Description

Listening material in the test includes academic lectures and long conversations in which the speech sounds very natural. You can take notes on any listening material throughout the entire test, and you may use your notes to answer the questions.

Listening Section Format

Listening Material	Number of Questions	Timing
3–4 lectures, each 4–5 minutes long, about 500–750 words	6 questions per lecture	41–57 minutes
2–3 conversations, each about 3 minutes long, about 12–25 exchanges	5 questions per conversation	

5. Pragmatic understanding: To understand a speaker's purpose, attitude, degree of certainty, etc.

6. Synthesize: To combine information from two or more parts of a lecture or conversation

7. Make an inference: To comprehend an argument or an idea that is strongly suggested but not explicitly stated in a passage

8. Digressions: Side comments in which the speaker briefly moves away from the main topic and then returns

9. 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

The lectures in the *TOEFL*® test reflect the kind of listening and speaking that occurs in the classroom. In some of the lectures, the professor does all or almost all of the talking, with an occasional comment by a student. In other lectures, the professor may engage the students in discussion by asking questions that are answered by the students. The pictures that accompany the lecture help you know whether one or several people will be speaking.

A Lecture Where the Professor Is the Only Speaker



A Lecture Where the Professor and the Students Both Speak

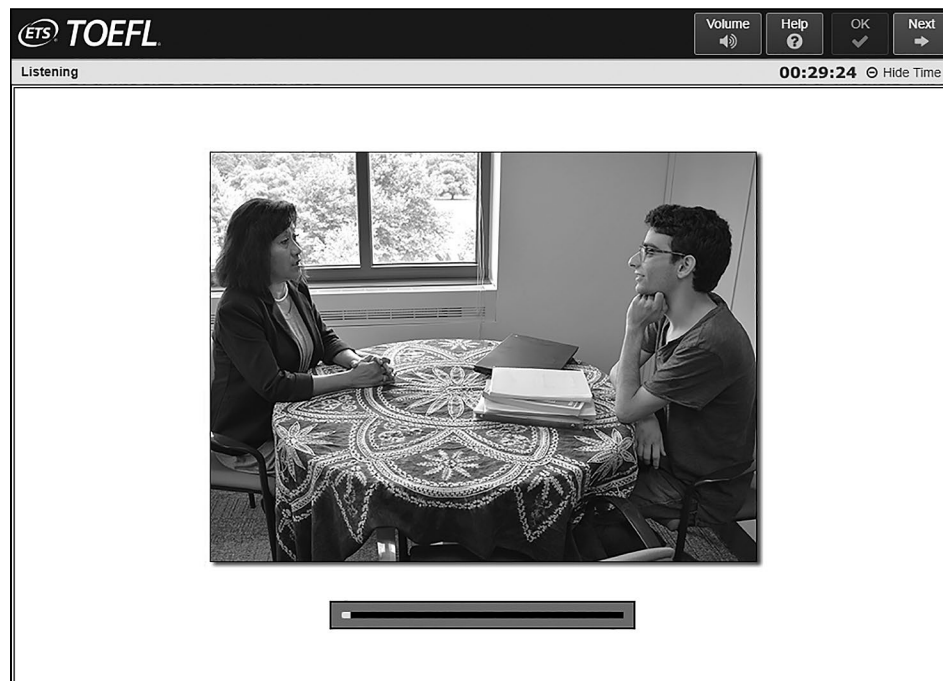


Conversations in an Academic Setting

The conversations on the *TOEFL*® test may take place during an office meeting with a professor or teaching assistant, during a service encounter with university staff, or between two students. The contents of the office conversations are generally academic in nature or related to course requirements. Service encounters could involve conversations about nonacademic university activities such as making a housing payment, registering for a class, or requesting information at the library. Student conversations could be about a class project or an event on campus, for example.

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

Conversation Example



Listening Question Formats

After the listening material is played, you answer questions about it. You both see and hear each question before you see the answer choices.

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 (for example, two correct answers out of four choices or three answers out of five choices)
- questions that require you to order events or steps in a process
- questions that require you to match objects or text to categories in a chart or place check marks in a cell

Chart Question Example

ETS TOEFL

Listening | Question 13 of 17 00:28:42 Hide Time

In the lecture, the professor describes the steps in AHP. Indicate whether each of the following is a step in the process.

Click in the correct box for each phrase.

	Yes	No
Establish the goal		
List alternative courses of action		
Select key criteria and subcriteria		
Make pairwise comparisons		
Revise the goal based on choices		

Features

- Taking notes is allowed. After testing, notes are collected and destroyed before you leave the test center for test security purposes.
- A multiple-choice question measures understanding of a speaker's attitude, degree of certainty, or purpose. These questions require you to listen for voice tones and other cues and determine how speakers feel about the topic they are discussing.
- In some questions, a portion of the lecture or conversation is replayed. In the replay format, you listen to part of the conversation or lecture again and then answer a question.

ETS TOEFL

Listening | Question 11 of 17 00:28:27 Hide Time


Listen again to part of the lecture.
Then answer the question.

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

ETS TOEFL

VolumeHelpOKNext

Listening | Question 11 of 1700:28:24 Hide Time

Why does the professor say this: 

- ☐ To point out weaknesses in a popular hypothesis
- ☐ To find out what the students think of cities as ecosystems
- ☐ To explain why cities might be dangerous to species such as pigeons
- ☐ To point out that cities have niches that can be exploited

Speaking Section

Academic Speaking Skills

Students should be able to speak English successfully in and outside the classroom. The Speaking section measures your ability to speak effectively in academic and campus settings.

In classrooms, students must:

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

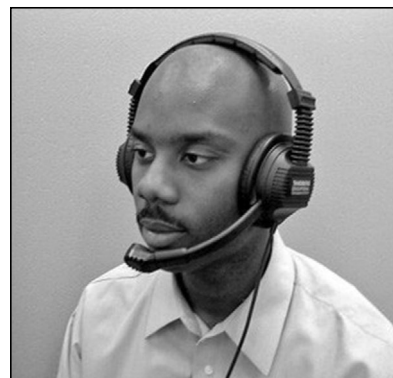
Outside of the classroom, students must:

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

Description

The Speaking section is approximately 17 minutes long and includes four tasks.

- The first task is an **independent speaking task** asking you to make a choice about a topic familiar to you. It asks you to draw upon your own ideas, opinions, and experiences to support your response.
- The remaining three tasks are **integrated tasks** where you must use more than one skill when responding. Two of the tasks require you to read, listen, and then speak in response by relating the information from the reading and listening material. The other task requires you to listen and then speak in response. You can take notes and use those notes when responding to the speaking tasks.



Like the other sections of the test, the Speaking section is delivered via the Internet. For all speaking tasks, you use a headset with a microphone. Speak into the microphone to record your responses. Responses are digitally recorded and sent to ETS, where they are scored by certified raters and the automated scoring system.

Speaking Task Types

Task Type	Task Description	Timing
Independent Task		
1: Paired Choice	This question asks the test taker to make and defend a personal choice between two contrasting behaviors, ideas, or courses of action.	Preparation time: 15 seconds Response time: 45 seconds
Integrated Tasks		
Read/Listen/Speak		
2: Fit and Explain Campus Situation	<ul style="list-style-type: none"> A reading passage (80–110 words) presents a campus-related issue. A listening passage (60–80 seconds) comments on the issue in the reading passage. The question asks the test taker to summarize the speaker’s opinion within the context of the reading passage. 	Preparation time: 30 seconds Response time: 60 seconds
3: General/Specific Academic Course Topic	<ul style="list-style-type: none"> A reading passage (80–110 words) broadly defines a term, process, or idea from an academic subject. An excerpt from a lecture (60–90 seconds) provides examples and specific information to illustrate the term, process, or idea from the reading passage. The question asks the test taker to combine and convey important information from the reading passage and the lecture excerpt. 	Preparation time: 30 seconds Response time: 60 seconds
Listen/Speak		
4: Summary Academic Course Topic	<ul style="list-style-type: none"> The listening passage is an excerpt from a lecture (90–120 seconds) that explains a term or concept and gives concrete examples to illustrate that term or concept. The question asks the test taker to summarize the lecture and demonstrate an understanding of the relationship between the examples and the overall topic. 	Preparation time: 20 seconds Response time: 60 seconds
TOTAL		17 minutes

Writing Section

Academic Writing Skills

In all academic situations where writing in English is required, students must be able to present their ideas in a clear, well-organized manner. The Writing section measures your ability to write in English in an academic setting.

- Often, students need to write a paper or an essay response about what they are learning in their classes. This requires combining information they have heard in class lectures with what they have read in textbooks or other materials. This type of writing is referred to as **integrated writing**. In this type of writing, students must:
 - take notes on what they hear and read, and use them to organize information before writing
 - summarize, paraphrase, and refer to information from the source material accurately
 - write about the ways the information they heard 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 with those expressed by an author in the assigned reading material. The student must successfully draw information from each source to explain the contrast.

- Students also write essays that express and support their opinions. In this type of writing, known as **independent writing**, students express an opinion and support it based on their own knowledge and experience.

For example, students may be asked to write an essay about a controversial issue. The students use past, personal experience to support their position.

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

- identify one main idea and some major points that support it
- plan how to organize the essay (for example, with an outline)
- develop the essay by using reasons, examples, and details
- 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

The total time for the Writing section is 50 minutes. Test takers write their responses to two writing tasks (see the table below). Responses are typed into the computer and sent to ETS, where they are scored by both certified raters and the automated scoring system.

Writing Task Types

Task Type	Task Description
Task 1 Integrated Writing: Read/Listen/Write	<ul style="list-style-type: none"> • Test takers read a short text of about 250–300 words (reading time, 3 minutes) on an academic topic. • Test takers may take notes on the reading passage. • The reading passage disappears from the screen during the lecture that follows. It reappears when test takers begin writing so they can refer to it as they work. • Test takers listen to a speaker discuss the same topic from a different perspective. The listening passage is about 250–320 words long (listening time, about 2 minutes). • The listening passage provides additional information that relates to points made in the reading passage. Test takers may take notes on the listening passage. • Test takers write a summary in connected English prose of important points made in the listening passage, and explain how these relate to the key points of 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. • Response time: 20 minutes
Task 2 Independent Writing: Writing from Knowledge and Experience	<ul style="list-style-type: none"> • Test takers 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. • Test takers must support their opinions or choices rather than simply list personal preferences or choices. • Typical essay questions begin with statements such as: <ul style="list-style-type: none"> — Do you agree or disagree with the following statement? Use reasons and specific details to support your answer. — Some people believe X. Other people believe Y. Which of these two positions do you prefer/agree with? Give reasons and specific details. • Response time: 30 minutes

About Test Scores

Score Scales

The *TOEFL iBT*® test provides scores in four skill areas:

Reading	0–30
Listening	0–30
Speaking	0–30
Writing	0–30
Total Score	0–120

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

Rating of Speaking and Writing Responses

Speaking

Responses to all four Speaking tasks are digitally recorded and sent to ETS. The responses from each test taker are scored by four different certified raters and the automated scoring system. The response for each task is rated on a scale from 0 to 4 according to the rubrics on pages 180–183. The scores from the four tasks together are converted to a scaled score of 0 to 30.

Raters listen for the following features in test taker responses:

- **Delivery:** How clear was the speech? Good responses are fluid and clear, with good pronunciation, natural pacing, and natural-sounding intonation patterns.
- **Language use:** How effectively does the test taker use grammar and vocabulary to convey ideas? Raters determine the test taker's ability to control both basic and more complex language structures and to use appropriate vocabulary.
- **Topic development:** How fully do test takers answer the question and how coherently do they present their ideas? How well did the test taker synthesize and summarize the information in the integrated tasks? Good responses generally use all or most of the time allowed, and the relationship between ideas and the progression from one idea to the next are clear and easy to follow.

It is important to note that raters do not expect test takers' responses to be perfect. Even high-scoring responses may contain occasional errors and minor problems in any of the three areas described above.

Writing

Responses to all writing tasks also are sent to ETS. The responses are rated by two certified raters and the automated scoring system on a scale of 0 to 5 according to the rubrics on pages 193–194 and 203–204. The average of the scores on the two writing tasks is converted to a scaled score of 0 to 30.

- 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.

It is important to note that the raters recognize that the responses are first drafts. They do not expect test takers to produce a well-researched, comprehensive essay. For that reason, test takers can earn a high score with a response that contains some errors.

Score Reports

TOEFL® score reports provide valuable information about a test taker's readiness to participate and succeed in academic studies in an English-speaking environment. Score reports include:

- a score for each test section (skill)
- total score

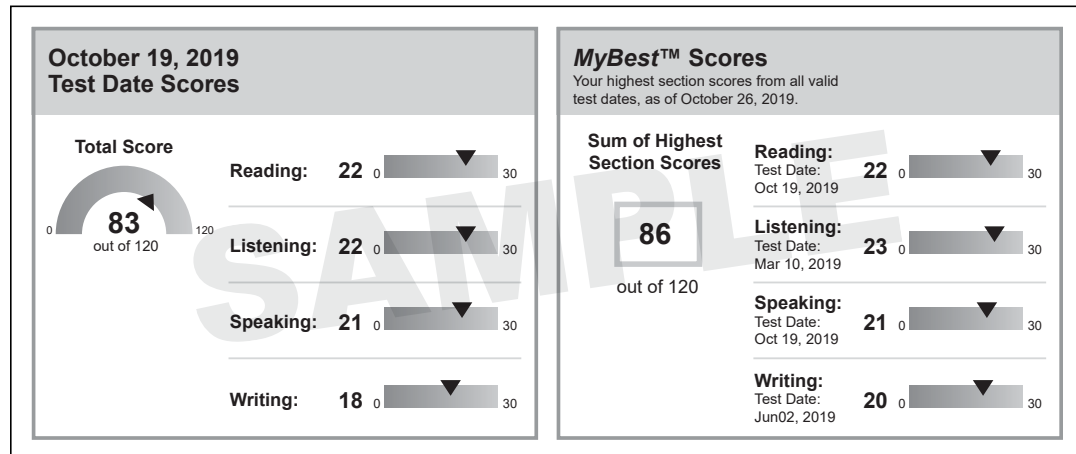
Test taker score reports also include feedback on test taker performance. For Reading and Listening, performance is described as high, medium, or low. For Speaking, performance is described as advanced, high-intermediate, low-intermediate, and below low-intermediate. For Writing, performance is described as advanced, high-intermediate, low-intermediate, basic, and below basic. The feedback also describes what test takers in each score range typically know and can do with the English language.

Score Requirements

Each institution sets its own requirements for *TOEFL*® scores. Test takers should consult their target institutions to determine their specific TOEFL score requirements. A list of colleges, universities, and agencies that accept TOEFL scores and a list of institutional score requirements reported to ETS can be obtained at www.toeflgoanywhere.org.

MyBest™ Scores

All *TOEFL iBT®* score reports sent after August 1, 2019, regardless of the test administration date, automatically include *MyBest™* scores along with the traditional scores from your selected test date. This new feature combines your best scores for each section from all of your valid *TOEFL iBT* scores in the last two years to give you a way to show your best overall test performance, like this:



- Approximately six days after your test date, you will receive an e-mail letting you know that your scores are available in your TOEFL iBT online account. Within two days after your scores are available, you will also be able to download and print a PDF copy of your score report from your account.
- ^t If you elected to receive a printed score report, it will be mailed within eleven days after your test date. Allow seven to ten days after that date for mail delivery in the United States and more time for mail delivery to other locations.
- Official score reports will be sent directly to your designated recipients within eleven days after you take the test.

Sample TOEFL iBT® Score Report



Test Taker Score Report

Name: Setiadi, Atin
Last (Family/Surname) Name, First (Given) Name, Middle Name

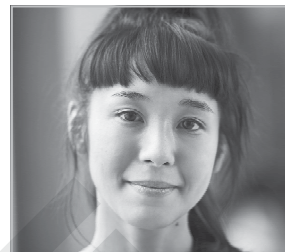
Email: asetidi@ets.org

Gender: F

Date of Birth: October 13, 1992

Appointment Number: 0000 0000 0036 5909

Test Date: October 19, 2019



A. Setiadi
73, Jalan Cilaki
BANDUNG 40115
INDONESIA

Country of Birth: Indonesia

Native Language: Bahasa

Test Center: STN22222C

Test Center Country: United States

Inst. Code	Dept. Code
00000	00
00000	00
00000	00
00000	00

Security Identification

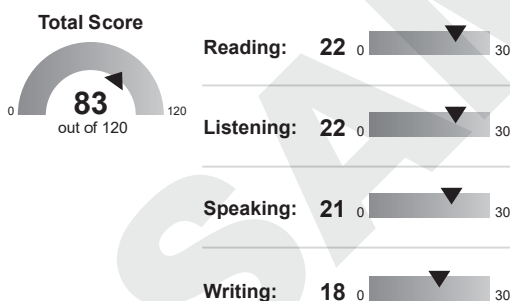
ID Type: Passport

ID No.: 23645

Issuing Country: Indonesia

THIS IS A PDF SCORE REPORT, DOWNLOADED AND PRINTED BY THE TEST TAKER.

October 19, 2019 Test Date Scores

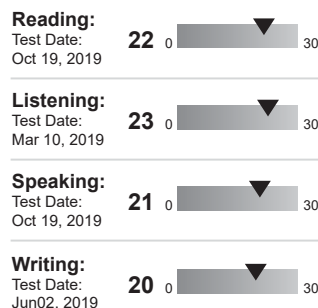


MyBest™ Scores

Your highest section scores from all valid test dates, as of October 26, 2019.

Sum of Highest Section Scores

86
out of 120



A total score is not reported when one or more sections have not been administered.
Expired scores are not included in MyBest™ calculations.

01 - 07

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Sample TOEFL iBT® Score Report



Test Taker Score Report

THIS IS A PDF SCORE REPORT, DOWNLOADED AND PRINTED BY THE TEST TAKER.

Setiadi, Atin

Date of Birth: October 13, 1992

Appointment Number: 0000 0000 0036 5909

Test Date: October 23, 2019

SCORE RANGES

Total Score	0–120
Reading	0–30
Advanced	24–30
High - Intermediate	18–23
Low - Intermediate	4–17
Below Low - Intermediate	0–3
Listening	0–30
Advanced	24–30
High - Intermediate	18–23
Low - Intermediate	4–17
Below Low - Intermediate	0–3
Speaking	0–30
Advanced	25–30
High - Intermediate	20–24
Low - Intermediate	16–19
Basic	10–15
Below Basic	0–9
Writing	0–30
Advanced	24–30
High - Intermediate	17–23
Low - Intermediate	13–16
Basic	7–12
Below Basic	0–6

INSTITUTION CODES

The Institutions and Department code numbers shown on the front page are the ones you selected before you took the test.

Dept.	Where the Report Was Sent
00	Admissions office for undergraduate study
01, 04–41, 43–98	Admissions office for graduate study in a field other than management (business) or law according to the codes selected when you registered
02	Admissions office of a graduate school of management (business)
03	Admissions office of a graduate school of law
42	Admissions office of a school of medicine or nursing or licensing agency
99	Institution or agency that is not a college or university

For additional information about TOEFL iBT scores, score ranges, and how to improve your skills, visit www.ets.org/toefl/ibt/scores.

IMPORTANT NOTE TO SCORE USERS: This is a PDF score report, downloaded and printed by the test taker. Therefore, ETS cannot guarantee that it has not been altered. To verify the scores on this report, please contact the TOEFL Score Verification Service at +1-800-257-9547 or +1-609-771-7100. Scores more than two years old cannot be reported or validated.

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General Skill-Building Tips

The best way for English language learners to develop the skills measured by the *TOEFL*® test is to enroll in an English language learning program that features:

- reading, listening, speaking, and writing skills, with an emphasis on speaking
- an integrated skills approach (for example, instruction that builds skills in listening/reading/speaking or listening/reading/writing)

In addition to the advice for improvement listed in the Appendix of this book, ETS has created the following tips for test takers, which also contain information useful to teachers.

Reading Tips

English language learners can improve their English reading skills by reading regularly, especially university textbooks or other materials that cover a variety of subject areas (for example, sciences, social sciences, arts, business, and others) and are written in an academic style. A wide variety of academic texts can be found on the Internet as well as in magazines and journals.

Reading to Find Information

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

Reading for Basic Comprehension

- Practice skimming a passage quickly to get a general impression of the main idea.
- After skimming a passage, read it again more carefully and write down the main idea(s), major points, and important facts.
- Choose some unfamiliar words in the passage and look them up in a dictionary to determine their meaning.

Check Your English Reading Skills

TOEFL® Practice Online gives you the experience of taking the real *TOEFL iBT*® test. It includes *real* past test questions, scores, and performance feedback within 24 hours, and offers full tests, half tests, or Speaking-only test options.

www.ets.org/toefl/shoptestprep

Reading to Learn

- Identify the passage type (for example, cause/effect, compare/contrast, classification, problem/solution, description, narration) and its organization.
- Organize the information in the passage:
 - Create an outline of the passage to distinguish between major and minor points.
 - If the passage categorizes information, create a chart and place the information in appropriate categories.

On the *TOEFL*® test, test takers do not have to create such charts. 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 these skills will help test takers think about summarizing and categorizing the information they read.

Listening Tips

English language learners can improve their listening skills by listening regularly to spoken English. Watching movies, television, and videos, and listening to podcasts and radio broadcasts provide excellent opportunities to build general listening skills. Listening to a variety of academic materials is the best way to improve academic listening skills. Audiotapes, CDs, DVDs, and podcasts of lectures and presentations are equally valuable and are available at libraries, at bookstores, and on websites. Those with transcripts are particularly helpful. Some websites that are a good source of listening material are www.npr.org, www.bbc.co.uk/radio, www.bbc.co.uk/learningenglish, or https://learningenglish.voanews.com/.

Listening for Basic Comprehension

- Increase vocabulary.
- For an unfamiliar word, try to guess the general sense of the word's meaning based on the context in which it is used.
- Focus on the content and flow of spoken material. Do not be distracted by the speaker's style and delivery.
- Anticipate what a person is going to say as a way to stay focused.
- Stay active by asking yourself questions (for example, What main idea is the professor communicating?).
- Listen for words or phrases that indicate a change in topic or a digression.

- Listen to a portion of a lecture or talk and create an outline of important points. Do not try to write down every word that you hear. Do make a note of major points and important details. When you are finished, listen again to check, modify, or add to what you have written. Gradually increase the length of the lecture or talk you listen to and outline.
- Listen to an entire lecture or talk. Write a sentence that indicates the main idea of what you heard. Listen again to check what you have written and to write down key details.

Notes

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.

The Listening section does not measure summarizing skills, but practicing these skills is useful for the integrated tasks in the Speaking and Writing sections.

Listening for Pragmatic Understanding

- Think about what each speaker hopes to accomplish when making an assertion or asking a question. Is the speaker apologizing, complaining, or making a suggestion? For example, if a speaker says “It’s cold in this room,” is the speaker doing more than making a comment about room temperature? Is that speaker suggesting that someone do something to adjust the room temperature? If a speaker makes an assertion such as “I’m sure you must have thoughts about that,” is the speaker indirectly asking people to share their thoughts?
- Notice the speaker’s degree of certainty. How sure is the speaker about the information? Does the speaker’s tone of voice indicate something about his or her degree of certainty?
- Listen for aside statements.
- Watch a recorded TV or movie comedy. Pay careful attention to the way stress and intonation patterns are used to convey meaning.

Listening to Connect and Synthesize Ideas

- Think about how the lecture you’re hearing is organized. Listen for the signal words that indicate the introduction, major steps or ideas, examples, and the conclusion or summary.
- Identify the relationships between ideas. Possible relationships include: cause/effect, compare/contrast, and steps in a process.
- Listen for words that show connections and relationships between ideas.
- Listen to recorded material and stop the recording at various points. Predict what information or idea will be expressed next.
- Create an outline of the information discussed while listening or after listening.

Check Your English Listening Skills

TOEFL® Practice Online gives you the experience of taking the real TOEFL iBT® test. It includes *real* past test questions, scores, and performance feedback within 24 hours, and offers full tests, half tests, or Speaking-only test options.
www.ets.org/toefl/shoptestprep

Speaking Tips

The best way to practice speaking is with native speakers of English. If you do not live in an English-speaking country, finding native speakers of English might be quite challenging. In some countries, there are English-speaking tutors or assistants who help students with conversation skills and overall communication skills. You may also be able to find online tutors or conversation partners with whom you can practice speaking English. Another way to practice speaking is by joining an English club whose members converse in English about movies, music, and travel. If a club does not exist in your area, start one and invite native speakers to help you get started.

Independent Speaking Task

- Make a list of topics that are familiar, and practice speaking about them.
- Describe a preference and your reason for the preference.
- Express an opinion by clearly stating your point of view and providing clear and detailed reasons for your opinion.
- Make a recommendation and explain why it is the best way to proceed.
- Practice giving one-minute responses to topics.

Integrated Speaking Tasks

- Find a textbook that includes questions about the material at the end of chapters, and 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.
- Find listening and reading material on the same topic covered by the article. The material can contain similar or different views. (The Internet and the library are good places to find information.) Take notes or create outlines on the listening and reading material:
 - Orally summarize the information in both the written and spoken materials. Be sure to paraphrase using different words and grammatical structures.
 - Orally synthesize the material by combining the information from the reading and listening materials and explaining how they relate.
 - State an opinion about the ideas and information presented in the reading and listening material and explain how they relate.

All Speaking Tasks

- Try to use one new vocabulary word or phrase each day.
- Make a one-minute recording of a native speaker of English. (It can be someone you know or a recording from the Internet, TV, radio, etc.) Replay the recording two times to get familiar with the speaker's rhythm and intonation. Then play the recording a third time, and try to speak aloud along with the speaker. Even if you don't pronounce all the words correctly, this will help help you become familiar with native speaker stress and intonation patterns.
- When practicing for the *TOEFL*® test using the tips above, take 15 seconds to think about what you are going to say before you 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 will give them a lower score.)
- As you listen to English speakers, try to identify words and expressions that help connect the speakers' ideas. Then try to include these expressions when you speak in order to introduce new information, to connect ideas, and to mark important words or ideas. This helps listeners more easily follow what you are saying. (For example, "on the one hand," "what that means is," "one reason is," another difference might be.")
- Monitor your progress and ask an English teacher or tutor to evaluate your speech using the appropriate Speaking rubrics. (See pages 180–183 for the rubrics.)

Check Your English Speaking Skills

TOEFL® Practice Online gives you the experience of taking the real *TOEFL iBT*® test. It includes *real* past test questions, scores, and performance feedback within 24 hours, and offers full tests, half tests, or Speaking-only test options.
www.ets.org/toefl/shoptestprep

Writing Tips

Integrated Writing Tasks

- Find a textbook that includes questions about the material at the end of chapters, and 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 should be brief and clearly communicate only the major points and important details. Be sure to paraphrase using different words and grammatical structures.
- Find listening and reading material on a single topic on the Internet or in the library. The material can provide similar or different views. Take notes on the written and spoken portions, and do the following:

- Summarize the information and ideas in both the written and spoken portions.
- Synthesize the information and discuss how the reading and listening materials relate. Explain how the ideas expressed are similar, how one idea expands upon another, or how the ideas are different or contradict each other.

Paraphrasing

Paraphrasing involves restating something from the source material in one's own words. On the *TOEFL*® test, test takers receive a score of zero if all they do is copy words from the reading passage. Practice paraphrasing words, phrases, sentences, and entire paragraphs frequently using the following tips:

- Learn to find synonyms with ease. Pick 10 to 15 words or phrases in a reading passage and quickly think of synonyms without looking them up in a dictionary or thesaurus.
- Write a paraphrase of a reading passage using only your notes. If you have not taken notes, write the paraphrase without looking at the original text. 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.

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 (by creating, for example, an outline to organize ideas).
- Create a focused thesis statement and use it to develop the ideas presented in the essay.
- Develop the essay by using appropriate explanation and detail. However, remember that reasons or examples expressed in completely memorized language will not be considered to represent your own writing.

All Writing Tasks

- Increase vocabulary and knowledge of idiomatic speech so you can use it appropriately.
- Learn grammatical structures so well that you can use them naturally when writing.

- Learn the conventions of spelling, punctuation, and layout (for example, paragraph creation).
- Express information in an organized manner, displaying unity of thought and coherence.
- Use signal words and phrases, such as “on the one hand” or “in conclusion,” to create a clear structure for your response.
- As you practice, ask yourself these questions:
 - Did I complete the task?
 - Did I write clearly?
 - Did I avoid making grammatical errors?
 - Did I use words correctly?
 - Did I organize my ideas clearly and coherently?
 - Did I use the time effectively?
- Monitor your own progress and ask an English teacher or tutor to evaluate the writing by using the appropriate Writing rubric. (See pages 193–194 and 203–204 for the rubrics.)

Check Your English Writing Skills

Are you ready for test day? *TOEFL*® Practice Online gives you the experience of taking the real *TOEFL iBT*® test. It includes real past test questions, scores, and performance feedback within 24 hours, and offers full tests, half tests, or Speaking-only test options.

www.ets.org/toefl/shoptestprep

Note

Teachers: It is a good idea for English programs to use the *TOEFL*® Speaking and Writing rubrics (pages 180–183, 193–194, and 203–204) to measure students’ abilities and evaluate their progress. This helps test takers build their skills for the *TOEFL* test.

Test Preparation Tips from ETS

Once you have built your skills and practiced, you will be ready for the *TOEFL*® test. Here are some good test-taking strategies recommended by ETS:

- **Carefully follow the directions** in each section to avoid wasting time.
- **Click on 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 become overwhelmed.** 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 do not know the answer, eliminate as many answer choices as possible and then select the best remaining choice. You can review your responses in the Reading section by clicking on **Review**. However, it is best to do this only after all the questions have been answered so you stay focused and save time.
- **Pace yourself** so you have enough time to answer every question. Be aware of the time limit for every section/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 5 minutes remain in the Listening and Reading sections, as well as in the independent and integrated tasks in the Writing section.

Questions Frequently Asked by Test Takers

Test Benefits

Why should I take the TOEFL® test?

No matter where in the world you want to study, the *TOEFL*® test can help you get there. You will be eligible for admission to virtually any institution in the world, including the top colleges and universities in the United States, Canada, the United Kingdom, Australia, and New Zealand. See the Destination Search at www.ets.org/toefl.

The TOEFL test gives you more flexibility on when, where, and how often you take the test, and more practice tools and feedback than any other English language test in the world.

Test takers who are well prepared for the TOEFL test can feel confident that they are also well prepared for academic success.

What makes the TOEFL® test better than other English language tests?

The *TOEFL*® test assesses a test taker's ability to integrate English skills and to communicate about what he or she reads and hears. These are the skills you will actually use in an academic classroom.

The test also measures speaking more fairly than other tests. Each Speaking response is evaluated by four different raters, which is more objective and reliable than other tests that use only one interviewer from a local test site.

Who else benefits from the test?

Admissions officials and faculty at colleges and universities, as well as administrators of certification and licensing agencies, receive better information on an applicant's English communication skills.

Registration

How and when do I register for the test?

Online registration is the easiest method. You can also register by mail or by phone. See www.ets.org/toefl for details. Registration is available three to four months before the test date. Register early, as seats can fill up quickly.

Where and when can I take the TOEFL® test?

The test is given on fixed dates, more than 50 times a year, via the Internet at secure test centers. The ETS testing network, with test centers in more than 180 countries, is the largest in the world. Go to www.ets.org/toefl for a list of locations and dates.

How much does the TOEFL® test cost?

The price of the test varies by country. Please check the *TOEFL*® program website at www.ets.org/toefl for the test fees in your country.

Test Preparation

Are sample questions available?

Yes. The *TOEFL iBT®* Free Practice Test, on the *TOEFL®* website at <https://www.ets.org/toefl/test-takers/ibt/prepare>, provides free unlimited access to one full-length *TOEFL iBT®* test, including answer keys for the Reading and Listening questions as well as sample responses with rater commentary for the Speaking and Writing questions. Practice for each section of the test with free sets of *TOEFL iBT®* questions from previous tests are also available on the website.

Can I take a practice test and get a score?

Yes. Practice tests can be purchased at *TOEFL®* Practice Online, at www.ets.org/toefl/shoptestprep. This site features practice tests that include exclusive *TOEFL iBT®* practice questions covering all four skills: Reading, Listening, Speaking, and Writing, with scoring provided by certified ETS raters.

Scores and Score Reports

How do I get my scores?

Scores are posted online approximately six days after the test date and then mailed to the institutions you selected. All *TOEFL iBT®* score reports, regardless of the test administration date, automatically include *MyBest™* Scores along with the traditional scores from your selected test date. *MyBest™* Scores (also known as superscores) reflect the combination of your highest section scores from all valid test dates in the last two years, and the sum of those section scores.

Included with your registration fees are:

- one online score report for you and one printed score report if requested
- up to four official score reports that ETS will send directly to the institutions or agencies that you select before you take the test

Can I order additional score reports?

Yes. For a small fee, you can send score reports to as many institutions as you choose. See www.ets.org/toefl for details.

How long are scores valid?

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

Will institutions accept scores from previous tests?

Check with each institution or agency directly.

Test Delivery

What skills are tested on the TOEFL iBT® Test?

The test is given in English, has four sections on reading, listening, speaking, and writing, and takes about three hours.

Section	Time Limit	Number of Questions
Reading	54–72 minutes	27–40
Listening	41–57 minutes	28–39
Break	10 minutes	
Speaking	17 minutes	4 tasks
Writing	50 minutes	2 tasks

Can I take only one section of the test?

No. The entire test must be taken to receive a score.

Which computer keyboard is used?

The *TOEFL iBT®* test uses a standard English-language computer keyboard (a QWERTY keyboard). This type of keyboard takes its name from the first six letters in the top row of the keyboard, below the numbers. If you haven't used this kind of keyboard before, practice on one before test day to become familiar with it. In some countries, the common keyboard used is configured to QWERTY, and a template is provided to each test taker to help with locating the few keys that are in a different location.