

Features chapters on
summary guidelines for
each section of the test

TOEFL IBT

SECOND EDITION

EBOOK

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CHAPTER 1

READING SECTION

IN A GIST

The following information is relevant to the reading section of the TOEFL iBT...Which information is most useful to you?

There are 3 to 4 passages.

Each passage is approximately 700 words long.

There are 12 to 14 questions per passage.

It takes between 54 to 72 minutes to complete the section.

You can skip questions and come back to them later as long as you answer all questions.

Remember: deciding on which information is important to focus on is a key strategy in saving time on a standardized test!



CHAPTER 1.1

READING CONTENT

Passages are taken directly from college textbooks to test how well test takers can read the kind of writing that is used in an academic environment.

Passages cover a wide variety of subjects. Do not worry about the content, all information needed to answer questions will be found in the reading.

All TOEFL reading passages are based organizational categories which include:

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

Remember: knowing the type of categories will allow you to point out key information faster!



CHAPTER 1.2

READING TYPE QUESTIONS

Reading Question Types cover 3 Academic Reading Skills:

Basic Information Skills - which focuses on recall and comprehension

Inferencing Skills - which focuses on implicit (hidden) meaning rather than explicit meaning

Reading to Learn Skills - recognize the organization, purpose of passage, deciphering between minor and major details



Remember: knowing the type of questions will allow you to find key information faster!



CHAPTER 1.2.1

READING TYPE QUESTIONS

CHART OF QUESTIONS

Basic Information Skills & Inferencing Skills		Reading to Learn Skills
Type 1: Factual Information Questions	Type 5: Vocabulary Questions	Type 9: Prose Summary Questions
Type 2: Negative Factual Information Questions	Type 6: Reference Questions	Type 10: Fill in a Table Questions
Type 3: Inference Questions	Type 7: Sentence Simplification Questions	
Type 4: Rhetorical Purpose Questions	Type 8: Insert Text Questions	

Remember: knowing the type of questions will allow you to find key information faster!



CHAPTER 1.3

READING RESPONSE STRATEGIES

*Be aware that the phrasing of the **key words** in the question and answer options may be different to the words used in the reading passage.*

*This is testing your ability to identify the same ideas that are expressed through **synonyms** and **paraphrasing**.*

*In addition, you should watch out for **distractors**, answers that appear to be correct but in fact are not.*

*It is also important to **only use evidence that you read in the passages**, and not from imagination or previous knowledge.*

*Another skill that is essential to learn is to **deduce meaning from context**.*

It is likely that you will encounter words that are unfamiliar, so it's important to be able to make an educated guess as to the meaning of the unknown word.

***Elimination of incorrect answers** is also a technique that can be used to find the correct answer.*

Remember: knowing the best response strategy will save you time and energy!



CHAPTER 1.3.1

READING RESPONSE STRATEGIES

Reading techniques such as **skimming**, **scanning** and **intensive reading** are invaluable in the reading section.

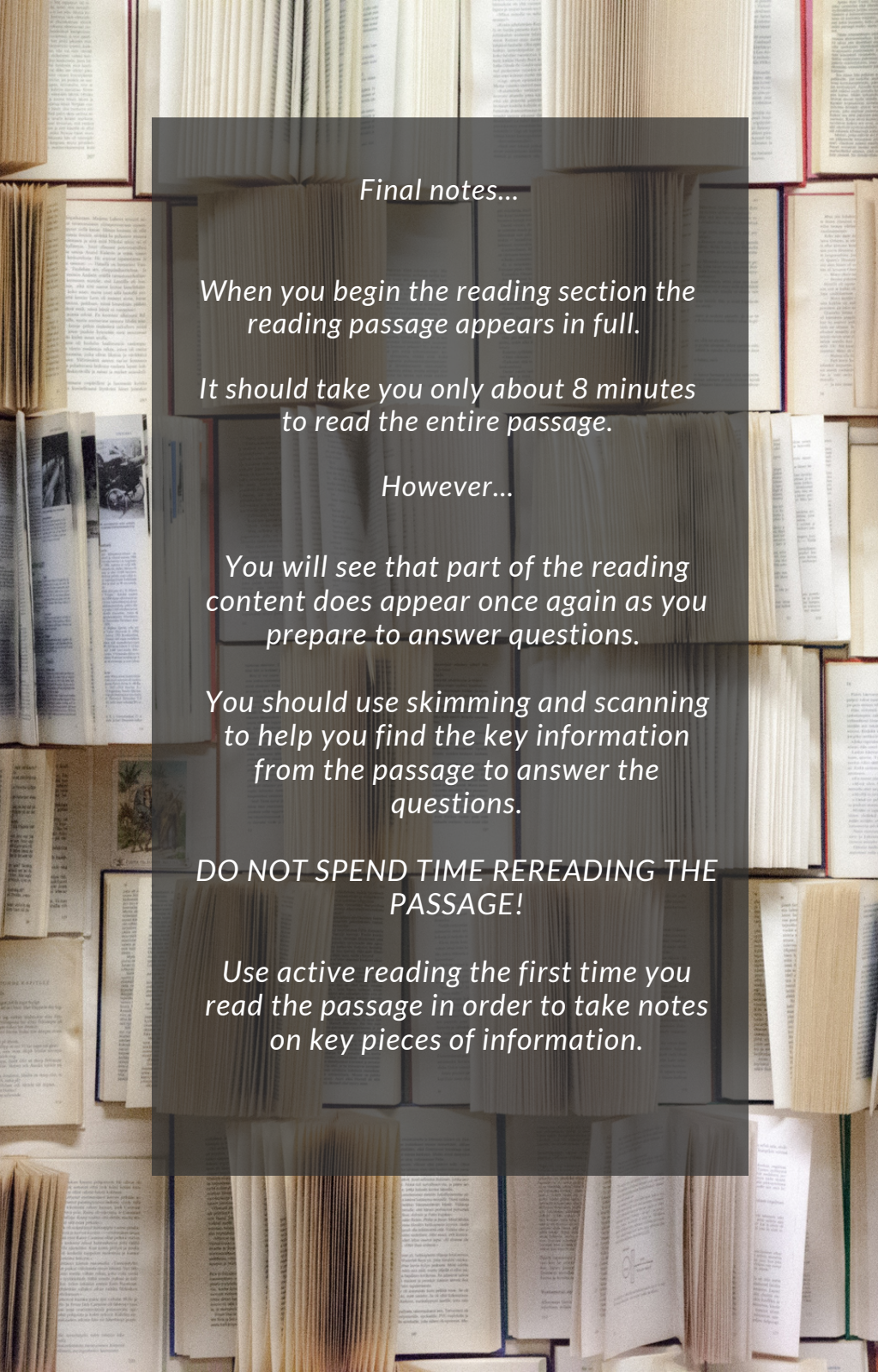
Intensive reading is careful reading to understand the detail of a sentence or passage.

Skimming is intentional speed reading, moving quickly over the text to understand the main point of a paragraph and to notice changes in direction or argument.

Scanning is the ability to locate specific information.

You should prioritize academic material from a variety of sources and on a variety of topics ranging from the sciences (arts, life, physical, social) and history.

Academic language will not only help you in the reading section, but also for all the other sections

The background of the entire image is a dense, slightly out-of-focus collage of many open books. The pages are mostly light-colored, with some showing text and others showing illustrations or diagrams. The books are stacked and layered, creating a sense of a vast library or a collection of knowledge.

Final notes...

When you begin the reading section the reading passage appears in full.

It should take you only about 8 minutes to read the entire passage.

However...

You will see that part of the reading content does appear once again as you prepare to answer questions.

You should use skimming and scanning to help you find the key information from the passage to answer the questions.

DO NOT SPEND TIME REREADING THE PASSAGE!

Use active reading the first time you read the passage in order to take notes on key pieces of information.



CHAPTER 2

LISTENING SECTION

IN A GIST

The following information is relevant to the listening section of the TOEFL iBT.

There are two main types of listening activities.

Lectures - between 3 to 4 & anywhere between 3 to 5 minutes long

Conversations - between 2 to 3 & about 3 minutes long

There are 11 questions per passage. There are 6 per lecture and 5 per conversation

It takes between 41 to 57 minutes to complete the section.

You can NOT return to any questions and must answer before moving on.



CHAPTER 2.1

LISTENING CONTENT - CONVERSATIONS

Conversations may take place in an academic or non-academic setting and will involve the following;

- **Student - Professor dialogue** (takes place in a professor's office where the student and professor may engage in non-academic dialogue (ex. may seek advice), or academic dialogue (ex. clarification on a topic, or ask for an extension on an assignment).
- **Service encounters** (take place on campus and dialogue is non-academic, for example, registering for a class, or finalizing campus housing payments)





CHAPTER 2.2

LISTENING CONTENT - LECTURES

Lectures are academic - as you would hear in a first year introductory course.

You are not expected to know the topic of the lecture before hand, however in preparing it is important to listen to a variety of topics - especially on ones you may not have an interest in.

The kind of language used in a classroom. It might include:

- A professor speaking
- Students interacting with the professor





CHAPTER 2.2.1

LISTENING CONTENT - LECTURE TOPICS

Life Science:

- Animal/plant
- Aquatic organisms
- Bacteria
- Viruses
- Medical tech
- Public health
- Biochemistry
- Animal behaviour

Social Science:

- Early writing systems
- Historical linguistics
- Business, marketing...
- Education
- Child development

Physical Science:

- Weather/atm osphere
- Pollution
- Other planets' atmosphere
- Particle physics
- Computer science

Arts:

- Architecture
- Industrial art
- City planning
- Crafts
- Cave/rock art
- Music/history
- Photography
- Literature
- Books...



CHAPTER 2.3

LISTENING TYPE QUESTIONS

Most of the questions that follow the conversations and lectures are traditional multiple choice type questions, however some questions (worth only one point still) may ask non-traditional type questions, such as;

- *Multiple-choice questions with more than one correct answer.*
- *Put in order events/steps in a process.*
- *Match objects/text to categories.*

**** questions are not to test memory but to test understanding.**

There are 8 types of questions for the listening section which fall under 3 categories





CHAPTER 2.3.1

LISTENING TYPE QUESTIONS

Listening Question Types cover 3 Academic Listening Skills:

Basic comprehension questions:

1. Gist-content
2. Gist-purpose
3. Details

Pragmatic Understanding questions:

4. Understanding the Function of What Is Said
5. Understanding the Speaker's Attitude

Connecting Information questions:

6. Understanding Organization
7. Connecting Content
8. Making Inferences



CHAPTER 2.3.2

LISTENING TYPE QUESTIONS

What's Going On?

The “gist-content” type questions reflect the overall basic understanding of the conversation or lecture.

Ex.

- *What is the lecture mainly about?*
- *What problem does the student have?*

Tip: try to identify the main idea

The “gist-purpose” type questions reflect the overall basic purpose of the conversation or lecture.

Ex.

- *Why does the professor want to see the student?*
- *Why does the student visit the registrar's office?*

Tip: try to determine the reason for the dialogue

The detail-type questions reflect specific understanding of the conversation or lecture.

Ex.

- *What resulted from the invention of X?*

Tip: try to relate the choices to the main idea of the conversation/lecture. Take notes of details tied to the main idea



CHAPTER 2.3.3

LISTENING TYPE QUESTIONS

What Do You Mean?

Pragmatic understanding goes beyond what is actually said to what is the meaning behind the words. It comes down to understanding the “function” and the “stance” behind what is said.

The “function” type questions reflect the overall understanding as to the reason why the speaker said what they said;

Ex. What did the professor mean when she said this? (replay of conversation)

Tip: understand the hidden meanings behind what is said.

The “stance” questions reflect the speaker’s attitude.

Ex.

- *What can be inferred about the student?*

Tip: learn to pay attention to the tone of the speaker’s voice. How they say the words reflect how they feel!

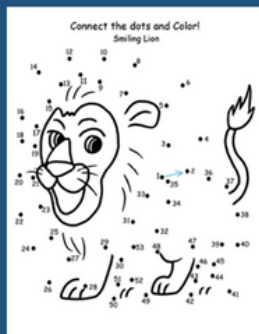
“It’s not what you said, it’s how you said it.”



CHAPTER 2.3.4

LISTENING TYPE QUESTIONS

Connect the Dots!



In "connecting information" type questions - it is important to remember the strategies that will help you "connect the dots" to get a clear understanding of the overall picture in order to answer these types of question.

- Organization - it appear to follow a pattern, like in chronological order (ex. *How is the discussion organized?*)
- Content - understanding relationships between ideas to see what is the result (ex. *What will be the likely outcome when X is completed before Y?*)
- Making Inferences - reaching a conclusion given all the facts. (ex. *What will the student do next?*)



CHAPTER 2.4

LISTENING RESPONSE STRATEGIES

How to sharpen your listening skills;

- *Listen frequently to different types of materials from various subject areas (sciences, social sciences, arts, business and others)*
- *Watch movies and TV shows*
- *Listen to podcasts or TED talks that speak to academic matters*

You want to improve on three important areas mentioned above; basic comprehension, pragmatic understanding, and connecting the information





CHAPTER 2.4.1

RESPONSE STRATEGIES FOR BASIC COMPREHENSION

- *Increase your vocabulary knowledge (from reading or conversations with others)*
- *Try to focus on the content and flow of the material*
- *Anticipate what the speaker is going to say as a way to stay focused*
- *Stay active by asking yourself a questions (for example, what is the main idea)*

Copy the words “main idea”, “major points”, and “important details” on different line of paper. Listen carefully and write these things down while listening. Listen again until all important notes and details are written down



CHAPTER 2.4.2

RESPONSE STRATEGIES FOR PRAGMATIC UNDERSTANDING

- *Think about what each speaker hopes to accomplish;*
- *ex. What is the purpose of the conversation?*
- *Is the speaker apologizing, complaining, making suggestions?*
- *Notice the way each speaker talks. Is the speaker's voice calm or emotional?*
- *Notice the degree of certainty of the speaker.*
- *How sure is the speaker about the information?*
- *Watch comedy movies and TV shows and pay attention to stress patterns used to convey meaning!*



CHAPTER 2.4.3

RESPONSE STRATEGIES FOR CONNECTING INFORMATION

- *Try to identify possible relationships between ideas in the information being discussed.*
- *Possible relationships include cause/effect and steps in process.*
- *Listen to the words that shows connection (Accordingly, as a result of, consequently, in spite of)*
- *When you listen to recorded material, stop the recording at various points and try to predict what information or idea will be expressed next.*

The background of the slide features a photograph of two young women. On the left, a woman with dark hair is wearing white earbuds and looking towards the right. On the right, another woman with long brown hair is smiling and looking down at a yellow smartphone she is holding. The entire image is overlaid with a semi-transparent dark grey rectangle that contains the text.

Final notes...

- *Take notes while you listen, focusing only the major points connected to the main idea.*
- *Pay attention to new words expressed by the speaker.*

Write these words down in your notes

- *These words may be repeated and will be often tested on those words.*



CHAPTER 3

SPEAKING SECTION

IN A GIST

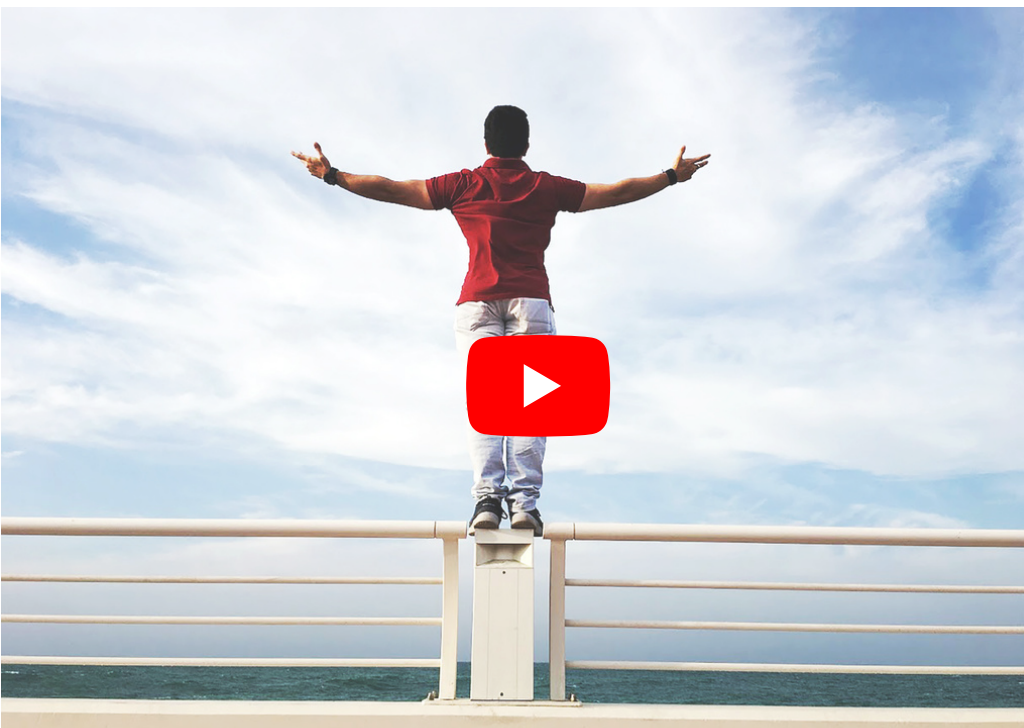
The following information is relevant to the speaking section of the TOEFL iBT.

This section is designed to test how well you use the English language both inside and outside the classroom. This section contains the following;

4 Tasks (1 independent, 3 integrated)

- *1 Independent Speaking question (15 sec. to prepare and 45 sec. to respond)*
- *2 integrated Reading-Listening-Speaking questions (30 sec. to prepare and 60 sec. to respond)*
- *1 integrated Listening-Speaking questions (20 sec. to prepare and 60 sec. to respond)*

This section takes a total of 17 minutes to complete



CHAPTER 3.1

SPEAKING TASK #1

*You may come across different types of questions in this section;
The types of questions may involve pair choices concerning;*

- Actions
- Situations
- Opinions

State your opinion between two different choices - note details and differing opinions, state your opinion at the beginning and support it with details and reasons why

Response Strategy: Speak from the mind and heart, do not memorize what you want to say or read it from your notes! Clearly state your choice and examples to support your choice.



CHAPTER 3.2

SPEAKING TASK #2

QUESTION #2: CAMPUS SITUATION {FIT & EXPLAIN}

You will be asked to do the following;

- 1. Read a small passage that contains a message from the university campus stating its opinion and reasons on a topic (ex. Increasing tuition prices)*
- 2. Listen to a short conversation or lecture on the topic with the focus on the details of the stronger opinion.*
- 3. State the similarities or differences between what is written in the reading passage and what was said in the listening section.*

Response Strategy : *As you take notes, focus on the similarities or differences in details between the reading passage and the lecture as to the opinion and reasons.*



CHAPTER 3.3

SPEAKING TASK #3

QUESTION #3: ACADEMIC COURSE {GENERAL VS. SPECIFIC}

You will be asked to do the following;

1. Read a small passage that broadly defines a term, process, or idea from an academic subject
2. Listen to a short lecture on the topic that includes specific information and details as it relates to the reading passage in describing the term, process, or ideas.
3. State how the lecture connects to the reading passage by connecting the broad topic mentioned in the reading passage and the detailed information in the lecture.

Response Strategy: As you take notes, focus on the connection details between the reading passage and the lecture.



CHAPTER 3.4

SPEAKING TASK #4

QUESTION #4: ACADEMIC COURSE {SUMMARY}

You will be asked to do the following;

- 1. Listen to a short lecture on a topic that includes specific information and details as it relates to describing a term or concept.*
- 2. Summarize the lecture by highlighting the topic mentioned and the detailed information in the lecture.*

Response Strategy: As you take notes, focus on the main idea of the lecture and the important points.



CHAPTER 3.5

SPEAKING RUBRICS

INDEPENDENT & INTEGRATED SPEAKING TASK

Four (4) categories

- *General Description* - measures the strength of the response according to directions
- *Delivery* - natural and well paced
- *Language Use* - grammar and vocabulary is used correctly
- *Topic Development* - clear and concise - easy to understand and follow

4 levels & zero (0)

4 being the highest

Rubrics differ slightly for the integrated tasks as compared to the independent task.

Click [here](#) to download your free copy of the speaking rubrics:

A woman with dark hair, wearing a light-colored top and a grey scarf, is speaking into a black microphone. The background is a blurred indoor setting with a window showing greenery. A semi-transparent dark grey box is overlaid on the image, containing text and a list. The text is in a white, sans-serif font.

Final notes...

For the independent task and understanding content:

- *Watch how you speak; don't speak too fast, too slow, or take too many pauses*

For integrated tasks and understanding content:

- *These questions focus on **general issues** related to what may happen on a university campus or in an academic lecture that in no way requires you to have any previous knowledge of campus issues or academic content.*



CHAPTER 4

WRITING SECTION

IN A GIST

The following information is relevant to the writing section of the TOEFL iBT.

There are 2 tasks - 1 integrated and 1 independent

The total time allowed in this section is 50 minutes.

The integrated task comes first because it follows the speaking section (needing headphones) and you will be required to read, then listen to a lecture, and then finally respond in writing.

The integrated task lasts about 20 minutes, and the independent task for 30 minutes.

*Writing must be clear, concise, and well-organized.
Writings are scored based on a rubric scale from 0 to 5.*

You can still receive a high score even if your essay has some errors.



CHAPTER 4.1

WRITING TASK #1

QUESTION #1: THE INTEGRATED TASK

You will first be asked to read a short text on an information topic. The text may contain between 230 to 300 words.

*The reading passage will then be replaced by a lecture who will discuss information related to the reading text, but with a **contrasting** view of the topic.*

*You will then be asked to write a point of view (POV) summary response based on how the **lecture compared** to the **reading passage**.*

*You **DO NOT** include your own opinions, only the relevant information from both texts.*

A good response will be between 150 and 225 words, however, you should aim for 225 words.

You can write more than 225 words, but not less than 150 words.



CHAPTER 4.2

WRITING TASK #2

QUESTION #2: THE INDEPENDENT TASK

You will be asked to write a short essay that centers around your opinion, in stating, explaining, and supporting such opinion.

DO NOT just list your personal preferences or choices, you must use evidence to support your claims

Questions may appear in the form of;

- *Do you agree or disagree with the following statement...*
- *Some people think [X], and others think [Y], which do you agree with and why?*

Tip! Do pay attention to the word count, because experience has indicated that writings less than 300 words generally do not receive a top score of 5 because they do not reflect well-developed ideas.



CHAPTER 4.3

WRITING TIPS

TIPS FOR SUCCESS ON THE WRITING TASKS

.WARNING! Do not copy words directly from the question in your written response. This will cause you to receive a score of 0!

Remember: You only have a certain amount of time to create a well-written response!

Tip #1: Plan out your writing plan. Give yourself 2 to 3 minutes to create an outline, 15-20 minutes to write (depending on task), and 2 to 3 minutes to edit your writing.

Tip #2: Write your response with a clear outline of introduction, body, and conclusion. Begin your introduction with an attention grabbing statement clearly indicating a response to the task.

Tip #3: Be sure to make use of transition words as you highlight the important points you will talk about in the body of your essay, and then paraphrase your introduction as your conclusion.



CHAPTER 4.4

WRITING RUBRICS

INDEPENDENT & INTEGRATED WRITING TASKS

Five (5) levels that cover

- *Development and organization*
- *Proper and appropriate use of grammar and vocabulary*
- *Displays fluency with being concise and showing cohesion*

5 levels & zero (0)

5 being the highest

Rubrics differ slightly for the integrated task as compared to the independent task.

- *For the integrated task, accuracy in using information is important*
- *For the independent task, the overall quality matters most*

Click [here](#) to download your free copy of the writing rubrics:

A background image showing two students in a classroom or library setting. On the left, a student with curly hair is writing in a notebook. On the right, a student with long hair and glasses is looking down. A semi-transparent dark box is overlaid in the center, containing text.

Final notes...

For the independent task and understanding content:

- *Watch how you write; you could still get a score of 5 with minor mistakes in grammar and vocabulary, so long as it does not interfere with the overall meaning and fluency of the writing.*

For integrated tasks and understanding content:

- *These questions focus on **general issues** related to what may happen on a university campus or in an academic lecture that in no way requires you to have any previous knowledge of campus issues or academic content.*



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Thank you for taking the time to learn more about the TOEFL iBT with me.

The material presented in this ebook is meant to be a guide in helping individuals prepare to take the TOEFL test.

Visit the *edukitchen* website to find useful links to help you with practice guides in helping you to answer the TOEFL questions for each section of the test.



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