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# The TOEFL Master's Guide to a Perfect Score :

## Definitive Edition 2015!

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- Builds Your Confidence
- Answer Questions Quickly and Easily
- Get into the University of Your Dreams!

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William E. Hearn and Maria Elizabeth Gonzales-Hearn Ph.D.  
Edited by Maria Elizabeth Gonzales-Hearn Ph.D and Robert Niebuhr Ph.D.

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# **The TOEFL Master's Guide to a Perfect Score: Definitive Edition**

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First Edition: 2015

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Part of the PraxisGroup International Academic Series

To my wife and children who have given me the time to write this book. To Dr. Robert Niebuhr Ph.D. for encouraging me to complete this book. To the students who have enabled me to test and perfect the techniques that work consistently for all who use them. May you all find continued success in life. —  
William E. Hearn

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## ABOUT THE AUTHORS

**William E. Hearn** had been a marketing and sales representative for over twenty years in the United States before moving with his wife and two children to teach English in Bolivia, South America. A little over five years ago, William E. Hearn knew nothing about the TOEFL iBT, but soon realized the importance of achieving a high score on it in order to apply to universities in English-speaking countries. He has been teaching students since then how to pass the TOEFL iBT with high scores in his and his wife's English institute, **PraxisGroup International**, which is located in Santa Cruz, Bolivia. Hearn personally has taught over 12,000 hours of instruction on how to take and pass the TOEFL iBT and has thousands of students in university thanks to his training and assistance. William has since moved to Colorado and continues to instruct students at his new academy **PraxisGroup International Language AKADEMEIA, LLC**.

**Maria E. Gonzales-Hearn Ph.D.** holds a BA in Education from Florida International University, an MA in Education from the University of Central Florida, and a Ph.D. in Education from Florida State University. Dr. Gonzales has more than twenty years teaching experience in Latin and North America. She has been a professor of Curriculum and Instruction at Florida Gulf Coast University for over ten years. She has recently held professor positions at the Universidad Autónoma Gabriel Rene Moreno, as well as Universidad Católica Boliviana "San Pablo," both in Santa Cruz, Bolivia. In addition, she taught English to students at the Santa Cruz International School and now owns and directs **Praxis Group International English Language Akademeia**, where she offers TOEFL iBT and SAT courses as well as College Placement for students and Professional Development for

Educators. Her research focus is intercultural Curriculum and Instruction with an emphasis on how to foster critical thinking by integrating the sociological and cultural aspects of the teaching and learning processes. In addition to co-authoring two trilingual children's books, she has also supervised more than 20 students with their MA and doctoral theses as well as has having been published in scientific journals. Dr. Lizzie has relocated to the US where she is now a professor in the Dual Language program at Regis University in Denver, Colorado. She is also an expert in college placement and continues to assist students in completing university applications as well as applying for scholarships.

**Robert Niebuhr, Ph.D.** earned his Bachelor of Arts degree in History with a minor in German from the Barrett Honors College at Arizona State University (ASU) while an Arizona State Regent's Scholar. Thereafter, he pursued a MA at ASU, during which he won an NSEP Boren Fellowship for graduate thesis research in Serbia and an IIE Fulbright Fellowship for a year-long immersion in Zagreb, Croatia. Upon completing overseas study at the Sveučilišta u Zagrebu, he obtained another MA in history and a Ph.D. from Boston College. Author of almost a dozen books and academic articles, Niebuhr also taught in the Department of Slavic Languages at Harvard and recently taught English at the Universidad Católica Boliviana "San Pablo" in Santa Cruz, Bolivia. Professor Robert has recently relocated to Arizona and is a professor at ASU as well as the director of American Global Academy where he continues to help students earn high scores on their TOEFL iBT.

## FORWARD

Welcome to the TOEFLMaster TOEFLiB T preparation course. The TOEFLMaster Program has been designed to instruct students in the most accurate and efficient way to answer questions on the TOEFLiB T exam as well as teach the basic skills necessary to achieve higher scores on academic assignments and exams while attending a college or university.

## TESTIMONIALS

*"Purdue University Inbox x Andre Larsen Jun 1, 2013 Estimada, Dra. Lizzy I just wanted to thank you for all your help with applying for all the universities. I have now began my university since the 13 of May and I honestly enjoy Purdue University. Sincerely, Andre Larsen"*

*"My score on the TOEFL is 99. I scored 29 on the reading part, 23 on the listening in spite of the minutes lost when the internet went down, 20 on the speaking and 27 on the writing. I 'm retaking the test on january 30 because I need 100 or more for the University of Toronto. I'll be back in Santa Cruz on Friday or Saturday, so I can start the SAT course. I'll call you when I'm back." - Fernando Justiniano Lemaitre*

"teacher!!! how are you doing!!!! I am fine! everything is great!!! I have great news!! Tarija was incredible!! we had a really good time and laughs and everything ...we met new people and made new friends.... another new is that i have my score...i thought it would be better but well,....**i got a 90**....is it ok? I have been looking for universities and I got a scholarship!!!!!! not full but it helps a lot!!! I would be starting in june! but I am going to visit a cousin first!!! I am going into texas a&m -corpus crhisti!! do you know anything about that university??? And as the plans were, I am studying theater... Tell me what you think about it!!!! and teacher!!! I must say **THANK YOU!!!!** for the agenda!!! I use it all the time!! take care teacher!! and say hi to you wife!" - Tania Monroy

"Hi william ;D about the test..mmm well, it didnt go as well as I expected- ... i became my worst enemy :S ok the reading section was my disaster, at least the first lecture, then the hearing section went pretty well. ok know moving on to the speaking section--- i didnt finished exercise five! i had to give my opinion but i extended too much on the problem and solutions that the minuted ended when i said in my opinion" :( :( and because of that i rocked in the writing asigments heheheh at least thats my impresion ;) in the end **it was ok because i got a 108.** - Isabella Medinaceli"

"This Class was extremely helpful to me and also helped me get into the college I was aiming for in the USA. Thank you!" - Sebastian Aguirre · Florida State University

"Lizzie and Bill!

I'm writing you to keep you guys updated on my college life, because it's thanks to you that I'm here.

As you know I changed my major to Retail Merchandising and Product Development (which is one of the most popular majors as well as it's one of the bests).

The Collegiate Merchandising Association in a student group of my major and it's really great because they have their own fashion magazine, fashion shows, etc. I won the election for Officer of Student Liasion for CMA this week! And I also worked with Clutch Magazine as a Assistant Stylist for Menswear, and I had an interview on Tuesday for Men's Fashion Director for the magazine's Spring issue and I GOT IT!!!

This is everything I ever wanted from FSU, and all it's really funny to see how all the hard work at TCC is finally paying off!

Now that I've achieved these goals, I'm going to keep working to be Vice President of the CMA and

*Editor-In-Chief of Clutch Magazine ;)*

*I love you guys! I just wanted to share this with you so you can share my happiness...which I know you will!!*

*Sent via BlackBerry from T-Mobile - Carlos Kemff (TOEFL score 100)*

*"This class has really helped me a lot to improve my English fluency and to get a better grade in the TOEFL iBT. Before the course, I got a 86 in the FREE sample test, but **with the help of Toeflmaster I was able to get 111** on test day and broadened my academic horizons as a result! I'm thankful for that..." - jorge andres justiniano nava (Ludwig Maximilian University of Munich)*

*I encourage people that are planning to take the TOEFL iBT to take this course! Without any doubt, it helped me to get the score I wanted.*

*I started from an almost basic level of English, but still I learned the procedures who helped me to get a very good score and also improve my English.. Thank you very much and again, I encourage you so hard to take this course because it really works! - Javier Ortiz Pereyra · Works at Bedford Golf and Tennis Club*

## **INTRODUCTION**

Officially, the TOEFL iBT is said to test a student's ability to read and understand the main points and concepts that are commonly presented in academic textbooks (Reading Section), understand lectures and conversations common to campus living (Listening Section), speak according to norms in an academic setting such as a classroom or in conversation with fellow students (Speaking Section), and to write appropriate essays for academic purposes (Writing Section). However, although the TOEFL iBT does test these things, what the TOEFLiBT actually tests is how well you know how to take the TOEFL iBT. The TOEFL iBT is based on special structures and rules. Knowing these structures and rules will help you to achieve a higher score. Therefore, the TOEFL Master Program was designed specifically to teach you the structures and rules used and how to pass this very confusing and complicated test.

You must understand that the TOEFL iBT is NOT like the tests you have taken in school. In fact, answering the questions on the TOEFLiBT as you did on the tests in school will likely cause you to get a lower score. The TOEFL Master Program is designed to help you take this very confusing and complicated test in a special way to answer the questions on the test quickly and accurately. It is important that you follow the procedures as taught in this book.

It is also important to understand that passing the TOEFLiBT is simply the first step in getting into a college or university. Once you are accepted, you will have to maintain good grades, especially if you are there on a scholarship. Knowing this, the TOEFL Master's main goal is to teach

you the study skills that will enable you to read and understand any and all materials that you will encounter while studying at a college or university in the United States or other English-speaking country. These study skills will not only help you to achieve a higher score on the TOEFLiBT, they ultimately will help you to achieve higher grades on all assignments you will turn in and exams that you will take while studying. As with any skill, devotion and practice is required to master these skills and to use them with consistent proficiency. Pay close attention to each lesson and practice each skill until you have a high level of accuracy on your practice tests.

The techniques in this book may seem strange at first. In fact, the hardest thing a student has to do is to trust in and follow the procedures. However, once you switch to strictly following the techniques and procedures explained in this book, your score will quickly and dramatically rise. You will also notice that the lessons in this book are concise and to the point. The TOEFLMaster does not believe it is necessary to burden a student with extra words when a lesson may be simplified. Should you require a more detailed instruction, please feel free to visit our website at (<http://toeflmaster.com>) or e-mail me, the TOEFL Master at [william@pgila.org](mailto:william@pgila.org).

Finally, this book teaches technique and, although it does use sample questions to demonstrate how to use those techniques, does not provide actual TOEFLtests. The TOEFLMaster strongly suggests that you also purchase the newest version of the *Official ETS TOEFLGuide*, which comes with a CD containing three realistic TOEFL iBT exams for practice.

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## **Chapter 1 – TOEFL iBT Overview**

*TOEFL iBT – TEST OF ENGLISH AS A FOREIGN LANGUAGE Internet Based Test*

### **WHAT IS THE TOEFL iBT?**

The TOEFL iBT is a computer-based test that is delivered to testing centers via the Internet. The test is administered by Education Testing Services (ETS), the same organization that administers other standardized tests.

The TOEFL iBT is different from a paper-based test in that you cannot mark the test for later reference or skip to different sections during the test. In other words, you cannot skip parts of the Reading Section, complete the Listening Section and then return to the Reading Section to finish. You ARE allowed to skip questions within the Reading Section ONLY but the TOEFL Master advises against skipping and returning to questions. Each of the other sections present material in a particular order you must answer in order to move forward.

The audio portions of the test are also computer-based. You will be required to speak into a recording device for the Speaking Section.

The best way to achieve the highest score on the TOEFL is to practice, practice, and practice. The TOEFL test is a demonstration of skill. Like any skill, the more you practice the better you will do. As you practice, you will find that you have strengths and weaknesses. Do not be discouraged by wrong answers. Simply use this tutorial to learn why you missed them and develop that skill to get it right on the test.

It also helps to know HOW to take the TOEFL test. It is best to know the language. But it is better to know how to take the test.

The TOEFL iBT is a standardized, multiple-choice test. The good thing is that all of the answers are on the screen. You have a one in four chance of guessing if you do not know. However, there are also many wrong choices that seem right. By recognizing wrong answers, and eliminating them, you will increase your chance at getting a higher score.

## **THE STRUCTURE OF THE TEST**

### **Reading**

The Reading section consists of four or five passages that are roughly 550–700 words each. Each passage is followed by 12–14 multiple-choice questions about the content of the passage. Most questions are worth one point each; questions toward the end of the section are usually worth more. You will have either 80 or 100 minutes to complete the section (20 minutes for each passage).

### **Listening**

The Listening section consists of six or nine audio selections each of which are from three to five minutes long. The topic of the selections will be either academic lectures or casual conversations. (As in the example test.) There will be five to six multiple choice questions about the content of the lecture or conversation. You will have either 60 or 90 minutes to complete this section.

### **Speaking**

The Speaking section consists of six speaking tasks that require listening and reading. You have to speak for either 45 or 60 seconds depending on the task, and you have 20 minutes to complete the entire section. You must take and use notes in this section. Questions 1 and 2 allow for only 15 seconds of preparation time, Questions 3 and 4 allow for 30 seconds of preparation and Questions 5 and 6 give you 20 seconds to prepare your answer. You will speak for approximately 5 minutes and 30 seconds total to answer all six questions.

### **Writing**

This section consists of two writing assignments. The first writing section question requires you to read part of a passage and then listen to part of a lecture on the same topic. You must take notes during these two exercises. You will then have 20 minutes to write an essay 150–225 words describing the relationship between the two passages. The second question will ask you to make a choice between two concepts or state whether you agree or disagree with a given statement. You will have 30 minutes to write an essay with a minimum of 300 words. You will have 60 minutes to complete the entire section.

## HOW IS THE TEST SCORED?

No one but the makers of the test (ETS) truly know exactly how the tests are scored. The short answer is that, after finishing the TOEFL iBT, you will receive a score from 0 to 30 in each of the four sections. You will receive a total score of 0 to 120 on a scale. The average score of the TOEFL iBT is 68.

## HOW ARE THE SCORES USED?

Colleges and universities will use your TOEFL scores when considering your application. In fact, most colleges and universities that require a TOEFL score will not even accept an application without it. The TOEFL Master strongly suggests that, before deciding on a college or university, check the TOEFL score requirements to see what minimum score you must achieve in order to apply, then work diligently to surpass that score by a minimum of 10 points. For example, if the university you wish to apply to requires a minimum score of 80, you should do your best to score a minimum of 90 on your TOEFL iBT. Keep in mind that getting a high score on your TOEFL iBT does not guarantee you admittance into a particular college or university, but getting a low score will definitely prevent you from even being able to apply.

## REGISTERING FOR THE TOEFL iBT ONLINE

The easiest way to register for the TOEFL iBT is online at: [www.ets.org/toefl/index.html](http://www.ets.org/toefl/index.html)

The TOEFL Master recommends that you practice taking the practice tests on the Official TOEFL website: <http://toeflpractice.ets.org>

## BE PREPARED

- 1. Know the Directions:** Learn the directions ahead of time so you do not waste time reading them during the test.
- 2. Have a Plan:** Know the formats for your Speaking and Writing tasks. Know the structures of your responses. Practice using the procedures for answering Reading questions, taking notes for the Listening, Speaking, and Writing Sections, and the responding in the structures for the Speaking and Writing Sections taught in this book.
- 3. Know the Sections:** The four sections are Reading, Listening, Speaking, and Writing in that order.

Know the format and the question types used in the test for each one. Practice using sample tests.

#### 4. Practice Strategies:

A. Many people believe that they must study many different subjects in order to prepare for the TOEFL iBT. This simply is not true. ALL of the information needed to answer the questions on the TOEFL iBT is provided on the test. In fact, if you use information that is not presented on the test, you will answer the questions incorrectly. Rather than study many subjects unnecessarily, learn the structures that the passages are based on, the rules, and the procedures for answering questions taught in this book.

B. Learn the structures and procedures needed to answer questions, and practice them for a minimum of 1 hour a day. The TOEFLMaster strongly suggests 60–80 hours of practice before attempting to take the actual TOEFL iBT.

C. Process of Elimination (POE) is the most important tool for getting a high score on the TOEFL iBT. Learn it; use it in all sections to answer questions.

5. **Go over your Practice Tests:** Review question types that were difficult for you and understand why you missed them. Review your structures and procedures for answering the question types that are difficult for you and practice them until you can master them.

## THE DAY BEFORE TEST DAY

Cramming, or intense studying immediately prior to an event like the TOEFLiBT, simply does not work. So, if you have been practicing regularly for the past weeks and really know how to use the processes and procedures taught in this book, you are as good as you can be the day before the test, so *relax!* This is a day to simply watch TV in English, listen to music and songs in English, or read a good book written in English. These things will keep your mind in the “English” mode of thought, and that will help you tremendously on test day.

Furthermore, a rested body and mind is needed to take the 3 hour 45 minute- to 4 hour 30 minutes-long TOEFLiBT. Therefore, the TOEFLMaster strongly recommends that you get to sleep no later than 11 PM the night before taking the test. Sleep well knowing that you will pass your test and are on your way to a bright future.

## TEST DAY

1. Wake up early on test day. You should be awake and getting ready to leave for the testing center at least two hours before test taking time.
2. Your mind needs nutrients to work, so have a good breakfast. If you can, have fresh fruit/juice, milk and cereal, and/or eggs.
3. **AVOID ENERGY DRINKS!** Energy drinks actually restrict blood flow to the brain making it harder to concentrate.

4. Take a short walk before taking the TOEFL iBT. Research has proven that walking before taking a test improves test scores. Walking increases circulation and blood flow to the brain giving it the vital nutrients it needs to think effectively.
5. Getting to the testing center early also helps you to relax and to feel prepared, so get to the testing site 30 minutes early. This way you will not feel rushed through the test.
6. Be sure to have your identification and registration letter from ETS. Without these two documents you will not be permitted to take the test.
7. **DO NOT TAKE** food, drinks, briefcase, backpack, laptop computer, or anything else to the testing center. The testing center will provide you with pencils and paper for taking notes. Nothing else is needed.
8. **TURN OFF YOUR CELL PHONE** Distractions during the test are bad. Having someone think that you are cheating and cancel your test is worse. Don't give anyone the chance to think that you might be cheating. Following test center rules is vital to your success.

## **Chapter 2 – THE PSYCHOLOGY OF THE TOEFL iBT**

*Taking the TOEFL iBT is EASY!*

Many of my students once believed that the TOEFL iBT must be a very complicated test because it is so important. Of course . . . it is important. In fact, if a student doesn't earn a certain minimum score, they won't even qualify to apply to a university or college. In fact, nearly 1,000,000 students worldwide take the TOEFL iBT each year earning an average score of 68 out of 120. While most colleges and universities require a minimum score of 80 to qualify to apply and some requiring a score of at least 100, those students who have not achieved at least the minimum score must continue to study and retake the test again and again until they achieve a high enough score to be accepted by the college or university of their choice.

However, that doesn't necessarily mean that the TOEFL iBT is a difficult test. The truth is that the TOEFL iBT is a very simple basic skills test. In fact, the more you simplify the test, the easier it is to earn a high score. How can I say that with such confidence when so many people get low scores? It's easy. To begin with, the TOEFL iBT is simply a test of structure and procedures. It tests your ability to understand common academic passage structures and sentences as well as certain study skills like note taking. It also requires students to respond to questions using those structures and certain procedures. Once you've mastered those skills, taking the TOEFL iBT is easy!

Another problem most students face is that they believe the TOEFL iBT is testing their

English grammar abilities when actually the test is simply measuring how well a student knows how to take the test. What do I mean by that? The TOEFL iBT is based on rules, structures, and procedures. So, knowing HOW to take the test will raise your score even more than how well you know English grammar.

In this book, you will find that everything had been simplified as much as possible. This book makes **very** complicated things *seem* easy. Simplifying things not only makes students look smarter, but feel smarter too. By using the techniques taught in this book, not only will you feel smarter and look smarter, pretty soon you will become smarter. Once you learn the structures, processes, and procedures for answering the questions in each section, you will find that the TOEFL iBT is actually not so difficult at all.

The goal of this book is to simplify a very difficult test. You may sometimes find the instructions strange and quite different from the ways you have been learning in the past. Keep in mind that this is NOT regular school and the TOEFL iBT is NOT like tests you have taken in regular school. To pass this test, and the others like it given in colleges and universities, you must learn new ways of test taking.

In the first lesson, you will learn how to understand passage structures, sentence structures, basic techniques for simplifying sentences, how to deal with difficult vocabulary and to follow the logical flow of ideas. Understanding these five things will enable you to quickly find and understand the information you need to answer the questions quickly and accurately.

**NOTE:** In my attempt to simplify these lessons, I sometimes may not explain things fully enough for some students to understand. However, before you give up, follow the instructions and apply them to the assignments in the ways they are explained. Remember, this is not a regular test and the instructions may seem strange until you learn how to use them. After working out the exercises, if you still feel that you need more explanation, please contact a TOEFL Master instructor at <http://toeflmaster.com>.

## **WHY TAKE THE TOEFL iBT?**

Taking the TOEFL iBT is the first major step in qualifying to apply for entrance into a major college or university. This is an important decision in your life and should be done with serious thought and consideration. Up until this point in your life you have likely lived in a home with family to provide for your food, clothing, and shelter needs. It is easy to take such things for granted when you are born with them and have never known life without them. However, at this point in your life you are now an adult with the responsibilities of caring for yourself. The decisions you make from this day forward will determine the course and the quality of your life. Making such decisions is difficult if not impossible when you have no idea of what successful path to take. Do not worry, I have good news. Although you are growing up and moving out on your own, you are not alone. Many people will be there to help you along the way. Listen to your counselors and advisors at the university or college that you attend. They will give you good advice. One more source that will help you determine your path to success is the biographies of those successful people who are doing the thing that you want to do. There is a saying among successful people, "If you want to be successful,

look around you to those who are already successful and emulate them.” Another saying states, “If you do what other people do, you will have what other people have.” Just remember, no matter what career you choose, becoming successful takes work.

# **Chapter 3 – TOEFL iBT Chapters Preview**

## **Preview of Chapter 5 – Reading Section**

### **Overview**

The TOEFL Master's Guide teaches you how to understand what the questions are asking use the directions in the questions and the structures of the passages to quickly find the information that answers the questions without reading too much, and how to eliminate wrong choices using the rules the test is based on. This is a proven method that is fast and accurate.

According to the official instructions, you must read and understand the content and vocabulary of a passage in a limited amount of time while answering the questions regarding the passage. However, if you ignore those directions and instead become familiar with the common structures of passages that will help you to find the information needed quickly and learn which answer types are wrong according to the rules of the test, you will be able to answer questions quickly and accurately.

The first thing you must understand about testing on the TOEFL iBT Reading Section is that the passages are filled with extra information that you will not be tested on, as well as information and answer choices designed to mislead you. The good news is that the passages are also designed to present the “key” information in a specific way that, once you know how to identify it, will help you to find the clues easily in the passages that determine what makes an answer right.

In order to determine what information you need to read, you must understand certain sentence structures and the rules the test is based on. To achieve a high score on the TOEFL iBT, get to know these three basic sentence structures and understand how to identify the main idea of each.

This chapter breaks the passage structures down to their simplest forms so that you can understand them more easily. It also gives introduction on how to identify the question types as well as having instruction in how to eliminate the wrong choices based on specific rules so you don't fall for the traps set by ETS. It focuses on teaching you how to simplify and understand what questions are asking, quickly finding the specific information in the passage that answers the questions, and eliminating the wrong choices so that you can read less and answer questions quickly and accurately.

Reading **ONLY** the information you need to answer the question and eliminating choices that can't possibly be correct helps reduce confusion and shorten answering time resulting in answering more questions accurately!

**CAUTION:**The Reading Section on the TOEFL iBT is challenging in many ways. As was stated in the introduction, the TOEFL iBT Reading Section passages are written with a certain structure. Passages often contain extra or confusing information that can make choosing the right answer incredibly difficult. Therefore, knowing what to read and what *not* to read will be very helpful to you.

## **Preview of Chapter 6 – Listening Section**

### **Overview**

The TOEFL iBT Listening Section is said to test your ability to listen to, and understand lectures and conversations as you will hear them in a university setting. What this section really does is test your ability to take relevant notes of the main points and related details and to use your notes to answer the questions. Therefore, you should simply take notes of the main points and related details of each conversation or lecture by using the techniques taught in this section, and use only those notes and the process of elimination learned in the Reading Section to answer questions.

Earning a high score on the Listening section is all about using your notes to answer the questions. The good news is that the passages follow specific structures and the questions are predictable. Therefore the TOEFL Master teaches you the different passage structures and how to take notes on **ONLY** what information questions will be asking. Again, just like the Reading section, this section uses rules for wrong choices so you will also learn how to eliminate choices that can't possibly be correct first in case you need to guess.

The Listening Section chapter describes in detail each passage type and gives you specific rules and a list of what to listen for so that you can take **ONLY** the notes you need and a list of rules for eliminating wrong choices so that you can answer questions quickly and accurately.

## **Preview of Chapter 7 – Speaking Section**

### **OVERVIEW**

You may be able to speak English very well but still receive a low score on the TOEFL iBT Speaking section if you don't use the required response structures. This chapter teaches you **EXACTLY** how to structure your responses according to ETS's speaking response rules so that you can earn a high score - even if your English isn't perfect!

Because of the importance of speaking, and because it is something few students get to practice, the Speaking Section often causes the most anxiety. The TOEFL Master says, "Relax." The Speaking Section is incredibly similar to the Reading and Listening sections in that it is a test of recognizing structure, knowing the rules, and following procedures. Once you are familiar with the different passages and the requirements for responding to each one, this section may actually seem

easier than the others. Besides, the Speaking Section is only twenty minutes long from start to finish and you will only speak for a total of about 5 ½ minutes.

What's more, you only have to speak for either forty–five seconds or one minute at a time depending on the question. So, speaking really isn't the biggest part of this section. Other skills you will need are reading comprehension, the ability to listen, and to take good notes. That's right . . . the skills you have already mastered are the most important skills needed to score well on the Speaking Section.

## **SCORING FOR THE SPEAKING SECTION**

The speaking section is graded on a scale of 0 to 4. A score of 0 (zero) is reserved for a response that simply repeats the prompt, does not answer the question, is answered in a foreign language (any language other than English), or is left blank.

Human beings known as “graders” will be listening to recordings of your speech. The graders for the TOEFL iBT use a tool known as a “rubric”. The rubric is just a set of rules that guide the graders in evaluating the test taker's responses. When graders listen to your responses—and there will actually be human beings listening to and grading your responses—they have the rules of ETS to go by. Nothing is left to interpretation or of how they “feel” about your response. Either you have met a certain criteria or you haven't. It is the only fair and consistent way to grade.

Because the TOEFL iBT is a standardized test, responses must also be standardized. That means that the graders must follow certain rules and patterns that can be easily identified and scored. The great thing about the rubric is that all you need to do is form your responses to conform to the rules and you earn a high score - even if your English isn't perfect!

You can find the rubric on the ETS website at:

[http://www.ets.org/Media/Tests/TOEFL/pdf/Speaking\\_Rubrics.pdf](http://www.ets.org/Media/Tests/TOEFL/pdf/Speaking_Rubrics.pdf)

If you took the time to go to the ETS website, you might have found that the rules are not that easy to interpret.

Don't worry, as with all things, the TOEFL Master likes to simplify things. Look to the Speaking chapter for a list of simplified rules that you can easily follow.

## **Preview of Chapter 8 – Writing Section**

### **Overview**

Just as with the Speaking section, you may write very well in English but if you don't follow the structures ETS requires you will receive a low score. Therefore, this chapter teaches you the rules and structures to use to write your essays so that you can earn a high score - even if your English

grammar isn't perfect!

## DESCRIPTION OF THE WRITING SECTION

The TOEFL iBT tests all the basic skills that you will need while attending a college or university. This last section of the TOEFL iBT exam tests your ability to write essays. This section requires that you write for a total of fifty minutes.

In many ways taking the Writing Section is made easier because it tests the same skills that you have already mastered in the first three sections. In fact, the two questions that you will encounter in the Writing Section are incredibly similar to Questions #2 and #4 of the Speaking Section. The primary difference is that you will be typing your responses rather than saying them. In other words, these questions should not intimidate you because your responses to the two writing tasks will follow the same patterns as your responses in the Speaking Section. If you want to know how to structure your responses to the Writing Section, look at how sentences and paragraphs are structured in the Speaking Section and follow the examples. With a little practice using the correct structures, many students find mastering the Writing Section to be quite easy.

Your first writing task will require you to both read and listen to passages on a related topic, so you will need to leave your headset on. Your essay must be typed so you should have some familiarity with the style of keyboard you are going to use before you take the TOEFL iBT. Although the program used for the TOEFL Writing Section has cut, copy, and paste functions, the TOEFL Master *strongly* suggests against using these function for two reasons: First, it is much more difficult to restructure something when it is already written. In other words, it is far easier to write your original ideas without copying anything from the text. Second, if you copy too much from the original text and make it your own, you could receive a score of “0” on this task. Once you enter a college or university, copying material and representing it as your own is known as plagiarism and is a big academic no-no. A student can be punished for such an offense and even be expelled from the college or university. What's more, once being expelled for plagiarism, a student may find it incredibly difficult to be accepted by any other college or university because the new school would request any transcripts and official documents from the first institution. Therefore, follow the instructions in this chapter to assure a high Writing Section score without any problems.

## Chapter 4 – Locks & Keys

Many of my students worry that they don't know enough about all the different subjects that they may encounter on the TOEFLiBT. They call and ask what they should study for, rather than ask about how they should study. The bad news is that there is no way of knowing what subjects will be on your TOEFLiBT on test day, and there is no way of studying all of the subjects that you may be tested on. The **GOOD NEWS** is that you don't need to know anything about the subjects that will be on the test. The Reading Section is basically like an “open book” test where all the information needed to answer the questions is available right there in front of you to answer the related questions. In fact, if it isn't mentioned in the passage, it is a wrong choice.

Your true task is to match the question you are answering to information in the passage—a lock and a key—then eliminate any choice that doesn’t match. The problem is that every question is written in a confusing way and has choices that are designed to trick you. Finding the right clue in the passage makes it possible to choose the right answer by eliminating all of the choices that don’t match that clue. Get it?

Think of the question being a lock, and only one sentence in the passage is the right key. The passage is like a pile of keys, but each question has a word or phrase in it that will direct you to the specific sentence in the passage. That will help you to unlock the question. Simply go to that sentence and read it for the general idea that answers the question. Then look at your choices and eliminate any choice that is different from that general idea using your “process of elimination” (discussed later in the next chapter).

**Read on to discover just how this process works and how it will help you to achieve your highest TOEFL iBT score.**

## **Part II: Sections of the TOEFL iBT**

- Chapter 5: Reading**
- Chapter 6: Listening**
- Chapter 7: Speaking**
- Chapter 8: Writing**

### **Chapter 5 – Reading Section**

#### **DESCRIPTION OF THE READING SECTION**

The TOEFLiBT Reading Section consists of either four or five passages that are roughly 550–700 words each. Each passage is followed by 12–14 multiple-choice questions about the content of the passage. Most questions are worth one point each while the questions toward the end of the section are usually worth more points. You will have a “block” of 80 or 100 minutes to complete the Reading Section.

*You will receive a total “scaled score” between “0–30” for this section.*

**CAUTION:** ETS has its own way of determining your score that has nothing to do with simple mathematics. Getting two-thirds of the questions correct on your practice tests does not necessarily mean that you will score a “20” on your TOEFL iBT. We strongly suggest that you continue to practice using the TOEFL Master techniques until you can score consistently at least 85 percent accuracy.

Furthermore, the Reading Section on the TOEFL iBT is challenging in many ways. As was stated in the introduction, the TOEFL iBT Reading Section passages are written with a certain structure. Passages often contain extra or confusing information that can make choosing the right answer incredibly difficult. Therefore, knowing what to read and what not to read will be very helpful to you.

According to the official instructions, you must read and understand the content and vocabulary of a passage in a limited amount of time while answering the questions regarding the passage. **Ignore** those directions and instead become familiar with the common structures of passages will help you to find the information needed to answer questions quickly and accurately.

Although these descriptions are simplified, there really is no more to academic structures than is presented here. The TOEFL Master strongly suggests that you read and understand them. Remember that simple does not equal easy. You must master being able to read and understand passages in English without translating from your native language. Again, in order to achieve a higher score on your TOEFL iBT, learn the basic passage structures.

## **OVERVIEW OF THE TOEFL iBT READING SECTION**

This section breaks the passage structures down to their simplest forms so that you can understand them more easily. It also gives an introduction to the question types as well as the wrong choices that you will encounter on the test.

## **THE BASIC STRUCTURE OF A TOEFL iBT PASSAGE (Typ of Structures)**

On the TOEFL iBT, all passages will follow a similar structure which will look like the following:

1. An introductory paragraph that contains the basic topic of the passage.
2. Three to seven body paragraphs that provide more information about the topic.
3. A concluding paragraph that brings the passage to a close with a final statement.

## **THERE ARE TWO TYPES OF BODY PARAGRAPHS**

Information in TOEFL iBT passages is presented in two basic forms: Supportive and opposing. Most students do not have difficulty with the supportive forms. However, as American English is expressed in the opposite way as many other languages, students often have difficulty with

the opposing passages.

Take a look at the brief descriptions below:

- **Supportive**: A supportive paragraph supports the author's views with more details and facts. This type of paragraph typically gives reasons, examples, and details that support the author's main point or topic.
- **Opposing**: An opposing paragraph has information that contradicts the author's views. Be especially careful when reading this type of paragraph as ideas in English are often expressed in the opposite way of many languages in the world. Pay close attention to opposite direction words such as "but, although, and however."

### **Connection & Direction Words**

<b><u>Same Direction</u></b>	<b><u>Opposite Direction</u></b>	<b><u>Sequence</u></b>
And	Although	First,
Second, Third		
Because	However	Next
Due to	Yet	
Then		
Therefore	Despite	After
Another	But	Last
For example	In contrast to	
Previously		
One reason	On the other hand	Before
Additionally	Rather	
Following		
Thus		Finally

To achieve a higher score on your TOEFL iBT, practice identifying the different connection and direction words and become familiar with the way information is presented in each sentence.

## **DETAILED DESCRIPTION OF THE TOEFL PASSAGES**

The first part of this section is broken into 5 easy-to-follow lessons. Please follow them in order to achieve the best test results before moving on to the test-taking procedures.

## STRUCTURE OF A TOEFL iBT PASSAGE

Reading passages on the TOEFL iBT are constructed in the same way that information is presented in academic textbooks. There are three basic parts to the structure of a TOEFL passage. Knowing what information is presented in each part will help you to answer questions more easily and correctly. Although this may seem basic and simple, it is very important to know and understand these things in order to achieve a high score on the TOEFL iBT Reading Section.

There are Three Parts to a TOEFL iBT passage:

1. **Introduction:** The introductory paragraph introduces the main topic or purpose of the passage.
2. **Body:** The body paragraphs will give the main points related to the topic or purpose while offering more information in the form of reasons, examples, and details.
3. **Conclusion:** Passages do not always have a conclusion and can even end abruptly. But, they may have a short summary that will refocus the major idea of the passage.

Once you know and understand how TOEFL iBT passages are set up, and how they present the information, you will understand these easier. However, any way you look at it, finding the information you need to answer the questions takes skill. As with any challenge, the skills needed can be developed. Here are three skills that you must master before attempting to take a Reading Test. These are also skills that you will use throughout your time at university.

## UNDERSTANDING SENTENCE STRUCTURE

The first thing you must understand about testing on the TOEFL iBT Reading Section is that the passages are filled with extra information that you will not be tested on, as well as information designed to cause you to guess and make wrong choices. The good news is that the passages are also designed to present the “key” information in a specific way that, once you know how to identify it, will help you to find the clues easily in the passages that determine what makes an answer right.

In order to determine what information you need to read, you must understand certain sentence structures and the rules the test is based on. To achieve a high score on the TOEFL iBT, get to know these three basic sentence structures and understand how to identify the main idea of each.

## UNDERSTANDING PASSAGE STRUCTURES

The TOEFL iBT Reading Section has three basic passage structures:

1. Direct – the information is presented in a straightforward manner.
2. Direct/Indirect with some difficult vocabulary – the sentence structures are sometimes direct, sometimes indirect. They use more pronouns, adjectives, adverbs, along with some difficult vocabulary words.
3. Mostly Indirect with a lot of difficult vocabulary – these passages use mostly long, indirect sentences that hide the information with a lot of descriptive phrases, prepositional phrases, pronouns, adjectives, adverbs, and vocabulary words.

**The TOEFL Master prefers to say that there are three basic types of passages:**

1. Easy

- Information is given in a direct way that is easy to find and understand.

## 2. Medium

- The information is easy to find but confusing because of sentence structure or difficult vocabulary.
- You must sometimes read more than one sentence to get the information needed to answer the question.
- You may need to do some sentence simplification to understand the information.

## 3. Difficult

- The information is often paraphrased (saying the same thing in a different way) or is lost in too much detail and difficult vocabulary.
- The information is often presented in a negative or “opposite direction” sentence.
- You often must read two or three sentences to fully understand the information.
- You must simplify the sentences and find just the “main idea.”

Explanation of “direct” and “indirect” sentence structure:

**Direct** - When I speak of “direct” sentence structure in this book, what I mean is that the information is presented in a very direct way. The common sentence structure is:

**Subject–Verb–Object.** In other words, the sentence tells you “who,” or “what,” (the subject)—is doing (the verb)—what (the object). This is known as the “active voice.”

**For example:** “John took the TOEFLiBT.” This sentence tells you “who”—the subject (John), what he “did”—the verb (took), “what”—the “object” (the TOEFLiBT). As you can see, this sentence presents the information in a “direct” way.

**Indirect**— Indirect sentence structures are usually written to include descriptive phrases, prepositional phrases, adjectives, adverbs, or are written in the passive voice.

**For Example:** “The TOEFL iBT was taken by John.” This sentence is written in the passive voice. The subject now is “The TOEFLiBT”—the verb is “was”—and “John” becomes the object of the preposition “by.” Sound confusing? This sentence seems backwards from the common structure of **SUBJECT–VERB–OBJECT** but actually follows the same pattern. Now you know what I mean by so-called medium difficulty. But, don’t worry . . . with a little practice and familiarity, these sentence structures are easy to understand.

**Another Example:** “Having been preparing for some time, John Gonzales, who by the way was the top student in the school he attended, felt that he was inextricably bound to his decision to attend a major university.”

Who did what? – “John Gonzales felt bound to attend a university.”

Don’t worry if you didn’t get it. You will have plenty of practice with the TOEFL Master techniques.

# **FIVE NECESSARY SKILLS FOR THE READING SECTION**

## **1. WORK ON ACTIVE READING**

There are two types of reading: Passive and active. On the one hand, passive reading is how

you read for fun or enjoyment, as when you are reading a favorite book or magazine, or how you might have read your textbooks in school. Passive reading takes longer than active reading, because with passive reading you read all of the words to get an in-depth understanding of the subject, story, or article.

On the other hand, active reading is much faster. With active reading you are reading only specific sentences to get the general information needed to answer a specific question. In the TOEFL iBT, each question will direct you via certain “key” words to what sentence contains the clue that answers that question. You will then read only that sentence, or the sentence directly before or after it, and then use the process of elimination to eliminate any choice that does not match the general idea.

Sound complex? Think of it this way: Let’s say that you need a pair of shoes for a special event, but you don’t have the pair you need, so, you must go to the shoe store to buy them. You know by the special event exactly what type of shoes you need. Therefore, when you get to the shoe store, you don’t try on every pair of shoes in the store; instead you go directly to the area that has the type of shoes you are looking for. You then scan over the selection and pick up the pair that most closely matches what you need. You might find three or four pairs that could work for you, but only one pair will work best. Although you might not think of it this way, you are going to use a skill called “process of elimination” to choose the best pair for your needs. This is exactly how you must answer questions on the Reading Section of the TOEFL iBT.

The main reason you must use the active reading technique is that the TOEFL iBT passages have lots of extra information in them, which means that they have additional ideas that you will not be tested on. This extra information can make answering questions difficult, as the makers of the test (ETS) know exactly how to trick you by making choices seem right if you read too much. Most questions require you to read only one, two, or at most, three sentences to find the clue that determines the correct answer. Therefore, the TOEFL Master Program suggests that instead of attempting to read and retain all of the information in the passage, focus on answering each question individually using active reading.

Really, all a sentence requires is a noun and a verb (called a clause). A simple sentence could be, “Carlos laughed.” But, as we know, most expressions consist of more than just two words. The rest of the words only add more information and detail to the sentence. They tell us the *What*, *Why*, *Where*, *When*, and *How* Carlos laughed. Keep in mind that more words only give greater detail to the story. Knowing the basic meaning of a sentence is really all you need to understand to get a higher score on the TOEFL iBT. Practice identifying the subject, verb, and object in a sentence by asking yourself, “Who (or what) is doing what?”

**To Simplify:** Every sentence has three basic parts. When reading a sentence that you find difficult to understand, just look for these parts:

Subject – Who, or what, is performing the action.

Verb – The action being performed.

Object – This receives the action of the verb. It tells what the subject is “doing.”

Practice reading sentences to pick out these three important parts.

# SKILL #1 – SENTENCE SIMPLIFICATION

Sentence simplification is a valuable study skill used to remove all the extra words from a sentence leaving just the main idea—subject, verb, and object. This skill helps to eliminate most (if not all) difficult vocabulary words leaving just the main idea of the sentence.

The main point of this exercise is to simplify a sentence by reducing it down to just the subject, verb, and the object. In other words, “Who (or what) is doing what?” Keep in mind that the subject may be a living thing such as a person or an animal, a non-living thing such as a car or a house, or an idea (or concept) such as in the following sentence: “A new analysis, performed by consulting firm Tetra Tech for the Natural Resources Defense Council (NRDC), examined the effects of global warming on water supply and demand in the contiguous United States.” In this example, “analysis” is the subject.

When finding the subject, ask yourself this question, “Who (or what) is doing what?” If you are still having difficulty finding the subject, look for the verb. Often a sentence will have a “helper verb” such as “is – are – was – were – has – have – had – do – does – did.” If the sentence does not have a “helper verb,” look for the word “to” and the verb will follow. It is a rare sentence that has neither a “helper” nor the word “to” before the verb. Even so, you can always spot the verb, as it is the word that describes the action the subject is doing.

Once you have found the subject and verb, ask yourself “what” is going on with the subject. For example, in the sentence, “When taking the TOEFLiBT exam for the first time, students have difficulty finding the correct answer because they are confused by the convoluted sentence structures, difficult vocabulary words, and questions that don’t make sense.”

In this exercise we remove any descriptive phrases, prepositional phrases, adjectives, adverbs and everything after the word “by.”

Some sentences are “compound sentences,” which means that they are actually two sentences joined by a comma and a conjunction. For compound sentences, write the simplified version for each sentence in the space.

## Rules for simplifying sentences:

1. Eliminate descriptive phrases – these are phrases offset by commas that only give description of the subject.
2. Eliminate prepositional phrases – Sometimes the object of a preposition looks like the subject. However, the subject *cannot* be the object of a preposition. Common prepositional phrases begin with “at, in, on, by, of, to,” and “with.”

**NOTE:** Be careful not to eliminate all prepositions as the “object” of the sentence likely will contain a preposition.

3. Eliminate everything after the word “by.”

4. Eliminate all adjectives and adverbs – These merely give description to the nouns or verbs and are typically difficult vocabulary words unnecessary to understanding the sentence.
5. When having trouble finding the subject, look for auxiliary verbs such as “is, are, was were, has, have, had, do, does, did,” and the word “to.” Not all sentences contain these words but most do. They will help you to identify the verb and subject. When you find an auxiliary such as “were,” simply ask yourself, “Who or What were?” This simple trick will help you to identify easily the subject and related verbs.
6. Once you have identified the subject and verb, simply ask yourself, “Who or What is doing what?” Typically the object of the sentence is what is left over after you have applied the “eliminations” to the sentence.

## **TRY THESE EXERCISES**

Rewrite the sentences below expressing only the main idea or ideas:

1. The electronics of a cellular phone, a device that most people believe is a modern invention, are actually a technology that was first patented in 1890 by Nikola Tesla.

Simplified: \_\_\_\_\_

2. Gustavo, who is best known for his honesty and abilities to settle arguments fairly, was called to help end a dispute between two rival groups who were fighting on campus.

Simplified: \_\_\_\_\_

3. After making over 2,000 attempts at creating a viable monofilament, Thomas Edison, famed American inventor, discovered a monofilament that made the modern light bulb practical.

Simplified: \_\_\_\_\_

4. The Space Shuttle orbiter resembles a conventional aircraft; with double-delta wings swept  $81^\circ$  at the inner leading edge and  $45^\circ$  at the outer leading edge.

Simplified: \_\_\_\_\_

5. Although time travel has been a common plot device in science fiction since the late nineteenth century, it is currently unknown whether the laws of physics would allow time travel into the past.

Simplified: \_\_\_\_\_

6. The nature of art, and related concepts such as creativity and interpretation, is explored in a branch of philosophy known as aesthetics.

Simplified: \_\_\_\_\_

7. The term “culture,” which originally meant the cultivation of the soul or mind, acquires most of its later modern meanings in the writings of the eighteenth-century German thinkers, who on various levels developing Rousseau’s criticism of modern liberalism and Enlightenment.

Simplified: \_\_\_\_\_

8. By middle and high school, the social studies curriculum, consisting of courses on the American Colonial Era, the American Civil War, Early Western Expansion, and Americanism vs. Communism, becomes more discipline-based and content-specific.

Simplified: \_\_\_\_\_

9. In the early twentieth century, genetics was integrated with Darwin's theory of evolution by natural selection through the discipline of population genetics.

Simplified: \_\_\_\_\_

10. Although not the first to build and fly experimental aircraft, the Wright brothers were the first to invent aircraft controls that made fixed-wing powered flight possible by inventing and building the world's first successful airplane and making the first controlled, powered and sustained heavier-than-air human flight, on 17 December 1903.

Simplified: \_\_\_\_\_

(See Chapter 11 for Answers.)

## **SKILL #2 – DEALING WITH DIFFICULT VOCABULARY**

The TOEFLiBT is designed to measure how well you are prepared to perform at an academic level. The passages are therefore written using difficult vocabulary and sentence structures. Do **NOT** be intimidated by them. Simply learn how to understand what the main point of the sentence is by using the techniques taught in this book.

To really understand what you are reading when difficult vocabulary is giving you trouble, first understand that words are used to represent a thing, action, an idea, or to give description to those three just mentioned. Consider that difficult vocabulary words are still just words. The rest of the sentence, or the sentence preceding or following, will give you clues towards understanding the word you don't know. Or, the difficult word could be irrelevant to understanding the sentence altogether. In other words, you may not need to understand the difficult vocabulary at all. Still, even if you don't understand some of what you've read, you can still score well on the TOEFLiBT by using the methods you are learning in the TOEFLMaster Program. The important thing is that you not worry about words that you don't know, but practice focusing on the sentence's subject and general meaning.

Many students feel that they cannot do well on the TOEFLiBT because of difficult vocabulary. After all, how can someone answer questions if they don't understand what they are reading? Well, it is possible. Remember that this is **NOT** regular school and the TOEFL iBT is **NOT** a regular test. You truly don't have to understand all of the words in the passage to understand what you are reading. (Remember Sentence Simplification?) All you are being tested on is the main ideas or concepts in each passage, not the individual meanings of words (including in vocabulary questions).

However, our minds do not like reading words that we do understand; as a result, practice reading using the active reading technique already described. The way people read normally is called passive reading. That means that they read every word and understand every word in the sentence. We read this way when reading a favorite kind of book, magazine, newspaper, or a personal letter. It is a slow and meticulous way of reading. It is also the way you have probably been taught to read in regular school to prepare for regular tests. But, this is **NOT** regular school and the TOEFLiBT is **NOT** a regular test. Therefore, you must learn to read actively.

Active reading is a way of reading for the GIST of the sentences and paragraphs. GIST stands for General Idea, Structure, and Tone. When reading in this way, do not be concerned with the definition of every word. You only need to read for the main concepts of the sentence or paragraph.

### **There are three ways to deal with difficult vocabulary:**

1. **Simplify the sentence** – as you have already discovered, by simplifying sentences, you can eliminate almost all difficult vocabulary words. This way may not work if used too strictly. It is best when used in combination with the following two ways.

2. **Replace the difficult word** – when you encounter a difficult word (any word that you don't know), replace the word in the sentence, by simply using "some" word to fill the space. Put another way, eliminate the difficult vocabulary word and put "something," "someone," "some kind of," or "to do something" in its place. The mind gets confused when it sees a word it doesn't know. The mind does not like blanks or "not knowing." By filling the blank with a common word, your mind uses the other information from the sentence to make sense of the main idea of the sentence. The main idea is what you will be tested on.

**For example:** "This process of suppression of evidence is illustrated by many of the anomalous paleoanthropological findings discussed in the book." Cited from <http://www.forbiddenarcheology.com/>

**Revised:** "This process of suppression of evidence is illustrated by many of the "some kind of" findings discussed in the book."

**NOTE:** Replacing the difficult word with "some" word will be enough to help you understand any sentence enough to answer any multiple choice question using the process of elimination (POE).

3. **Paraphrasing** – many sentences are compound sentences that explain their meaning by paraphrasing. The paraphrases may come in sentences preceding or following the sentence with the difficult vocabulary, or as in the case of the example below, may be contained within the sentence itself. Note the relationships to the words that are underlined.

**For example:** "Ancient tomes on martial arts are often thought to have been written by one master, but, upon greater research, the authorship of such manuscripts appears to have been scribed by numerous practitioners of the craft."

What are the relationships of the underlined words?

tomes = manuscripts

martial arts = the craft

written by = authorship  
scribed = written  
master(s) = practitioner(s)

It may take some practice, but paraphrasing is an excellent way to deal with difficult vocabulary words when it can be applied.

**NOTE:** These three ways of dealing with difficult vocabulary may be used individually or in combination depending on the sentence structure.

## **TRY THESE EXERCISES**

Rewrite the sentences below paraphrasing the main idea or ideas:

1. Charlie was a rough rider and a no-nonsense kind of fella known for blazing the trail between Colorado and Oregon, an area known to be wild and populated by savage Indians.

Simplified: \_\_\_\_\_

2. Although the grey timber wolf is a monogamous creature that takes only one mate for life, it is an animal that lives and hunts in a pack.

Simplified: \_\_\_\_\_

3. By the time I realized that I left my wallet at home on my dresser, I had already eaten my dinner at an expensive restaurant.

Simplified: \_\_\_\_\_

4. Many scholars dispute the origin of the Christian Bible as the familiar stories told in many other cultures seem to predate those told in the Old Testament.

Simplified: \_\_\_\_\_

5. One of the best times I've ever had was when I took my best friend to a carnival where we rode many fun and exhilarating rides all night.

Simplified: \_\_\_\_\_

6. Rice, three bags full, which was all that I could carry in my arms, was my main staple, and all I had to eat after the storm wiped out my hometown and most of my belongings.

Simplified: \_\_\_\_\_

7. Avatars in non-gaming online worlds are used as two- or three-dimensional human or fantastic representations of a person's "inworld" self by allowing the player to choose body and facial characteristics as well as different clothing styles.

Simplified: \_\_\_\_\_

8. After World War II, especially in North America, there was a boom in general aviation, both private and commercial, as thousands of pilots were released from military service and many inexpensive war-surplus transport and training aircraft became available.

Simplified: \_\_\_\_\_

9. Although Charles came from an aristocratic family of gentlemen, he was so haughty that he became an embarrassment for his contemptuous attitude.

Simplified: \_\_\_\_\_

10. When the corporation went into bankruptcy, Jerry became the fall guy as executives of the company sought someone to place the blame for their financial failure.

Simplified: \_\_\_\_\_

(See Chapter 11 for Answers.)

### **SKILL #3 – UNDERSTANDING TRANSITIONS**

TOEFLiBT Reading passages can get extremely confusing when the ideas presented change directions.

Doing well on the TOEFLiBT is greatly dependant on your understanding of sentence structures and of how ideas connect. Ideas may be basically connected in three ways: Sequence–Connection–Contradiction. To be more simplified: In the order that they happen, the same direction, or the opposite direction.

In this set of exercises you must determine if the ideas in each sentence are in a certain order (Sequence), continuing the same direction of thought (Connection), or going in the opposite direction (Contradiction).

**Below is a list of the common transition words you will find on the TOEFL iBT:**

Words that indicate a Sequence or Progression:

First	Second	Third	Next	After
Then	Previously	Before	Following	
Finally	Last			

Words that indicate a Connection Between Ideas (Same Direction):

Because	Therefore	Thus	And
Also	Furthermore	Additionally	So

Words that indicate a Contradiction Between Ideas (Opposite Direction):

However	Despite	Yet	On the other hand
But	In contrast to	Although	

Use the words in the categories above to fill in the blanks in the exercises on the next page. In some sentences, more than one word may work. However, only words from the same category will work in any one sentence. The important thing is that you understand the flow of ideas.

## TRY THESE EXERCISES

1. Dharma really likes the university that she just received an acceptance letter from. \_\_\_\_\_, the first university that accepted her is offering a much better scholarship.
2. Theresa will study all of her general courses first, and \_\_\_\_\_ she will go on to study for her major.
3. One of the main reasons Jeremy chose to attend Sheffield College is that he has family who live nearby. \_\_\_\_\_, the low tuition fee was a factor.
4. All students must turn in their assignments by the end of today's class \_\_\_\_\_ pick up the new workbook that goes with the next chapter in your textbook.
5. Theresa was going to attend the seminar over the weekend \_\_\_\_\_ she was not able to get her ticket in time.
6. Jonathan had \_\_\_\_\_ lived in the university dorm, but he now lives in his own apartment.
7. \_\_\_\_\_ Phoenix had never been to Pittsburgh, he felt as though he knew the city.
8. Sherri had \_\_\_\_\_ taken the same course on the history of European politics, and so knew what to expect this time around.
9. Eddie was disappointed \_\_\_\_\_ he really wanted to go to university in the spring, but he didn't complete his application and submit it on time.
10. Leslie really wants to major in mathematical sciences. \_\_\_\_\_ she feels that a degree in engineering would probably help her to get a better paying job after she graduated.

(See Chapter 11 for Answers.)

**NOTE:** You will never be asked to identify a direction word or choose the correct direction word on the TOEFL iBT. This exercise is simply to help you identify the flow of logic in sentences. It is not so important that you choose the right word for each sentence. The important thing is that you get the right category.

## Skill #4 – IDENTIFY QUESTION TYPES

There are now eleven general question types on the test. Understanding the types of questions not only make it easier to answer questions quickly, but also is absolutely necessary to answer them accurately.

1. **Detail:** These questions ask you about specific details from the passage.
2. **Negative Detail:** These questions require you to look for the answer that is NOT supported by the passage.
3. **Reference:** This type of question asks you what a noun, pronoun, adjective, or adverb refers to.
4. **Vocabulary in Context (VIC):** These questions ask the meaning of a word or phrase in a sentence.
5. **Inference:** These questions ask you what the author means by a certain statement in the passage.
6. **Rhetorical Purpose:** These questions ask why the author mentions a particular point.
7. **Paraphrase:** These questions require you to read a bolded sentence and then choose a sentence that has that says the same thing in a different way.
8. **“True”:** These questions ask you to determine which statement is TRUE according to the passage.
9. **Sentence Insertion:** These questions require you to decide where a provided sentence fits best within a paragraph.
10. **Summary:** This type of question asks you to choose three main concepts in the passage.
11. **Information Organization:** These questions require you to match details from the passage with topics provided in the question.

Each of these question types has its own special procedure, and answering them correctly takes skill. (This will be explained in greater detail later in this section.) Practice the procedures taught by the TOEFL Master so that you can answer all the questions quickly and accurately.

## Skill #5 – IDENTIFYING WRONG CHOICES

Every question has four choices, but only one is the correct answer! The others are “trap” answers that use words or phrases from the article that *seem* right but are not. There are no truly right answers on the TOEFLiBT. Instead, there is only the best answer. To prevent people from challenging the answers, ETS has very strict rules for writing clues in the passages and for designing wrong choices. Wrong choices can be eliminated by knowing and using the **Process of Elimination (POE)**, which in turn makes it easy to choose the correct answer. Consider this: If you have to guess on a question between four choices, you have a 25 percent chance of getting it right. If you can eliminate even one wrong choice, you then have a 33.3 percent chance of getting it right. Eliminate one more choice and your odds are 50/50. And finally, when you are really familiar with using the POE, eliminate three of the four choices and your odds of getting the question right are . . . 100 percent.

Wrong choices fall into one of the following categories:

**Beyond the Information** These choices have information that is given in the passage but come from an area of the passage other than where the key word(s) in the question direct you to look.

**Altered Information** These choices change a specific word or words from what is stated in the

passage, which therefore changes the meaning of the sentence.

**Not Mentioned** The content of these choices is not mentioned in the passage. Although the answer may make sense and may even be true, it must be in the TOEFL passage to be correct.

**Extreme Language**: Choices using words like *always*, *never*, *impossible*, *all*, *must*, *only*, *most*, or *none* are too strong. Correct answers usually do not include such strong words.

**Opposite** of what is stated in the passage: These choices state the opposite of what was stated in the passage.

**NOTE**: Identifying wrong choices is the key to getting a higher score!

## **Follow these steps to a higher score on the Reading Section:**

1. Answer the questions based on the question type.
2. Actively read the passage looking for the purpose, structure, and main idea.
3. Find the answers to the questions in the passage.
4. Use the Process of Elimination (POE) to eliminate wrong choices.

### **The TOEFL Master READING SECTION GENERAL PROCEDURES for ANSWERING READING SECTION QUESTIONS**

The Reading Section of the TOEFLiBT is challenging in many ways. You must read and understand the content and vocabulary of a passage (550–700 words), and then answer 12–14 questions in a limited amount of time (20 minutes). But, that is how things are done in regular school. In regular school you must learn a subject and then take a test proving that you remember all you have learned.

The TOEFLiBT is not like regular school, and there are much easier ways to answer the questions. In order to answer questions on the TOEFLiBT Reading Section quickly and correctly, you must follow certain rules and procedures. Listed below are so-called standard procedures: These procedures will help answer questions in general, but the more specific fine procedures will apply to each question individually based on the question type. The TOEFLMaster strongly suggests that you study and practice these general and fine procedures until you are capable of applying them automatically.

### **In Simpler Terms:**

The TOEFL iBT is based on rules. There are rules regarding passage structures. There are specific rules for the types of questions they ask. There are also specific rules for making wrong answer choices. Once you know these structures and rules, answering the questions quickly and correctly is easy.

Please note that it is extremely difficult for a student to achieve a high score on the TOEFL

iBT. The following procedures have been specifically designed to make reaching a high score easier. You must follow ALL procedures in the order they are listed, and in the way they are described for them to be effective.

*Regressing to doing it the regular way will cost you valuable points and take extra time.*

## **GENERAL PROCEDURES FOR ANSWERING READING SECTION QUESTIONS: 8 STEP PROCESS**

### **1. Go directly to the questions**

In my years of experience and thousands of students, not one has had a problem with this step. Simply skip the reading and go directly to the questions. First of all, this is NOT like a test in school and you are not learning anything on the TOEFLiBT. Second, you have a limited amount of time to answer 12–14 very confusing questions, so you need all the time you can get to answer them. Finally, because there is so much extra information in the passages that you will not be tested on, reading more could make choosing the best answer more difficult. Remember that you do not get points for reading. You only get points for answering questions correctly.

### **2. Determine the question type**

There are 11 question types on the TOEFLiBT. Each question has its own specific procedure that will help you to answer it quickly and accurately. (See “Advanced Fine Procedures section for more information.)

### **3. Understand what the question is asking**

Reword the question if necessary or follow the direction indicated by the question type. Some questions on the TOEFLiBT are not questions at all, but rather directions to go take you to a specific point in the passage. (See “Advanced Fine Procedures” for more information on this.)

**FACT:** If you don’t understand a question, you are most likely to choose the wrong answer. Some questions are straightforward. However, many are worded as open-ended statements or are written in a confusing way, while still others are not questions at all but directions. Make sure you understand what the question is asking about before proceeding to step #4. (See “Advanced Fine Procedures Section for more information.)

#### **4. Find the key word(s) in the question**

Each question will point to something specific from the passage. ETS uses what the TOEFL Master calls “key word(s)” to direct you to the exact place in the passage that gives you the clue to answer the question.

#### **5 . Match the “key” word(s) in the question with the related “key(s)” in the passage**

Each question will have a clue in the passage that determines the correct answer. Use this to your advantage by matching the key word(s) in the question to the same (or similar) key word(s) in the passage. While some questions, especially **EXCEPT** questions may ask about information in the passage in general, many questions will tell you what paragraph to look in, and the test will put an arrow next to that paragraph. Remember that questions come in roughly the same order as the information is presented in the passage. So, if you aren’t given an arrow, look for the clue close to where you have just been looking for the previous question.

#### **6. Read only as much as you need to answer the question in your own words**

TOEFL passages contain clues that answer the questions. However, they also contain a lot of information that you will not be tested on. Besides that, they also make questions that are unclear if you don’t know how to read them. If you read too much, or read in the wrong place, you may read information that seems right (there will be a choice that matches) but is wrong. Therefore, use your key word(s) to find the place where you should read and then read only enough to answer the question. A good rule is the Rule of 3. Read the sentence that contains the key word(s). If that doesn’t answer your question, read the sentence before, and then the sentence after. If you don’t have the answer to your question after reading those three sentences, you probably didn’t understand the question and should reevaluate from step #3.

#### **7. Use Process of Elimination (POE) to eliminate wrong choices**

There are no right answers on the TOEFL iBT! There is only the best answer, and that is the one that is left after using the clue and the POE to eliminate wrong choices. There is no way to get a high score without using the POE, and it makes finding the best answer easy. **Use it!** Memorize these in order. Learn how ETS uses them to create wrong choices, and learn to identify what the wrong choices look like so that you can eliminate them quickly and easily. Remember that this is a timed test. Being able to eliminate certain obviously wrong choices will give you an advantage and gain you a higher score.

# THE FIVE PROCESSES OF ELIMINATION ARE:

**Beyond the Information** – The information comes from a part of the passage other than where your “key” word(s) directed you to. For example, the question may direct you to read a sentence in paragraph 3, but the choice has information from paragraph 1, or paragraph 4. That choice would be considered “beyond the information.”

**Extreme Language** – Words like *all*, *most*, *impossible*, *none*, *never*, *always*, and *only* are likely to be wrong.

**NOTE:** Extreme language is wrong unless stated as extreme in the passage.

**Altered Information** – A significant word or words have been changed from what is stated in the passage.

**Not Mentioned** – This choice may be true, but is not mentioned in the passage.

**Opposite** – The Opposite of what is stated in the passage.

## 8. Guess on Vocabulary in Context (VIC) questions

This is not a license to guess on any of the other questions, but rather a strategy to deal with vocabulary questions ONLY! The reason for this is that there may be some words in the choices that you just don’t know. In this case, you can only guess. Taking more time to debate among words that you don’t know will only waste time and cause you to lose focus. Every question on the TOEFLiBT has a clue and a process of elimination that will help you to answer it. However, there is one question in which you may not find either the clue or the process of elimination helpful, and that is the VIC questions. For VIC questions, finding the clue won’t be helpful if you do not know any of the words given as choices. Save your time for those questions that you can answer with the fine procedures.

## ADVANCED FINE PROCEDURES FOR THE READING SECTION QUESTIONS

After memorizing the order of the standard procedures, you must master the Advanced Fine Procedures to answer questions. Each of the eleven question types has a very specific procedure for being answered. Below, you will learn that some questions ask about specific information from the passage. Other questions ask about information in general, while others are not questions at all, but are merely directions. Regardless, each question has a specific procedure that will allow you to find the answer. You must follow these procedures to answer each question quickly and accurately. Once you have become accustomed to using the general procedures for answering the questions in the Reading Section, it is time to master the fine procedures. The fine procedures are specific procedures that are designed to answer each question type in a more defined and precise way. You may achieve a good score on your TOEFLiBT exam by simply using the general procedures, between 68 or 80 for example. Those scores might qualify you to apply to some universities in the United States. However, if you are looking to get a scholarship, or to apply to a prestigious university, you will need a TOEFL

score of at least 100 just to apply. In order to achieve a score of over 100, you must completely understand the structures of each passage type and master these advanced fine procedures for the Reading Section questions.

## 1. Detail Questions

Detail Questions generally ask for specific details from a specific place in the passage. These questions are usually direct and begin with, “How . . .”, “What . . .” or “Why . . .” and end in a question mark (?). Occasionally a detail question may be open ended (end without punctuation), and begin with, “According to the passage . . .” or “According to paragraph # . . .” Regardless of how this type of question begins or ends, it always asks for specific information from a particular place in the passage that will be determined by the verb and subject of the question.

**Some examples of Detail Questions are:**

1. “How does temperature affect the growth of bacteria?”
2. “What time of year do apple trees blossom?”
3. “Why is it important to keep the razor’s edge sharp?”
4. “According to the passage, who was the first man to step foot on the surface of the moon?”
5. “According to paragraph 3, what is one effect global warming has on the Earth’s climate?”

Answers to detail questions can be found easily in the passage by using the “key word(s)” from the question to locate the specific place in the passage containing the detail that answers the question. Match the key word(s) from the question with the key word(s) in the passage. Keep in mind that the key word(s) in the passage may be slightly different than the key word(s) in the question or may be a paraphrase of the key word(s) in the question.

To find the key word(s) in the question, look for the object of the verb. With practice, you will notice that most questions have a basic form and only the verb and subject change. Once you become familiar with the different forms of each question, you won’t have to actually read the entire question; you will simply look at the question and determine the verb and subject that it is asking about.

Using the previous examples, these are the “key word(s)” from each:

1. “growth of bacteria”
2. “apple trees blossom”
3. “razor’s edge”
4. “surface of the moon”
5. “Earth’s climate”

Once you have identified the question, use these specific procedures:

1. Determine what the question is asking you about.
2. Identify the verb and the “key word(s)” in the question.
3. Match the key word(s) in the question with the key word(s) in the passage. Then read the entire

sentence containing those words. Read for the information that answers the question.

4. Use POE to eliminate any choice that does not match (or is not true according to) the information in the passage.

**NOTE:** One twist to the “Detail Questions.” A question may ask, “Which of the following statements is true about . . . ?” Follow the same procedures to answer these questions.

**NOTE:** Occasionally, you may have to read one or two sentences preceding or following the sentence containing the key word(s) for the information that answers the question. **ONLY** read as much as you need to answer the question: No more than three sentences.

**NOTE:** Wrong choices will be:

1. Not mentioned
2. Altered information
3. Extreme language (unless stated as extreme in the passage)
4. The opposite of what is stated in the passage
5. Beyond the information

## 2. Negative Detail Questions

Negative Detail Questions generally ask you to determine what information is not presented in the passage. You can easily identify these questions as they end in the word **EXCEPT** or **NOT** printed in all capital letters.

**Some examples of Negative Detail Questions are:**

1. According to the passage, all of the following support . . . (detail from passage) . . . **EXCEPT**
2. According to paragraph #, all of the following . . . (detail from passage) . . . **EXCEPT**

Once you have identified the question use these specific procedures:

1. Determine what the question is asking about.
2. Identify the “key word(s)” in the question.
3. Go to the part of the passage that you are directed to read.
4. Return to the question and read each choice looking for the key word(s) and use them to find the matching information in the passage where you were directed to read.
5. Use POE to eliminate any choice that is mentioned (or is true) in the passage.

**NOTE:** Be aware that ETS often uses paraphrases to describe information in the passage. These paraphrased choices may seem as though they are not in the passage but actually are mentioned and are true.

**NOTE:** **CORRECT** choices will be:

1. Not mentioned
2. Altered information

3. Extreme language (unless stated as extreme in the passage)
4. The opposite of what is stated in the passage
5. Beyond the information

### 3. Reference Questions

Reference Questions require you to determine what a highlighted word in the text refers to. These highlighted words are usually pronouns that refer to a subject that was previously mentioned. They are not so much questions as they are simply directions.

**Samples of Reference Questions are:**

1. The word they in paragraph # refers to
2. The phrase the term in paragraph # refers to

Once you have identified the question use these specific procedures:

1. The highlighted word is always your “key word(s).” Go directly to the passage to the sentence that contains the highlighted word(s).
2. Read the sentence that contains the highlighted word(s). The highlighted words will be associated with a verb and object that directly follow it in the sentence.
3. Ask yourself, “What” is . . . and then look for the subject that is doing that action or purpose.

**An example of using “what” to answer a Reference Question:**

Driving with reduced visibility is a dangerous situation for any driver, but this is not the only hazard drivers face on the roads today. The question will ask, “The word this in paragraph # refers to”—you would read the sentence and then ask yourself, “What is not the only hazard drivers face?” The answer to your question will direct you to “Driving with reduced visibility.”

4. Use POE to remove any choice that does not match your answer.

**NOTE:** If the sentence begins with the highlighted word(s), it may refer to a subject in the previous sentence.

### 4. Vocabulary in Context Questions

Vocabulary in Context Questions ask you to choose a word from a list that best matches a highlighted word in the question. Do not do that! These are tricky questions that must be answered using specific procedures.

**An example of a Vocabulary in Context (VIC) Questions is:**

1. The word **poor** in paragraph # is closest in meaning to
2. The word **candidly** in paragraph # is closest in meaning to

Once you have identified the question as VIC use these specific procedures:

1. **DO NOT** read the word in the question or the passage. Only see that the question contains a highlighted word and the word “meaning” in it.
2. Go directly to the passage to the sentence containing the highlighted word.
3. Determine what function the word has: noun, verb, adjective, or adverb.

4. Read the sentence inserting a replacement word for the highlighted word such as; “something,” “do something,” or “some kind of.”
5. Find the related information (the clue) within the same sentence, the sentence directly before, or directly after the sentence containing the highlighted word.
6. Eliminate any choice that does not match the clue.
7. If there are words in the list that you do not know, eliminate those you do know, but do not match, and guess among the remaining words that you might not know.

**NOTE:** In some rare instances, the clue is simply the feeling you get when reading the sentence and the general meaning of the sentence as it relates to the passage. Regardless, your task is to find the clue that relates to the highlighted word and eliminate any word that does not match it.

## 5. Inference Questions

Inference Questions ask you to interpret the author’s meaning based solely on the information provided in the passage. These questions contain the word, “inferred” and ask about some specific aspect of a paragraph or the passage in general. Inference Questions present one of the greatest challenges to most students because they ask for information that is not directly stated in the passage.

**Some examples of Inference Questions are:**

1. What can be inferred from the passage about . . . ?
2. It can be inferred from paragraph # about . . . ?
3. Which of the following can be inferred from paragraph # about . . . ?
4. It can be inferred from paragraph # that the author most likely believes . . . ?
5. What can be inferred from paragraph # about . . . ?
6. It can be inferred from paragraph # that . . .
7. Which of the following can be inferred from the passage about . . . ?

*For this question type, you must not assume anything.*

**For example:**

The passage may give the following information:

“While dining at a fancy restaurant, the people sitting closest to the front entrance were startled when a man walked in with his clothing soaking wet.”

The question might then ask: “According to the passage what can be inferred about the man?”

What responses would you think of?

1. It was raining outside?
2. Someone threw water on the man?
3. The man fell in a puddle of water?
4. The man had just been swimming?

None of these are correct as they are merely assumptions. There is no evidence to support

any of these ideas. According to the rules of ETS (the test makers), the only thing that can be inferred by the information given is that the man's clothing is "not dry."

Sounds strange? Maybe this question type is impossible to answer? The reality is that while it is challenging, this is possible to answer. Simply follow the procedures and you will be able to answer this question quickly and correctly.

Once you have identified the question type follow these procedures:

1. Read the question to determine what the question is asking you about. That can be determined by reading what is written after the words "about" or "that."
2. Go to the passage where the keyword(s) in the question direct you to read.
3. Return to the question choices and, using the keyword(s) in the question choice, go to the passage and find the sentence containing those keyword(s).
4. Read the sentence in the passage and determine if the statement is true or not.
5. If the statement is untrue, eliminate it and go to the next choice.
6. After eliminating choices that are untrue, the one remaining, even if it is not mentioned in the passage or you don't understand what it means, must be the best answer.

**NOTE:** For Inference Questions, the choice that is not mentioned (POE) may be the best answer.

## 6. Rhetorical Purpose Questions

Rhetorical Purpose Questions ask you to determine the author's purpose for mentioning a specific detail. These questions also present a challenge to many students as it is often difficult to determine ETS's meaning.

**Some examples of Rhetorical Purpose Questions are:**

1. The author discusses (detail from passage) in order to illustrate what point?
2. Why does the author mention (detail from the passage) in paragraph #?
3. The author mentions (detail from the passage) in paragraph # in order to . . .
4. Why does the author discuss (detail from the passage) in paragraph #?
5. In paragraph #, what point does the author make about (detail from passage)?

The best way to answer these questions is not to interpret the information in the passage. Remember that these questions are designed to be confusing and that there is not much chance that you will guess the right answer. Instead, follow these procedures to find the best answer.

Once you have identified the question as Rhetorical Purpose do the following:

1. Go directly to the passage where the keyword(s) direct you to read.
2. Read the sentence containing the keyword(s), but don't try to interpret meaning.
3. Eliminate any choice that does not match the general meaning of the sentence in the passage.

**NOTE:** It is often difficult to know how we or someone else feels about something. However, we can

often (and more accurately) determine how we don't feel. For example, let's say that you aren't feeling quite like yourself today but you don't exactly know how to describe how you feel. Then a friend comes and asks you how you are feeling. You say, "I don't know." So, your friend asks, "Are you happy, sad, angry, or melancholy?" You respond, "Well, I don't know what melancholy is, but it isn't any of the other three. I guess I'm feeling melancholy." This is the same way to choose from the four choices given on the TOEFL iBT.

**SPECIAL CIRCUMSTANCES** If the sentence following the sentence containing your key word begins with an opposite direction word, that sentence is the clue to your question.

## 7. Paraphrase Questions

Paraphrase (or Highlighted Sentence) Questions ask you to read a highlighted sentence in the passage and choose the best "paraphrase" for it. These questions essentially ask you to choose the sentence that says the same thing as the passage but in a different way.

**This is an example of a Paraphrase Question:**

Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

The best way to answer this type of question is to follow these specific procedures:

1. Once you are familiar with what Paraphrase Questions look like, don't read them. They are not questions, but are directions. Save time by going directly to the highlighted sentence in the passage.
2. Before reading the highlighted sentence, ask yourself two questions.
  - A. What is the main topic of the sentence?
  - B. What else does the sentence say about the main topic?
3. Break the sentence into sections based on what the sentence is discussing. In other words, separate the main topic from the different descriptions the sentence gives to present more information about the topic.
4. Once you have determined the topic and main ideas of the highlighted sentence use P O E to eliminate any choice that changes the meaning of the highlighted sentence or leaves out important information.

**NOTE:** Wrong choices will be:

1. Altered information
2. The opposite of what is stated in the highlighted sentence
3. Missing important information (Not Mentioned)
4. Extreme Language (unless stated as extreme in the highlighted sentence)

## 8. "TRUE" Questions

“TRUE” Questions are similar to “EXCEPT” questions and are answered in much the same way. These questions require you to determine which choice is true according to the passage.

**Some examples of “true” questions are:**

1. According to paragraph #, which of the following was true of . . . (detail from passage)?
2. Which of the following statement is true about . . . (detail from the passage)?

Once you have identified the question correctly, use these specific procedures:

1. Determine what the question is asking about.
2. Identify the “key word(s)” in the question.
3. Go to the part of the passage that you are directed to read.
4. Return to the question and read each choice looking for the “key word(s)” and use them to find the matching information in the passage where you were directed to read.
5. Use POE to eliminate choices that are not mentioned (false) from the passage.

**NOTE:** Be aware that ETS often uses paraphrases to describe information in the passage. These paraphrased choices may seem as though they are not in the passage but actually are mentioned and are true.

**NOTE: WRONG** choices will be:

1. Not mentioned
2. Altered information
3. Extreme language (unless stated as extreme in the passage)
4. The opposite of what is stated in the passage
5. Beyond the information

## 9. Inserted Sentence Questions

Inserted Sentence Questions appear to be complex and may look intimidating but are actually quite simple in their design and relatively easy to answer using the proper procedures.

These questions require you to place a bolded sentence (a sentence is darkened type) into a paragraph in a preselected place indicated by a number inside of a circle. This is a question that requires you to understand the standard structure of an academic passage. Typically, a paragraph will introduce a subject, and then go into detail, followed by examples. Remember also that sentences use connection words and phrases.

**This is an example of an Inserted Sentence Question:**

Look at the four numbers, 1 – 2 – 3 – 4, that indicate where the following sentence can best be added to the passage.

**This new theory was an astonishing development in the micro-biology research done by Sir**

## Yohan Vohnagan on recumbent DNA sequences.

Where would the sentence best fit?

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

You then must refer to a paragraph that contains the numbered places and decide where the bolded sentence best fits.

These procedures will help you to identify the proper placement of the sentence:

1. If the bolded sentence to be inserted begins with a pronoun or a direction word, or contains a comma followed by a direction word, place it after the sentence in the paragraph that contains the same information as the main idea in the bolded sentence.

2. If the bolded sentence to be inserted begins with a subject, it may come before or after the sentence in the paragraph that contains the same information as the bolded sentence.

- A. If the bolded sentence is introducing a topic or a subject, place it before the sentence in the paragraph that contains the same information as the bolded sentence.

- B. If the bolded sentence is giving description or adding detail to something previously mentioned, place it after the sentence that contains the same information as the bolded sentence.

**NOTE:** To save yourself time and to avoid confusion, check the number of sentences between the numbers. If there is more than one sentence between numbers, keep in mind that you don't have to read all of them. When there is more than one sentence between the numbers, you must place the bolded sentence after the number—only read the sentence before the number. If the bolded sentence is to be placed before the number—only read the sentence after the number.

## 10. Summary Questions

Summary Questions are one of the two forms of the last question that could appear in a Reading Section. These questions also look intimidating but are really quite simple to answer by using the proper procedures.

First, summary questions have their own long set of instructions that make them seem more difficult. Second, these questions seem to require that we reread the entire passage in order to find the right answers. And finally, most of the answers seem to, or may even, be true. To make matters worse, by the time we get to these questions, we are often almost out of time. To top it all off, these questions are worth more points, so missing them costs us a lot.

**This is an example of a Summary Question:**

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 answer choices do not belong in the summary because they present ideas that are not presented in the passage or are minor ideas in the passage. This question is worth 2 points.

**The journey to the moon was a great triumph for man.**

Choice 1 Choice 4

Choice 2 Choice 5

Choice 3 Choice 6

Summary Questions are always the last question in a section. This is to your advantage because you have already read the important points in the passage in order to answer the other questions. You can use your knowledge of the passage to eliminate wrong choices.

The best way to answer this type of question is to follow these specific procedures:

1. Don't read the directions or the introductory sentence.
2. Eliminate the two choices that you know are false according to the passage.
3. Choose the two choices that you know are true according to the passage.
4. Between the remaining two choices eliminate the choice that is wrong according to the POE (in this case, if the choice is a specific detail).

**NOTE:** Summary questions are worth 2 points. When you get three choices correct, you earn 2 points. When you get only two choices correct, you earn 1 point. Therefore, by eliminating two choices that you know are incorrect, you guarantee yourself at least 1 point for these questions. By mastering the POE, you increase your ability to attain 2 points on these questions.

**NOTE: WRONG** choices will be:

1. Not mentioned
2. Altered information
3. The opposite of what is mentioned in the passage
4. A specific detail (because a summary is about the bigger picture, not details)
5. Extreme language (unless stated as extreme in the passage)

## **11. Organizing Information (Table) Questions**

Organizing Information Questions are long and can be time consuming. They are the other type of the last question that can appear in the Reading Section. Although they may appear difficult to answer, they are easy to master using the proper procedures.

These questions require you to match details from the passage with the given subjects listed in the question. These details will be listed by association to the subject in the passage.

**This is an example of an Organizing Information Question:**

Directions:

Three of the answer choices below are used in the passage to illustrate (passage topic) and two are

used to illustrate (passage topic #2). Complete the table by matching appropriate answer choices to the passage topic they are used to illustrate. This question is worth 3 points.

### Answer Choices

1. Description of topic.
2. Description of topic.
3. Description of topic.
4. Description of topic.
5. Description of topic.
6. Description of topic.
7. Description of topic.

Passage Topic:  
(Choose 3 Answers)

Passage Topic:  
(Choose 2 Answers)

**NOTE:** Some of these questions are worth 3 points whereas others are worth 4 points.

Answer these questions using the following specific procedures:

1. Use the first “Passage Topic” as a keyword to find the place in the passage that gives descriptive sentences about it.
2. Read the first choice and see if it matches any descriptions of the topic you are working on. Use keyword(s) in the choice to search for the information. If the choice does not match, skip it and go to the choice. Repeat this procedure until you have used all matching options.
3. Repeat this procedure for each “Passage Topic” until all choices have been exhausted.

**NOTE:** The Passage Topics and their descriptions may be in different areas of the passage. Be sure to find all the places where the keyword(s) are listed.

**NOTE:** WRONG Choices will be:

1. Beyond the information
2. Altered information
3. Not mentioned
4. Extreme language (unless stated as extreme in the passage)
5. The opposite of what is mentioned in the passage

## READING PRACTICE TESTS

**NOTE:** Although similar in construction and question types, these practice tests are not as difficult as

the actual ETS TOEFLiBT questions, and are meant only as simplified versions to help you become familiar with using the procedures and techniques. The TOEFLMaster **STRONGLY** suggests that you purchase the newest version of "*The Official Guide to the TOEFL Test*" by ETS (Also available on Amazon.com) to practice the TOEFL Master Techniques with current tests.

# The Medicine Tree

by Harold W. Tietze

All parts of the Papaya tree have medicinal value. All parts of **the plant** can be used as medicine, including the fruit, flesh, the flowers, the leaves, the seeds, the stems, the latex, the bark, and even the roots.

The ripe fruits are rich in vitamins. They contain vitamin A, C, and the vitamin B complex along with amino acids, calcium, iron, enzymes, and so on. The protein in papaya is highly digestible. **Papaya is of great value to people with insufficient digestion or unhealthy diets and too much indigestible protein.** It is also of benefit for people with a fast-food diet, when food is micro-waved, cooked in oils, or re-heated. Papaya is not only a highly digestible protein itself but it also helps to break up hard-to-digest protein. The **semi-ripe** fruit tastes very good from most of the papaya species and when soaked in a little bit of lemon juice and honey is a treat for the taste buds.

The green fruit has even higher nutritional properties than the fully ripe fruit but doesn't taste as pleasant. The green fruit is cooked and treated with salt or taken with syrup, honey, or sugar. The green fruit has only 1/3 of the calories of the ripe fruit but has approximately twice as much of highly digestible protein as the ripe fruit. The green fruit has only 2/3 of the carbohydrates. The fruit flesh of the green fruit has less beta carotene than the ripe fruit, but more in the skin.

The leaf of the tree is probably the most valuable part of the plant. Fresh leaves are of higher value than the dried leaves as some beta carotene is lost in the drying process due to oxidation. The leaves are richer in protein with approximately 15 times more than the ripe fruit. The fully ripened fruit has nearly no papain, however, on the other hand the leaves are rich in papain.

The skin of the unripe fruit and also from the ripe fruit is treasured by many as the most potent part of the plant. The skin of the fruit should never be disregarded. One can make **it** tasty without decreasing the healing properties contained in it.

The seeds are the richest in digestible protein containing over 24 percent. **[A]** They also contain 32 percent carbohydrates and 25 percent oils, including some essential oils. **[B]** Similar to the super enzyme papain, the enzyme Myrosin is also present as well as the alkaloid carpaine. Carpaine has a similar action as foxglove (*digitalis*), with a calming effect to the heart, bronchus, and muscles. **[C]** However, if ingested in overdose amounts carpaine can lead to cardiac arrest. **[D]** If possible, one uses fresh seeds, but the seeds may also be dried and stored in airtight containers for 2–3 years in a cool place. If needed, the seeds are ground or pulped and used as medicine.

The bark and the inner bark of the tree can be used as remedy for toothache. The flowers cooked as a tea and sweetened with sugar can be used for jaundice, bronchitis, and other illnesses. The roots are used in many countries for healing. There is not much known about the components. The roots are cooked as a tea for the elimination of intestinal parasites, jaundice, kidney stones, colic, and for bleeding.

The latex (also called the “milk” of the leaves, young shoots and unripe fruits), is, after the fruit, the second best money earner in the papaya industry. Latex contains 5.3 percent papain. Fresh latex is used for a variety of skin problems. Some farms grow papaya only to produce latex. Young shoots, leaves and fruits are cut with a knife which has many little blades. The blades cut approximately 2mm into the skin to produce the latex flow. Containers are placed under the tree to catch the latex which is then dried and packed in airtight containers and sent to industrial countries.

### *End of Passage 1*

## Questions

1. The phrase **the plant** in paragraph 1 refers to
  - A. the fruit
  - B. the flowers
  - C. the leaves
  - D. the Papaya tree
2. According to paragraph 2, all of the following are mentioned as a vitamin found in ripe fruit EXCEPT
  - A. amino acids
  - B. iron
  - C. vitamins A, C and E
  - D. calcium
3. Which of the sentences below expresses the essential information highlighted in paragraph 2? Wrong choices leave out essential information or change the meaning of the sentence.
  - A. People with too much protein in their diet find Papaya helpful for digestion.
  - B. Papaya helps with the digestion of people who have poor diets and eat too much indigestible protein.
  - C. People who eat too much indigestible protein, have unhealthy diets, and insufficient digestion should not eat papaya.
  - D. Papaya is worth a lot of money to people who have unhealthy diets and eat too much protein.
4. The phrase **semi-ripe** in paragraph 2 is closest in meaning to
  - A. ready to eat

- B. soft
- C. green
- D. yellow

5. According to the passage, what is true about ripe fruit in paragraph 3?
- A. ripe fruit is more nutritious than green fruit
  - B. ripe fruit tastes better than green fruit
  - C. green fruit tastes better than ripe fruit
  - D. ripe fruit doesn't taste as pleasant as green fruit
6. According to paragraph 4, what is stated in the passage about dried leaves?
- A. they have the most beta carotene
  - B. they have 15 times more vitamins than the ripe fruit
  - C. they have less beta carotene than fresh leaves
  - D. they are dry due to oxidation
7. The word **it** in paragraph 5 refers to
- A. ripe fruit
  - B. unripe fruit
  - C. healing properties
  - D. skin of the fruit
8. According to the passage, what is the amount of digestible protein in the seeds?
- A. more than 42 percent
  - B. more than 32 percent
  - C. more than 24 percent
  - D. more than 25 percent
9. What can be inferred from the passage about foxglove?
- A. it is a muscle relaxer
  - B. it causes cardiac arrest
  - C. it is an alkaloid
  - D. it is found in the seeds
10. The author mentions “overdose amounts” in paragraph 6 in order to
- A. describe the effects of foxglove
  - B. warn the reader about adverse effects of carpaine
  - C. give an example of the amount of carpaine that should be taken
  - D. suggest that you need a prescription to take carpaine
11. Look at the four squares **[A]**, **[B]**, **[C]** or **[D]** which indicate where the following sentence could best be added to the passage. Where would the sentence best fit?

**Carpaine can be used as a muscle relaxer or to relieve a cough.**

The seeds are the richest in digestible protein containing over 24 percent. [A] They also contain 32 percent carbohydrates and 25 percent oils, including some essential oils. [B] Similar to the super enzyme papain, the enzyme Myrosin is also present as well as the alkaloid carpaine. Carpaine has a similar action as foxglove (digitalis), with a calming effect to the heart, bronchus, and muscles. [C] However, if ingested in overdose amounts it can lead to cardiac arrest. [D] If possible, one uses fresh seeds, but the seeds may also be dried and stored in airtight containers for 2–3 years in a cool place. If needed, the seeds are ground or pulped and used as medicine.

12.–15. Select the appropriate characteristic from the answer choices and match them to the type of fruit they describe. TWO of the answer choices will NOT be used. This question is worth 4 points.

### Answer Choices

1. flesh has more beta carotene
2. is used as a fast-food
3. tastes very good
4. has only 1/3 of the calories
5. contains vitamin A, C, and the vitamin B complex
6. doesn't taste as pleasant
7. has only 2/3 of the carbohydrates

Ripe Fruit Green Fruit

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- 
- 

## Passage 2

# American Revolution

The American Revolution was the political upheaval during the last half of the eighteenth century in which thirteen colonies in North America joined together to **break free** from the British Empire, combining to become the United States of America. They first rejected the authority of the Parliament of Great Britain to govern them from overseas without representation, and then expelled all royal officials. By 1774 each colony had established a Provincial Congress, or an equivalent governmental institution, to form individual self-governing states. The British responded by sending combat troops to re-impose direct rule. Through representatives sent in 1775 to the Second Continental Congress, the colonies joined together at first to defend their respective self-governance and manage the **armed conflict** against the British known as the American Revolutionary War. Ultimately, the colonists collectively determined that the British monarchy, by acts of tyranny, could no longer legitimately claim their allegiance. **They** then severed ties with the British Empire in July 1776, when the Congress issued the Declaration of Independence, rejecting the monarchy on behalf of the new nation. The war ended with effective American victory in October 1781, followed by formal

British abandonment of any claims to the territory with the Treaty of Paris in 1783.

The American Revolution initiated a series of social, political, and intellectual transformations in early American society and government. Americans rejected the oligarchies common in aristocratic Europe at the time, championing instead the development of republicanism based on the Enlightenment understanding of liberalism. Among the significant results of the revolution was the creation of a representative government responsible to the will of the people. However, sharp political debates erupted over the appropriate level of democracy desirable in the new government, with a number of Founders fearing mob rule.

Many fundamental issues of national governance were settled with the ratification of the Constitution of the United States in 1788, which replaced the relatively weaker first attempt at a national government, the Articles of Confederation adopted in 1781. [A] In contrast to the loose confederation, the Constitution established a strong federated government. [B] The United States Bill of Rights (1791), comprising the first 10 constitutional amendments, quickly followed. [C] It guaranteed many natural rights that were influential in justifying the revolution, and attempted to balance a strong national government with relatively broad personal liberties. [D] The American shift to liberal republicanism, and the gradually increasing democracy, caused an upheaval of traditional social hierarchy and gave birth to the ethic that has formed a core of political values in the United States.

Adopting the policy that the colonies should pay an increased proportion of the costs associated with keeping them in the Empire, Britain had imposed a series of direct taxes followed by other laws intended to demonstrate British authority, all of which proved extremely unpopular in America. Because the colonies lacked elected representation in the governing British Parliament many colonists considered the laws to be illegitimate and a violation of their rights as Englishmen.

In 1772, groups of colonists began to create committees of correspondence, which would lead to their own Provincial Congresses in most of the colonies. In the course of two years, the Provincial Congresses or their equivalents rejected the Parliament and effectively replaced the British ruling apparatus in the former colonies, culminating in 1774 with the coordinating First Continental Congress.

In response to protests in Boston over Parliament's attempts to assert authority, the British sent combat troops, dissolved local governments, and imposed direct rule by Royal officials. Consequently, the colonies mobilized their militias, and fighting broke out in 1775. First ostensibly loyal to King George III, the repeated pleas by the First Continental Congress for royal intervention on their behalf with Parliament resulted in the declaration by the king that the states were "in rebellion," and Congress traitors. In 1776, representatives from each of the original thirteen colonies voted unanimously in the Second Continental Congress to adopt a Declaration of Independence which rejected the British monarchy in addition to its Parliament. The Declaration established the United States, which was originally governed as a loose confederation through a representative government selected by state legislatures.

## *End of Passage 2*

### Questions

16. The words **break free** in paragraph 1 is closest in meaning to
- A. accident
  - B. damage
  - C. develop
  - D. discontinue
17. What can be inferred about combat troops in paragraph 1?
- A. they were British soldiers
  - B. they were sent to cause a fight
  - C. they were successful in re-imposing direct rule
  - D. they were politicians
18. The words **armed conflict** in paragraph 1 is closest in meaning to
- A. a fist fight
  - B. a desire for self-governance
  - C. a war using weapons
  - D. an organized defense
19. The word **They** in paragraph 1 refers to
- A. British Empire
  - B. the colonists
  - C. Congress
  - D. monarchy
20. What did the Founders fear in paragraph 2?
- A. political debates
  - B. democracy
  - C. the government
  - D. mob rule
21. Which sentence below best expresses the essential information in the highlighted sentence in paragraph 3? Incorrect choices change the meaning in important ways or leave out essential information.
- A. The Articles of Confederation that were adopted in 1781 were replaced by the stronger Constitution of the United States in 1788 in order to fix basic problems of national governance.
  - B. Changes to the Constitution of the United States in 1788 settled issues that were problems in the Articles of the Federation adopted in 1781.

C. The weaker Confederate Government of 1781 was replaced by the Constitution of the United States in 1788 to create a stronger National Government.

D. The Articles of the Confederation were replaced by the Constitution of the United States because of a war in 1781.

22. According to paragraph 3, what guaranteed many natural rights?

- A. strong national government
- B. United States Bill of Rights
- C. the revolution
- D. constitutional amendments

23. All of the following are mentioned in the passage EXCEPT

- A. Declaration of Independence
- B. liberal republicanism
- C. Articles of the Constitution
- D. traditional social hierarchy

24. The phrase **all of which** refers to

- A. direct taxes and other laws
- B. British authority
- C. policy of the colonies
- D. British Empire

25. The word **illegitimate** is closest in meaning to

- A. lawful
- B. illegal
- C. necessary
- D. unlawful

26. The author mentions “laws to be illegitimate” in paragraph 4 in order to

- A. demonstrate the power of the British Parliament
- B. explain why people were unhappy with the new laws
- C. prove that the English were breaking the law
- D. give a reason for going to war

27. Look at the four squares [A], [B], [C], or [D] which indicate where the following sentence could best be added to the passage. Where would the sentence best fit?

**These liberties would soon lead America to a new found freedom.**

Many fundamental issues of national governance were settled with the ratification of the Constitution of the United States in 1788, which replaced the relatively weaker first attempt at a national government, the Articles of Confederation adopted in 1781. [A] In contrast to the loose confederation, the Constitution established a strong federated government. [B] The United States Bill of Rights (1791), comprising the first 10 constitutional amendments, quickly followed. [C] It

guaranteed many natural rights that were influential in justifying the revolution, and attempted to balance a strong national government with relatively broad personal liberties. [D] The American shift to liberal republicanism, and the gradually increasing democracy, caused an upheaval of traditional social hierarchy and gave birth to the ethic that has formed a core of political values in the United States.

28.–29. Select the appropriate sentences from the answer choices that are key points in a discussion of what led to the Declaration of Independence. This question is worth 2 points.

**Summary: Many factors shaped the decision for American Independence.**

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### Answer Choices

1. The British created the United States as a representative government responsible to the will of the people.
2. The United States collectively determined that the British monarchy could no longer legitimately claim their allegiance.
3. The British reduced taxes to the colonies to try and persuade them to be more loyal.
4. Americans formed their own government including a Constitution, a Bill of Rights, and a Declaration of Independence, which led to their freedom from British rule.
5. The British ultimately abandoned any claims to the United States with the Treaty of Paris in 1783.
6. King George II declared that the states were “in rebellion,” and Congress traitors.

## Passage 3

# Conservation of Sea Turtles

All species of sea turtles are listed as “threatened” or “endangered.” The Leatherback, Kemp’s Ridley, and Hawksbill turtles are critically endangered. The Olive Ridley and Green Turtles are “endangered,” and the Loggerhead is “threatened.” The Flatback’s conservation status is **unclear** due to lack of data.

Turtles face many dangers in the open sea. For example, turtles must surface to breathe. Caught in the nets of fishermen, they are unable to surface and thus suffocate. In early 2007, almost a thousand sea turtles were killed inadvertently in the Bay of Bengal over the course of a few months of netting. **However, some relatively inexpensive changes to fishing techniques, such as slightly larger hooks and traps from which sea turtles can escape can dramatically cut the mortality rate.** Turtle Excluder Devices (TEDs) have reduced sea turtle bycatch in shrimp nets by 97 percent. Another danger comes from marine debris, especially from abandoned fishing nets in which **they** can become entangled.

[A] Beach development is another area which threatens sea turtles. Since many turtles return

to the same beach each time to nest, development can disrupt the cycle. [B] There has been a movement to protect these areas, in some cases by special police. [C] In some areas, such as the east coast of Florida, conservationists dig up turtle eggs and relocate them to fenced nurseries to protect them from beach traffic. [D]

Since hatchlings find their way to the ocean by crawling towards the brightest horizon, they can become disoriented on developed stretches of coastline. Lighting restrictions can prevent lights from shining on the beach and confusing hatchlings. Turtle-safe lighting uses red or amber LED light, invisible to sea turtles, in place of white light.

Climate change may also cause a threat to sea turtles. Since sand temperature at nesting beaches defines the sex of a turtle while developing in the egg, there is concern that rising temperatures may produce too many females. However, more research is needed to understand how climate change might affect sea turtle gender distribution and what other possible threats it may pose.

Another major threat to sea turtles is black-market trade in eggs and meat. This is a problem throughout the world, but especially a concern in the Philippines, India, Indonesia, and the coastal nations of Latin America. Estimates reach as high as 35,000 turtles killed a year in Mexico and the same number in Nicaragua. Conservationists in Mexico and the United States have launched “Don’t Eat Sea Turtle” campaigns in order to reduce this trade in sea turtle products. These campaigns have involved figures such as Dorismar, Los Tigres del Norte, and Maná. Turtles are often consumed during the Catholic season of Lent, even though they are reptiles, not fish. Consequently, conservation organizations have written letters to the pope asking that he declare turtles as meat.

In Southeast Asia, the Philippines has had several initiatives dealing with the issue of turtle conservation. In 2007, the province of Batangas in the Philippines declared the catching and eating of Pawikans illegal. However, the law seems to have had little effect as Pawikan eggs are still in demand in Batangan markets. In September 2007, several Chinese poachers were apprehended off the Turtle Islands in the country’s southernmost province of Tawi-Tawi. The poachers had collected more than a hundred sea turtles, along with 10,000 turtle eggs. One of the most significant threats now comes from bycatch due to imprecise fishing methods. Donnelly points to long-lining as a major cause of accidental sea turtle death. There is also black-market demand for tortoiseshell for both decoration and supposed health benefits.

In the Caribbean, researchers are having some success in assisting a comeback. In September 2007, Corpus Christi, Texas, wildlife officials found 128 Kemp’s Ridley sea turtle nests on Texas beaches, a record number, including 81 on North Padre Island (Padre Island National Seashore) and four on Mustang Island. Wildlife officials released 10,594 Kemp’s Ridley’s hatchlings along the Texas coast this year. Also in 2007, the U.S. Fish and Wildlife Service and the National Marine Fisheries Service issued a determination that the Leatherback, the Hawksbill, and the Kemp’s Ridley populations were endangered while that of Green Turtles and Olive Ridelys were threatened.

*End of Passage 3*

# Questions

30. The word **unclear** in paragraph 1 is closest in meaning to
- A. cloudy
  - B. opaque
  - C. certain
  - D. vague
31. The word **they** in paragraph 2 refers to
- A. fishermen
  - B. turtles
  - C. nets
  - D. shrimp
32. Which sentence below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
- A. Inexpensive changes in the design of fishing nets is the only way to save turtles.
  - B. Fewer sea turtles would be killed if fishermen would use different ways and equipment that isn't expensive.
  - C. Changes in fishing techniques such as larger hooks have trapped sea turtles and cut them.
  - D. Fewer sea turtles are being caught by fishermen.
33. All of the following are mentioned as a form of protection in paragraph 3 EXCEPT
- A. egg relocation
  - B. lighting restrictions
  - C. special police
  - D. beach development
34. What does the passage say about the brightest horizon?
- A. it is what baby turtles use to find the ocean
  - B. it causes hatchlings to become disoriented and lose their way
  - C. it is the place where the sun rises over the ocean
  - D. it stretches along the coastline
35. What can be inferred from the passage about climate change and the sex of a sea turtle?
- A. it may cause too many females to be born
  - B. the sand is too hot for turtles to mate
  - C. the rising temperature of sand may cause not be enough males to be born
  - D. turtles are not laying their eggs in the hot sand
36. The word **This** in paragraph 6 refers to
- A. eggs

- B. sea turtles
- C. meat
- D. black-market trade

37. The author mentions "35,000 turtles killed" in paragraph 6 in order to
- A. give an example the severity of the problem
  - B. demonstrate how effective conservation has been in Mexico
  - C. explain how climate change is effecting turtle populations in Mexico and Nicaragua
  - D. prove that the threat to sea turtles is the worst in Mexico and Nicaragua
38. According to the passage, why has the pope been asked to declare turtles as meat?
- A. in hopes to reduce the number of sea turtles being eaten by some people
  - B. so that people can eat them during the Catholic season of Lent
  - C. to reduce the amount of fish by Catholics that is eaten on Fridays
  - D. so that people will know that turtles are reptiles
39. The word **apprehended** in paragraph 7 is closest in meaning to
- A. fishing
  - B. arrested
  - C. sailing
  - D. selling
40. The word **comeback** in paragraph 8 is closest in meaning to
- A. return
  - B. rescue
  - C. increased turtle population
  - D. name of a species of sea turtle
41. Look at the four squares [A], [B], [C], or [D] which indicate where the following sentence could best be added to the passage. Where would the sentence best fit?

**These relocation efforts have proven to be effective in increasing sea turtle populations of some species.**

[A] Beach development is another area which threatens sea turtles. Since many turtles return to the same beach each time to nest, development can disrupt the cycle. [B] There has been a movement to protect these areas, in some cases by special police. [C] In some areas, such as the east coast of Florida, conservationists dig up sea turtle eggs and relocate them to fenced nurseries to protect them from beach traffic. [D]

42.–43. 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 answer choices 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.

**Summary:** Sea turtles face many dangers that have put them on the “threatened” or “endangered” species list but some efforts to conserve turtles are proving effective.

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**Answer Choices**

1. Researchers and wildlife officials are working to increase the sea turtle population.
2. Turtles are safer in the open sea than they are close to shore.
3. On land, turtles are endangered by beach conditions and black market trade.
4. Hatchling turtles on beaches are being caught and released by conversationalists.
5. The pope is asking that he declare turtles “meat.”
6. Sea Turtles face dangers at sea by fishermen and poachers.

*End of Reading Test.*  
(See Chapter 11 for Answers)

**TOEFL Reading Section Progress Report**

Student’s Name: \_\_\_\_\_ Date: \_\_\_\_\_

Use this form to track your ability to answer certain question types.

Directions: Count the question types missed on the test you have just taken, then study and practice the procedures for answering those question types.

Practice Test # 1 2 3 4 5 6 (Circle One)

**Question Type**

- Detail \_\_\_\_\_
- Negative Detail \_\_\_\_\_
- Reference \_\_\_\_\_
- Vocabulary in Context \_\_\_\_\_
- Inference \_\_\_\_\_
- Rhetorical Purpose \_\_\_\_\_
- Paraphrase \_\_\_\_\_
- True \_\_\_\_\_

Insert Sentence \_\_\_\_\_

Summary \_\_\_\_\_

Information Organization \_\_\_\_\_

# Listening Section

**Description**

**Passage Structures**

**Note Taking**

**Progress Report Sheet**

**Note Section**

**Sample Scripts/Tests**

## Chapter 6 – Listening Section

### DESCRIPTION OF THE LISTENING SECTION

The TOEFLiBT Listening Section is said to test your ability to listen to, and understand lectures and conversations as you will hear them in a university setting. What this section really does is test your ability to take relevant notes of the main points and to use them to answer related questions.

The people at ETS assume that you are one of the smartest people in your class, and that you may have learned about many subjects from other resources such as school, TV, the Internet, and books. They will sometimes try to use this against you by supplying choices that are true, but are not mentioned in the passage. In contrast, they cannot know exactly what you have studied, so, just as with the passages in the Reading Section, you are not required to know anything about the subjects talked about in the Listening Passages. Therefore, you should simply take notes of the main points of each conversation or lecture by using the techniques taught in this section, and use only those notes and the process of elimination learned in the Reading Section to answer questions.

Listening passages are structured the same way as the Reading passages in that they follow certain patterns. For instance, you will hear an introduction of the main topic in lectures followed by related details. Conversations begin with a greeting followed by a statement of purpose or problem and related details. One difference in the Listening Section is that you will hear the passages only once and you won't be able to skip questions and go back to them later. Therefore, you **MUST** take notes and answer the questions in the order to achieve a high score.

The Listening Section consists of either six or nine passages depending on whether or not you get an experimental section. Experimental sections are used to determine how ETS will modify the next generation of tests to trick future test takers. Do not worry because you are not scored on experimental sections. How will you know if you are taking an experimental section? You won't know, but if you follow the techniques that you learn from the TOEFL Master it won't matter. The techniques you learn in this book will work regardless of how the test is designed. The TOEFL Master methods use basic language structures to find the clues in the passages and use the process of elimination to choose the best answer. In other words, no matter how the passages and questions are written, the TOEFL Master procedures work.

You will have approximately 10 minutes to answer the questions for each passage. You will have either 60 or 90 minutes to complete the entire section. Practice finishing the practice tests in that time.

**NOTE: YOU MUST TAKE WRITTEN NOTES WHILE THE PROFESSOR IS SPEAKING!**

*To score well on the TOEFL iBT Listening Section, follow these basic principles:*

1. Focus on the structure: Questions following lectures and conversations will ask about specific details. Listen to how the main topic develops in lectures. Pay attention to examples, theories, comparisons, and cause-and-effect relationships in lectures. Focus on the purpose, requirements, and related details in conversations. Actively listen to the selection, noting the general idea or purpose, structure, and tone of the speakers.
2. Listen for the main topic or purpose: Each lecture will have a main topic, while each conversation will focus on a purpose. This is usually noted at the beginning of the lecture or conversation and is usually the focus of the first question.
3. Questions come in the order the information appears in the passages: Write your notes neatly and in the order the information appears in the passages. Use bullet points to mark your notes. DO NOT use arrows to connect ideas as this will only confuse you. Use your notes and POE to eliminate any choice that doesn't match the information from the passage.
4. Answer all of the questions: There is no skipping in the Listening Section. You must answer each question as it appears.
5. Don't memorize: There is far too much information to memorize in the passages. Keep in mind that the TOEFL iBT is testing you on your ability to follow the logical flow of ideas, not on your ability to memorize information. Practice listening for the key words and phrases.
6. Don't take too many notes: When taking notes, only write down the important points. Listen for the key words and phrases that introduce important information. These will tell you everything you need to know.
7. Use the Process of Elimination aggressively: Using your understanding of the main idea, previous questions and any notes you've taken to help you, use the POE from the Reading Section to eliminate obvious wrong choices.

One important thing to know is that Lectures and Conversations both use standard structures to express the important information that you will be questioned about. They use key words and phrases to introduce this information. Practice listening to pick out the key words and phrases. Be especially aware of and listen for transitions in the talks and lectures. Also, practice listening for the tone of the speakers in conversations. The speakers tone or attitude will often be one of the questions that you will be asked about.

**NOTE:** Listen for Structure and/or Tone: Each passage type has a specific structure and/or tone. The TOEFLiBT is a standardized test, which means that each passage type has common question types related to it. Knowing the structure of the passage will give you a clue to the types of questions that you will be asked, and knowing the types of questions that will be asked will help you to take the notes you need.

**SPECIAL NOTE** The Listening Section is NOT a test of how much you know of any subject or of how much you can memorize of what is being said. This is a test of how well you can take notes of the main points and details of a conversation or lecture, how well you understand the structure of conversations and lectures, how well you understand the tone of the speakers, and how well you can use your notes to answer the questions. Remember that this is not a regular school test so do not try to learn the subjects while you listen. Simply take notes using the key words and phrases and use those notes, along with your POE to answer the questions.

As previously stated, TOEFL iBT passages follow certain structures. Knowing the structures of each passage type and the types of questions asked after each one will enable you to take more accurate and relevant notes. Learn to recognize how the information is presented in each of the passage types so that you can be assured of taking just the notes you need to answer questions correctly.

## **STRUCTURE OF LISTENING PASSAGES**

There are two types of Listening passages: Academic Lectures and Conversations.

### **ACADEMIC LECTURES**

Lectures are structured on a main topic or concept. In lectures, the speaker will usually introduce the main idea at the very beginning of the talk. The professor will then follow with the topic of discussion. While taking notes, write the topic down. Once you have the main topic, the lecture will provide a purpose, explanation, or more information.

**There are four basic Lecture structures:**

1. Compare/Contrast
2. Cause-and-Effect Relationships
3. Abstract Category/Specific Examples
4. Sequences

There will be four to six academic lectures throughout the Listening Section. At least two will contain classroom dialog.

- Each lecture is approximately six-minutes long.
- A lecture may involve one speaker or multiple speakers: a professor and students.

- Each lecture is followed by six questions.

### **Academic Lectures typically contain six parts:**

1. Opening/Topic: You will hear the teacher or professor greeting the class and announcing the topic of the lecture.
2. Purpose of the Lecture: Here the professor will usually introduce the main points of the lecture.  
Listen for the brief description of the main topic.
3. Reasons/Examples and Details: The lecture will usually contain several supporting reasons, and/or theories with examples and details to support them.
4. Questions and/or Comments: During the lecture, the professor may ask a general question about the topic to indicate that s/he will be giving important information to the class. However, when the professor asks a question directed to a specific student, or if a student asks a question, the answer to that question will be the answer to one of the questions that you will be asked.
5. Photos or Drawings: At some point during the lecture, you may be shown a photo, drawing, or diagram that the professor will describe in detail. Be sure to look at your screen to remember what is being shown.
6. Conclusion/Summary: Lectures will not always have a conclusion or summary. They may even end abruptly. However, some lectures end in a brief summary of the important points. Also, sometimes, at some point, the professor will say what the class will do next. Always listen for the professor to mention what the class will do next as that will likely be one of the questions that you will be asked.

### **CONVERSATIONS**

In conversations, after the greeting, the speaker will reveal his or her purpose. One speaker will then express the purpose of the conversation. Afterwards, the other speaker will either ask for more information or will offer possible solutions. The conversation typically ends with some kind of resolution.

### **There are two basic Conversation structures:**

1. Office Hours
2. Service Encounter

### **There are two to three conversations involving two or more speakers.**

1. Each conversation is three to four minutes long.
2. A conversation has 12–15 exchanges.
3. Each conversation is followed by five questions.

### **Conversations typically contain five parts:**

1. The greeting: Usually, the two speakers will exchange greetings. You will not need to take notes here, but it might be good for you to know the speaker's names.
2. Statement of purpose: Conversations will typically be about an academic problem or an issue faced by one of the speakers. Listen for a student to respond to a question such as, "How can I help you?" or "What can I do for you?" and take notes of the response. Use these notes to answer questions similar to "Why did the student go to see the professor?"

3. Requirements/Suggestions: After the purpose is revealed, one of the speakers will respond to the other typically by asking more questions regarding the problem or issue raised followed by a list of requirements or by making suggestions. Take notes of the requirements or suggestions given and any related details that accompany them. Use these notes to answer questions similar to “What does the professor tell the man to do?”
4. Assorted Details: During the conversation the student and professional will discuss details regarding the student’s purpose and the advice given about it. Take notes of the details and of the student’s attitude or tone. Use these notes to answer Detail, Rhetorical Purpose, Inference, or Tone questions such as “Why did the student say he needed to miss the exam?” or “Why does the professor say this (replay of professor’s statement)?” or “How does the student feel about the professor’s suggestion?”
5. Resolution: The conversation will end with a closing resolution. This is a statement of what the student intends to do. Be sure to take notes of the resolution. Use these notes to answer questions similar to “What does the student plan to do?” or “What will the student likely do next?”

## **RECOGNIZING THE BASIC STRUCTURES OF CONVERSATIONS**

When listening to a conversation, identify the structure. Being able to recognize the basic structures of each conversation type is an important skill that will enable you to anticipate the information you will be questioned on. Having a good idea of what you will be questioned on will also help you to take the notes you need to answer the related questions.

## **The two basic Conversation Passage structures are as follows:**

### **1. SERVICE ENCOUNTER**

In a service encounter, after the initial greeting, there will be a conversation between a student and a campus official such as a professor, counselor, office worker, librarian, etc. After the initial greeting, the campus official will ask a question such as, “What can I do for you?” The student will then announce the specific purpose for the encounter. In response, the campus official will then offer specific advice or state a series of requirements the student must perform to fulfill the intended purpose. This conversation may involve several related details. Be sure to take notes of the student’s purpose, the requirements, and the related details for both.

### **2. OFFICE HOURS**

In this type of conversation, a student will likely visit a professor or student counselor to ask for some advice on an academic topic or issue. Then the professor or counselor will offer advice to the student. Be sure to take notes regarding the student’s problem or issue and of the recommendations he or she receives. Also take notes on any related details being discussed.

## **TAKING NOTES**

Taking notes is a MUST on the TOEFL iBT. Perhaps in high school you were able to do just fine in your classes without taking notes. If so, good for you. However, when attending a major university in the United States or other English-speaking country, you will likely sit in an auditorium with 100–400 other students and listen to a professor give a lecture that could run from 1 to 2 hours long. All the while, you must take notes of the lecture in order to prepare for your upcoming

assignments and exams. You might think that you will simply record the lecture with some kind of device, BUT I assure you that you will not get anything useful from such an effort. Unless you have a microphone attached to the professor's shirt, all you will get are the garbled noises of the students around you. Make no mistake, you will not be able to achieve a high score on your TOEFL iBT, or be able to get good grades at the university level if you don't take notes. Therefore, the TOEFLMaster strongly suggests that you learn and develop this skill now.

**IMPORTANT:** Taking notes is not required for any of your courses (unless your professor will be grading your notes). However, there is far too much information in any one lecture for a person to be able to remember the lecture in its entirety. Therefore, you must take written notes during the lecture. As a further note, it is not likely that your notes will be complete, because when you are writing, you are not listening. In other words, you are likely to have holes in your notes. The TOEFLMaster strongly suggests that you partner up with four other students in your class to form a study group.

Comparing and sharing your notes with others will ensure that you have a full understanding of the lecture and a much greater ability to score well on assignments and exams. You can help each other to understand the main topics of the lecture and, should you have an issue where there is a disagreement on one of the aspects of the lecture, you can take your notes to your professor and ask for clarification. Professors are very limited for time. If you go to your professor for clarification on an issue from a lecture, the first thing the professor will ask is, "What do you have in your notes?" If you answer, "I don't take notes" the professor will likely simply tell you, "That's your first problem." And then ignore you as you have just proved that you are not a serious student. In contrast, should you go to your professor with a question and display a full set of notes, your professor will see that you are a serious student and will likely give you the time you need for an explanation. Furthermore, should you need a little more time to complete a project, the professor, knowing that you truly care about doing your work, may be inclined to grant you a reasonable amount of extended time to turn in your assignment.

Even though taking notes is imperative for getting good grades, many students are intimidated at the thought of it. Their minds cringe at the thought of writing down every word a professor says. Although this fear is completely understandable, it is totally unnecessary. There is really no need to be afraid. Taking notes is a skill like any other and must only be practiced to develop your abilities. One comforting fact is that it is entirely unnecessary to take notes on everything in the Listening passages. What is necessary is that you take notes on the things that you will be tested on.

## **THE NOTE TAKING CHALLENGE**

People often tell me that taking notes for the Listening Section is too difficult because they don't understand the lectures or conversations because the speakers talk too fast, and there is not enough time to write all the notes of the important points in the passages.

As a result, after over 12,000 hours of instruction, I have found that these are the two main reasons for these problems:

1. "The speakers talk too fast" – The student is likely translating from their native language to English in their mind.
2. "Not enough time to write all the notes" – The student is writing too much, or trying to write down

everything being said.

**The first problem**—“speakers talk to fast”—is primarily caused by students trying to translate from their native language to English in their mind while listening to the passages. This can only be overcome by practicing listening to English conversations and lectures until understanding the language and passage structures become familiar. Naturally, this takes time. You must listen to conversations and lectures in English for several hours a day to get used to the structure and grammar of the language. To accomplish this easier, the TOEFL Master strongly suggests listening to English conversations and lectures for at least one hour per day. Pay attention to the structures of the passages, and pay special attention to the questions that follow. You will notice that each passage type has similar questions associated with it. Also, pay attention to the phrases that cue you to take the relevant notes.

**The second problem** of “can’t write fast enough” is easier to correct. People who believe they can’t write fast enough to take all the notes while listening are simply taking too many notes. Students often think that everything being said is important, or they believe it is too difficult to determine what notes will be needed to answer the questions, so they try and write everything down.

Not only is this nearly impossible, it isn’t necessary. The listening passages are short: Conversations are between two and a half minutes to four minutes long, while lectures are between four and a half minutes to six minutes in length. Besides, you will not be tested on everything said in the passages, so there is no reason to write down everything that is being said.

### ***What should you take notes on?***

Again, the TOEFL iBT is a test of how well a student takes notes and uses them to answer the questions. A student, who knows the structures of the passages, and how the information is presented in each, will be able to take the most accurate notes. By knowing the structure of a passage, a student can predict how the information will be presented and have a good idea of what types of questions will be asked about the passage. In other words, if you know what kinds of questions you will be asked, you will know what to take notes on. When you know what words and phrases are used to introduce the so-called important information, you will take fewer notes, but have all the information that you need to answer the questions. Makes sense, right?

The TOEFL Master program teaches mastery of the structures and phrases that you will need to know to score well on both the conversation and lecture passages on the TOEFL iBT.

### **Please follow and practice using these techniques.**

Be aware that you don’t have to understand all of the vocabulary or phrases to understand what is being said. Use your skills of “dealing with difficult vocabulary” (from the Reading Section) to understand the general ideas of sentences. For most questions, just getting the general meaning of a sentence is good enough to answer questions on the TOEFL iBT. In other words, all you have to do is write down the “general information” and use it to answer your questions with the help of your Process of Elimination.

As has been stated, there are two types of listening passages: Conversations and lectures. Conversations are based on a purpose, whereas lectures are based on a main topic. For each type there are notes that you should take in general to answer most questions. Key words and phrases will introduce the clues that will answer all of the questions!

The lectures use certain key words and phrases to introduce the important points, while conversations have definite structures with only certain details that you will be questioned on. Once you know these structures, key words, and phrases (practice listening for them), taking the “right” notes is much easier. Each type has its own points to listen for and to take notes on. Use the suggestions in this chapter to practice taking just the notes needed to answer the questions following each passage.

As was stated earlier, recognizing the basic structures of the different passage types will help you to take the notes you need to answer the questions because each structure type of conversations and lectures will contain certain words and phrases that will cue you to write the required notes needed to answer the related questions.

***Paying attention to the structure of the passage, listening for the “key” words and phrases, and taking good notes is the best way to earn a high score on the TOEFL iBT Listening Section.***

## **GENERAL NOTE TAKING TIPS FOR THE LISTENING SECTION**

Just as there are general and fine procedures for answering Reading Section questions, the same is true for the Listening Section note-taking procedures. Below is a list of general procedures that will help you take the right notes even if you do not understand everything you hear.

### **1. Listen for the introduction of the “topic” in lectures and “purpose” in conversations.**

Each academic lecture begins with the announcement of the main topic and a brief description of the lecture that will follow. Conversations begin with a greeting. After the initial greeting, one of the speakers will either announce a problem, purpose, or speak about a campus event. Take notes on the main topic or theme in academic lectures, and the problem, purpose, or significant event mentioned in conversations.

### **2. Listen for tone and attitude of the speakers.**

Some questions will repeat part of the lecture or conversation, and these question types often ask for the speaker’s tone or attitude. Some lectures contain class conversation where one or multiple students will respond to the professor, or may ask questions of their own. Listen to the speaker’s voice and try to determine if it is positive, negative, or neutral toward the subject. In other words, do they sound worried, excited, confused, angry, happy, afraid, etc?

### **3. Pay attention to transition words.**

Some questions that follow the passage will focus on a specific detail that was introduced via a transition word such as “thus,” “because,” “however,” or “on the other hand.” Listen for such transition words and phrases, especially if the speaker is putting emphasis on the transition word. Furthermore, write down the general idea that follows the transition word. Be especially aware of

opposite transitions, which are words that change the direction of logic in a sentence. Doing this will also help you to follow the progression of the lecture or conversation.

#### **4. Pay attention to questions asked.**

Listen for the professor or students to ask questions during lectures. The answer to these questions will answer certain questions following that lecture. Take notes of both the question and the response.

#### **5. Listen for lists of topics and related details**

Some lectures will give lists of topics followed by examples and details. Be sure to write down the topics and their related details as these will be the answers to multiple point questions.

#### **6. Listen for Digression and Negation Statements.**

Sometimes the professor may use a “digression statement” such as “we’ll come back to that in a moment,” or “better yet,” or “I don’t want to go into that now” to indicate that he/she has gotten off topic. All this statement means, regardless of the topic, is that the professor will return to the main topic.

Another statement you may here is called a “negation statement.” But the professor actually asks a question such as “You do understand what I’m saying, right?” or “I don’t need to explain that, do I?” All the professor means by this question, regardless of the topic is that he/she assumes the students understand what was said and that no further discussion is needed.

#### **7. Listen for certain key words or phrases.**

In lectures, listen for the professor to say phrases such as, “today I’m going to talk about” and write down what he/she says next. This will be the answer to your first question. Then listen for words such as “example,” “reason,” “theory,” “cause,” or “effect.” Take notes of what the professor says next and of the related details. Use these notes to answer detail questions.

#### **8. Listen for what comes next.**

At some point during a lecture, the professor may mention what the class will do next. If you hear the professor say something about this, you can be sure that you will be asked about it in the questions that follow the lecture.

## **DETAILED INSTRUCTIONS FOR TAKING NOTES**

**Basic Principle #1:** Listen for the Introduction of the Topic in Lectures and for the Purpose in Conversations.

The lectures will typically begin with the professor greeting the class and then giving a general statement of what the lecture will be about. Listen for the professor to say things such as, “today we’re going to look at,” or “tonight’s topic is,” or “now I’m going to talk about.” Sometimes

the lecture may begin with a recap of the previous class followed by one of the previously mentioned statements. Take notes of what the professor says the lecture will be about.

Conversations, in contrast, typically begin with a greeting between the two speakers followed by one speaker asking the other a question such as, “What can I do for you today?” or “How can I help you?” Alternatively, the question may be directly related to the speaker’s purpose with the speaker asking something like, “Can you help me with my project?”

### **Basic Principle #2: Listen for Tone and Attitude.**

There are three question types where understanding the speaker’s tone or attitude will be helpful: inference, rhetorical purpose, and, of course, “tone” questions. Speakers on the TOEFLiBT often use idiomatic phrases, verb phrases, or words that can have more than one interpretation.

By listening for and recognizing the speaker’s tone, you may be better able to make a correct interpretation.

The tone of most Lectures is fairly straightforward. Because the speaker is teaching a class, the tone will usually be similar to one of the following types:

**Objective:** The speaker may simply list facts or provide detailed information. Usually, the speaker will be an authority on his or her subject and certain of the topic. This type of tone can appear in any of the four common lecture types.

**Subjective:** In some cases the speaker will present a position or make an argument. The speaker will try to convince the listeners about a certain view by giving reasons followed by details that support the reason. This type of tone is more likely to appear in compare/contrast and cause-and-effect lectures.

**Inquisitive:** There are also classroom discussions on the TOEFLiBT. During a discussion, the professor may lead the class through a number of questions. His or her tone will therefore be inquisitive. The professor will consider and respond to student’s questions as the lecture progresses. Abstract Category/Specific Example lectures typically involve discussion, although other lecture types may as well.

Conversations have slightly more personal tones. You can expect the tone to be similar to one of the following types:

**Excited:** This tone is typical of the significant event conversation. The speaker is interested in the event and is trying to influence others about it.

**Disappointed/Upset:** In this case, the speaker is not happy about the situation. He or she may express dissatisfaction with things or events. This usually occurs during the problem/solution encounter, although it can appear in other conversations too.

**Uncertain or Confused:** Sometimes the speaker is uncertain or confused, especially in service encounters. The speaker will be unsure of what action to take or how to proceed.

**Basic Principle #3:** Listen for key words and phrases.

In each passage type you will hear certain key words or phrases that will cue you in to taking the notes you need to answer the questions. In general, when listening to lectures, listen for words such as “theory,” “example,” “cause,” “explanation,” and “views.” Whenever you hear such words, write down what the speaker says next, including the related details.

In problem/solution conversations, write down the details that the speaker talks about following words such as these: “problem,” “trouble,” “difficulty,” or “issue.” In service encounters, words to listen for include: “requirement,” “form,” or “application.” Finally, in significant event conversations, listen for the speakers to use words such as “program,” “event,” “plans,” “participate,” “free,” or “busy.”

**Basic Principle #4:** Pay Attention to Transitions.

Listen for transitions and digression sentences. Typically, North American English grammar structure is the opposite of most languages in the world, so be particularly alert for opposite direction words, such as words like “despite,” “however,” “although,” “on the other hand,” and “but.” You will hear them most often in the Academic Lectures, but they also may appear in Conversations as well. You should be aware of common transitions from the Reading Section. These transitions appear in Lectures and Conversations alike.

**Common Direction Words**

**Same Direction Progression**

**Opposite Direction**

**Sequence of**

And  
Because  
So  
Therefore  
Another  
For example  
One reason  
Due to  
Previously  
Thus  
Additionally

Although  
However  
Yet  
Despite  
But  
In contrast to  
On the other hand  
Rather  
  
Even so

First  
Second  
Third  
Next  
After  
Last  
Then  
  
Before  
Following  
Finally

**NOTE:** Be especially alert for Reversals and Negations.

**Reversal Transitions:** Speakers on the TOEFLiBT will may change the direction or logic of the conversation or lecture. They will begin one train of thought and then get away from the main topic. They will then use a phrase that will indicate that they are returning to the main idea, such as “we’ll come back to that in a moment,” or “I don’t want to go into that now,” or “we’ll come back to that later.” Regardless of the topic, what the professor means by the reversal is that this topic will not be discussed now.

**Negation Transitions:** Speakers will sometimes use a positive word to indicate a negation. For example: “You do understand what I’m saying, right?” or “I don’t have to explain that, right?” Regardless of the topic, the speaker assumes that the listener knows what the speaker is talking about and that no further discussion or explanation is needed.

**Basic Principle #5:** Pay Attention to Questions Being Asked.

When listening to lectures, anytime a professor asks a question to a specific student, or anytime a student asks a question, be sure to take notes of the answer. This information will often be the topic of one or more questions following the lecture.

However, when a professor asks a question in general, such as “Does anyone know why fireflies light up?” the question is merely rhetorical. The professor is asking this question only to get the class’s attention and to get them to pay closer attention to what is about to be explained further. In other words, regardless of the topic, all the professor is doing is asking the class to pay attention.

**Basic Principle #6:** Look at Photos, Drawings, and Diagrams.

Whenever you see a photo, drawing or diagram, make sure to take notes of the details the professor gives about it. These details will most likely be the answers to a multiple-point question that will follow the lecture.

**Basic Principle #7:** Listen for “what comes next.”

In some lectures the professor will mention what the class will do next. This information can come at anytime during the lecture, but usually comes near the end. Make sure to note what the class will do next as it will definitely be the subject of one of the questions following the passage.

## **KEY WORDS AND PHRASES FOR CONVERSATIONS**

Another problem most people have in the Listening Section is that they try to listen to every word and memorize the entire lecture or conversation. Not only is that incredibly hard to do, it isn’t necessary. Simply listen for the “key words and phrases” and take notes on the related information.

There are three different types of conversations. Regardless of the type, they all begin with an introduction between a man and a woman. While taking notes, indicate “M” for the male (Man), and “F” for the female (Woman). Remember that “M” is referred to as “he, him, or his,” and “F” is referred to as “she, her, and hers.” This will help you when answering the questions. The

conversations may be between two students, a group of students, or between a student and a campus professional such as a professor or counselor. Each conversation type has its own structure and question types. Being familiar with the conversations and related question types will help you to know what notes to take for each one. Use your practice tests to familiarize yourself with these.

**Alternative:** Rather than use “M” for male, and “F” for female, you may choose to use “B” for boy and “G” for girl. The reasoning behind this is that in some languages, such as Spanish, for example, “M” could be mistaken for “Mujer,” which is Spanish for woman, rather than “M” standing for male. Whichever letter you decide to stand for man and woman, make sure that you know the two apart and don’t mistake one for the other.

**NOTE:** Conversation types may appear in any order on the TOEFL iBT.

**NOTE:** Every skill you use to take notes and answer questions on this test will be used when studying in university.

## **PROCESS OF ELIMINATION (POE)**

The **POE** is the same as that used for the Reading section:

- 1. Beyond the Information** – This is information from a different part of the passage than where the question directs you to look in your notes.
- 2. Altered Information** – A significant word or words have been changed from the information in the passage.
- 3. Not Mentioned** – These are choices that haven’t been mentioned in the passage.
- 4. Extreme Language** – These choices use words like; all, most, never, none and only. They have exaggerated the information from the passage.
- 5. Opposite** of what is stated in the passage.

**NOTE:** Use your POE first when answering the questions to avoid falling for traps.

# **TOEFL iBT TOEFL Master Listening Test**

**NOTE:** Although similar in construction and question types, these practice tests are not as difficult as the actual ETS TOEFLiBT questions, and are meant only as simplified versions to help you become familiar with using the procedures and techniques. The TOEFL Master **STRONGLY** suggests that you purchase the newest version of "*The Official Guide to the TOEFL*" by ETS to practice the TOEFL Master Techniques. (Available on Amazon.com)

**You can hear these scripts read aloud on <http://toeflmaster.com/For-Book-Owners.php>**

## **Script 1**

Questions 1–5. Listen to a conversation between a student and a music professor.

**M:** Hi, Professor Taylor. How have you been? Have you got a minute?

**W:** Good, thank you for asking, Jeremy, and . . . sure, I have a minute. Hey! I heard you got the scholarship for the winter session at Julliard. That's fantastic!

**M:** Thanks! Really, thanks a lot. Actually that's what I wanted to talk to you about. I'm sure your comments to the professor there had a lot to do with my acceptance.

**W:** No problem. You earned it. Are you ready to get started this winter?

**M:** To tell you the truth . . . I can hardly wait. I'll be studying classic guitar with Peter Frampton—not the famous guitarist, but the head of stringed instruments at Julliard.

**W:** I know who you are talking about. I studied with him myself, and I'm sure you will really benefit from his course. There's no better guitarist on the East coast.

**M:** So I've heard. That's why I'm so excited to get going. Mr. Frampton was there for my interview and gave me some encouraging comments about my playing. I'm hoping to have a jam session with him and a few of the others in the class. I also want to study the piano while I'm there. It just seems to be a natural complement to the guitar, but it reaches into ranges the guitar can't go. However, I'm not sure there will be room for me in the piano course.

**W:** You want to study two instruments in the same semester?

**M:** That's right.

**W:** Well . . . you did tell me that you want to be a performer like the ones heard on the radio. With some luck and a lot of hard work, who knows . . . one day I may be buying your CDs! So, I hope you get your chance to study piano as well, although it sounds like you'll have a full schedule this winter.

**M:** For sure. It'll be hard work, but that's what it will take to reach my goals if I want to make my dreams into a reality.

**W:** So . . . what are your plans for after taking your courses on piano and classic guitar? I mean, you'll be a sophomore then right?

**M:** Yes, that's right. I intend to return here and study voice. I hear there's a really great voice instructor here. You do still teach music theory and coach voice don't you?

**W:** Yes, I do and thanks for the complement. I look forward to having you in my class.

**M:** I'm looking forward to it too. Mastering my own voice is vital to being the kind of performer I want to be.

**W:** I'm sure I can help you reach your voice's potential.

**M:** It isn't just that. I've heard that you perform with a local band at a nightclub here in town? Maybe you could show me something about the music business?

**W:** Maybe . . . Wait . . . How did you hear about that? We aren't exactly Led Zeppelin. It's true though. I'm part of a small rock band that performs at the Silver Hammer. They have a guitar player, so I perform keyboards and vocals. It gives me a chance to unwind and have some fun. We play there every Friday and Saturday night. You should come by sometime and check us out.

**M:** I'll talk to my buddies and do just that.

**W:** Cool. So, congratulations on your scholarship and I hope to see you at the club Friday night.

**M:** No doubt I'll see you then. It's time for my history class to start so I gotta run now. Hey! Thanks again for putting in the good word!

**W:** No problem Jeremy. I'm sure that, with your drive and talent you will be famous soon.

# End of Script 1

## Questions

1. What is the main purpose of the conversation?
  - A. How the man will spend his winter vacation
  - B. The man's plans to be a star
  - C. The man's acceptance to Julliard
  - D. Their mutual interests in performing music

2. Now listen again to part of the conversation.

*“W: I know who you are talking about. I studied with him myself, and I’m sure you will really benefit from his course. There’s no better guitarist on the East coast.”*

What does the professor mean when she says this: “There’s no better guitarist on the East Coast.”

- A. The teacher is not from the East Coast
- B. The teacher is the best guitar player
- C. There are better teachers of guitar
- D. He should choose a different teacher

3. Now listen again to part of the conversation.

*“M: It isn’t just that. I’ve heard that you perform with a local band at a nightclub here in town? Maybe you could show me something about the music business?”*

*W: Maybe . . . Wait . . . How did you hear about that? We aren’t exactly Led Zeppelin.”*

Why does the professor say this: “Wait . . . How did you hear about that? We aren’t exactly Led Zeppelin.”

- A. She is angry because the band’s name isn’t Led Zeppelin.
- B. The professor is excited because the band’s name is Led Zeppelin.
- C. The professor is surprised because the band isn’t that well known.
- D. The professor is confused because the man can’t hear the band.

4. What does the man intend to do with his education?
  - A. Become a music professor
  - B. Play in a band at the Silver Hammer
  - C. Marry his music instructor
  - D. Become a famous music performer

5. What can be inferred from the conversation?

- A. The professor recommended the student for the scholarship
- B. The man makes CDs on the radio
- C. The professor wants the student to stay and take her class
- D. The man plays the guitar professionally

## Script 2

Questions 6–11. Listen to part of a lecture in an Art History class.

### Leonardo da Vinci

Today we are going to be discussing the life of Leonardo da Vinci. Leonardo was an Italian Renaissance polymath. He is widely considered to be one of the greatest painters of all time and perhaps the most diversely talented person ever to have lived. According to art historian Helen Gardner, the scope and depth of his interests were without precedent and, as she puts it, “his mind and personality seem to us superhuman, the man himself mysterious and remote.”

Leonardo’s early life has been the subject of historical conjecture. Vasari, the sixteenth-century biographer of Renaissance painters tells of how a local peasant made himself a round shield and requested that Ser Piero have it painted for him. Leonardo responded with a painting of a monster spitting fire which was so terrifying that Ser Piero sold it to a Florentine art dealer, who sold it to the Duke of Milan. Meanwhile, having made a profit, Ser Piero bought a shield decorated with a heart pierced by an arrow, which he gave to the peasant.

Leonardo da Vinci was and is renowned primarily as a painter. Among his works, the *Mona Lisa* is the most famous and most parodied portrait and *The Last Supper* the most reproduced religious painting of all time. Their fame is approached only by Michelangelo’s *Creation of Adam*. Leonardo’s drawing of the *Vitruvian Man* is also regarded as a cultural icon, being reproduced on items as varied as the euro, textbooks, and T-shirts.

Leonardo is revered for his technological ingenuity as well. Using his genius, he conceptualized a helicopter, a tank, concentrated solar power, a calculator, the double hull, and outlined a rudimentary theory of plate tectonics. Relatively few of his designs were constructed or were even feasible during his lifetime, but some of his smaller inventions, such as an automated bobbin winder and a machine for testing the tensile strength of wire, entered the world of manufacturing unheralded. He made important discoveries in anatomy, civil engineering, optics, and hydrodynamics, but he did not publish his findings and they had no direct influence on later science.

Within Leonardo’s own lifetime his fame was such that the King of France carried him away like a trophy, and was claimed to have supported him in his old age and held him in his arms as he died. The interest in Leonardo has never slackened. The crowds still queue to see his most famous artworks, T-shirts bear his most famous drawing, and writers, like Vasari, continue to marvel at his genius and speculate about his private life and, particularly, about what one so intelligent actually believed in.

The nineteenth century brought a particular admiration for Leonardo's genius, causing Henry Fuseli to write in 1801: "Such was the dawn of modern art, when Leonardo da Vinci broke forth with a splendor that distanced former excellence: made up of all the elements that constitute the essence of genius. . . ." This is echoed by A. E. Rio who wrote in 1861: "He towered above all other artists through the strength and the nobility of his talents."

The interest in Leonardo's genius has continued unabated to this day; experts study and translate his writings, analyze his paintings using scientific techniques, argue over attributions, and search for works that have been recorded but never found. Liana Bortolon, writing in 1967, said: "Because of the multiplicity of interests that spurred him to pursue every field of knowledge . . . Leonardo can be considered, quite rightly, to have been the universal genius par excellence, and with all the disquieting overtones inherent in that term. Man is as uncomfortable today, faced with a genius, as he was in the sixteenth century. Five centuries have passed, yet we still view Leonardo with awe."

## *End of Script 2*

### **Questions**

6. What is the lecture mainly about?
  - A. A history of painting
  - B. The life of a famous renaissance man
  - C. A history of ancient inventions
  - D. Leonardo da Vinci's favorite painting
  
7. According to the professor, what was Leonardo da Vinci most well know for?
  - A. His inventions
  - B. His sculptures
  - C. His paintings
  - D. His personality
  
8. What are two of the inventions mentioned in the professor's lecture? **SELECT TWO ANSWERS**
  - A. The modern helicopter

- B. The calculator
- C. The solar-powered generator
- D. The tank

9. What can be inferred from the passage about Leonardo's influence on modern science?
- A. His findings had no influence on today's science
  - B. His inventions are in use today
  - C. Today's science is not directly influenced by his discoveries
  - D. All modern science is greatly influenced by Leonardo's findings
10. Listen again to part of the lecture. Then answer the question.

*“Within Leonardo's own lifetime his fame was such that the King of France carried him away like a trophy, and was claimed to have supported him in his old age and held him in his arms as he died.”*

Why does the professor say this: “. . . his fame was such that the King of France carried him away like a trophy . . .”

- A. Leonardo was very small like a trophy
- B. The King of France carried Leonardo away in his arms
- C. Leonardo looked like a trophy to the king
- D. The king admired and cherished Leonardo

11. According to the professor, what do experts search for of Leonardo's but have never found?
- A. Recorded works
  - B. Paintings
  - C. Writings
  - D. Scientific techniques

## Script 3

Questions 12–17. Listen to part of a talk in a science class.

### Solar Flares

**Professor:** Good evening class. Tonight we're going to continue our discussion on the topic of solar activity: specifically, I'll be speaking about solar flares. A solar flare is a sudden brightening observed over the Sun's surface or the solar limb, which is interpreted as a large energy release of up to  $6 \times 10^{25}$  joules of energy (about a sixth of the total energy output of the sun each second). The flare ejects clouds of electrons, ions, and atoms through the corona into space. These clouds typically reach Earth a day or two after the event.

Solar flares affect all layers of the solar atmosphere—the photosphere, chromosphere, and corona, when the medium plasma is heated to tens of millions of degrees Kelvin and electrons,

protons, and heavier ions are accelerated to near the speed of light. These flares produce radiation across the electromagnetic spectrum at all wavelengths, from radio waves to gamma rays. Most of the energy goes to frequencies outside the visual range and for this reason the majority of flares is not visible to the naked eye and must be observed with special instruments.

**Female Student:** Professor, does that mean that the Sun is actually a giant magnet?

**Professor:** That's a good question Sandy, but let's save it for another lecture, ok? Flares occur when accelerated charged particles, mainly electrons, interact with the plasma medium. Scientific research has shown that the phenomenon of magnetic reconnection is responsible for the acceleration of the charged particles. On the Sun, magnetic reconnection may happen on solar arcades—a series of closely occurring loops of magnetic lines of force. These lines of force quickly reconnect into a low arcade of loops leaving a helix of magnetic field unconnected to the rest of the arcade. The sudden release of energy in this reconnection is in the origin of the particle acceleration. The unconnected magnetic helical field and the material that it contains may violently expand outwards forming a coronal mass ejection. This also explains why solar flares typically erupt from what are known as the active regions on the Sun where magnetic fields are much stronger on an average. Can anyone tell me what causes solar flares?

**Male Student:** I've been doing some research on the Internet, and it doesn't seem clear that anyone really knows.

**Professor:** That's a good observation, Randy, and it's true . . . Although there is a general agreement on the flares' causes, the details are still not well known. It is not clear how the magnetic energy is transformed into the particle kinetic energy, nor is it known how the particles are accelerated to energies as high as 10 MeV – that's Mega Electronvolt, and beyond. There are also some inconsistencies regarding the total number of accelerated particles, which sometimes seems to be greater than the total number in the coronal loop.

Solar flares are classified as A, B, C, M, or X according to the peak flux in watts per square meter, as measured on the GOES spacecraft orbiting the Earth. Each class has a peak flux ten times greater than the preceding one, with X class flares having a peak flux of order  $10^{-4}$  W/m<sup>2</sup>. Within a class there is a linear scale from 1 to 9, so an X2 flare is twice as powerful as an X1 flare, and is four times more powerful than an M5 flare. The more powerful M and X class flares are often associated with a variety of effects on the near-Earth space environment. X-rays and UV radiation emitted by solar flares can affect Earth's ionosphere and disrupt long-range radio communications. Direct radio mission at decimetric wavelengths may disturb operation of radars and other devices operating at these frequencies.

*End of Script 3*

**Questions**

12. What is the main topic of the lecture?

- A. Energy released by the Sun
- B. Solar magnetism
- C. Parts of the Sun
- D. The brightness of the Sun

13. According to the lecture, what are the three parts of the solar atmosphere? SELECT THREE ANSWERS This question is worth 2 points.

- A. Corona
- B. Troposphere
- C. Photosphere
- D. Gamasphere
- E. Chromosphere

14. According to the professor, why do scientists use special instruments to view solar flares?

- A. Their brightness will harm your eyes
- B. They are too far away to see with your eyes
- C. They occur at frequencies we cannot see with our bare eyes
- D. They only happen at night

15. Now listen again to part of the lecture and then answer the question:

*Female Student: "Professor, does that mean that the Sun is actually a giant magnet?"*

*Professor: "That's a good question Sandy, but let's save it for another lecture, ok?"*

Why does the professor say, "That's a good question Sandy, but let's save it for another lecture, ok?"

- A. The professor doesn't know the answer
- B. The professor doesn't understand the question
- C. The professor thinks Sandy has a good question
- D. The professor will discuss that topic in another lecture

16. Now listen again to part of the lecture and then answer the question:

*Male Student: I've been doing some research on the Internet, and it doesn't seem clear that anyone really knows.*

*Professor: That's a good observation, Randy. And it's true . . ."*

Why does the professor say: “*That’s a good observation, Randy, and it’s true . . .*”

- A. The professor believes Randy’s research on the Internet is incomplete.
- B. The professor thinks that Randy got the information from the Internet and knows the answer.
- C. The professor agrees with Randy’s summation of the information gathered from the Internet.
- D. The professor is sure that Randy knows the right answer.

17. According to the passage, what causes solar flares?

- A. The particles are accelerated to ultra high energy
- B. Magnetic energy is transformed into particle energy
- C. The actual cause is still not exactly known
- D. Excess energy from the Sun erupts into space

## Script 4

Questions 18–23. Now listen to a part of a talk in a Culinary Arts class.

### Food preservation

Alright class, today we’re going to talk about food preservation. Food preservation is the process of treating and handling food to stop or slow down spoilage, which means a loss of quality, edibility, or nutritional value.

Although some processes involve the introduction of certain micro-organisms or fungi, preservation usually involves preventing the growth of bacteria, yeasts, fungi, and other micro-organisms, as well as retarding the oxidation of fats that cause rancidity. Food preservation can also include processes that inhibit visual deterioration that can occur during food preparation, such as the enzymatic browning reaction in apples after they are cut. Ah, you do know what this browning is, right?

Maintaining or creating nutritional value, texture, and flavor is an important aspect of food preservation. Sometimes, the changes made by preserving have come to be seen as desirable qualities—cheese, yogurt, and pickled onions being common examples.

Although there are many types of food preservation, today we will only discuss the most common.

Our first method is drying. Drying is one of the most ancient food preservation techniques, which reduces water activity sufficiently to prevent or delay bacterial growth. We still use drying techniques for preserving foods such as beef jerky and certain fruits and vegetables.

Refrigeration preserves food by slowing down the growth and reproduction of micro-organisms and the action of enzymes that cause food to rot. Like refrigeration, freezing is also one of

the most commonly used processes for preserving a very wide range of foods, including prepared foodstuffs. For example, potato waffles are stored in the freezer, but potatoes themselves require only a cool dark place to ensure many months' storage.

Preservative food additives can be antimicrobial; namely, they inhibit the growth of bacteria or fungi, including mold. In addition, additives can be antioxidant, such as oxygen absorbers, which inhibit the oxidation of food constituents. Common antimicrobial preservatives include calcium propionate, sodium nitrite, sulfites (that is sulfur dioxide, sodium bisulfite, potassium hydrogen sulfite, etc.), and disodium EDTA. Antioxidants include BHA and BHT. Other preservatives include formaldehyde (usually in solution), glutaraldehyde (which kills insects), and ethanol.

Pickling is a method of preserving food in an edible anti-microbial liquid. For example, in chemical pickling, the food is placed in an edible liquid that inhibits or kills bacteria and other micro-organisms. Typical pickling agents include brine (high in salt), vinegar, alcohol, and vegetable oil, especially olive oil. Many chemical pickling processes also involve heating or boiling so that the food being preserved becomes saturated with the pickling agent. Common chemically pickled foods include cucumbers, peppers, corned beef, herring, and eggs, as well as mixed vegetables such as piccalilli. Similar to pickling is the method of canning, which involves cooking food and then sealing it in sterile cans or jars; then the containers are boiled to kill or weaken any remaining bacteria.

Some foods, such as many cheeses, wines, and beers will keep for a long time because their production uses specific micro-organisms that combat spoilage from other less benign organisms in a process called fermentation. These micro-organisms keep pathogens in check by creating an environment toxic for themselves and other micro-organisms by producing acid or alcohol. Starter micro-organisms, salt, and hops, controlled (usually cool) temperatures, controlled (usually low) levels of oxygen, and/or other methods are used to create the specific controlled conditions that will support the desirable organisms that produce food fit for human consumption.

So you see, there are many ways of preserving your food and despite the variety of methods the general idea is to eliminate bad bacteria or agents that deteriorate the food. Sometimes, good bacteria, like with fermentation, actually make the end product better—like with beer, for example. You do all drink beer, don't you (laughs)?

*End of Script 4*

## Questions

18. What was the lecture mainly about?
- A. Methods of preserving food
  - B. How bacteria affects food
  - C. Qualities of good food

D. Negative ways of storing food

19. According to the professor, how does the method of drying preserve food?

- A. Keeps food cold to stunt the growth of bacteria.
- B. Removes the water from food, thus reducing bacterial growth.
- C. Promotes the growth of good bacteria, which attack bad bacteria.
- D. Cooks and seals food to prevent spoilage.

20. The professor mentions all of the following methods of food preservation EXCEPT

- A. Freezing
- B. Fermentation
- C. Canning
- D. Salting

21. Indicate whether each sentence below describes pickling, canning, or fermenting. This question is worth 3 points.

Pickling

Canning

Fermenting

- Storing food in an edible anti-microbial liquid.
- Used to create an environment toxic for themselves and other micro-organisms by producing acid or alcohol.
- Cooking food and then sealing it.
- Salt or hops are controlled by cool temperatures and low levels of oxygen.
- Containers are boiled to kill or weaken any remaining bacteria.

22. According to the passage, which of the following is a common food additive?

- A. Alcohol
- B. Formaldehyde
- C. Potassium Hydride
- D. Ether

23. Listen again to part of the lecture, and then answer the question.

*“So you see, there are many ways of preserving your food and despite the variety of methods the general idea is to eliminate bad bacteria or agents that deteriorate the food. Sometimes, good bacteria, like with fermentation, actually makes the end product better—like with beer, for example. You do all drink beer, don’t you (laughs)?”*

What does the professor mean when he says this: *“You do all drink beer, don’t you (laughs)?”*

- A. He wants to confirm that the students know about fermentation
- B. He knows the students drink beer instead of studying for his class
- C. He wants to make the lecture more personal and connect with the students

D. He thinks the students only drink soda

## Script 5

Questions 24–28. Now listen to a discussion between a student and her professor.

**W:** Hi Professor Winslow, have you got a minute?

**M:** Sure Tasha, come on in. I have a class to start in 15 minutes . . . what's on your mind?

**W:** Well . . . you know that assignment that's due next week? The one on proving the number "0" exists?

**M:** Of course. That's one of my favorite assignments to give each year. It really gives students something to think about.

**W:** Yeah . . . right . . . think about. . . .

**M:** Is something bothering you about the assignment?

**W:** How can you tell? I mean . . . I've been giving it a lot of thought and I've read all the material that you assigned . . . several times . . . but I just don't get it. Isn't there another assignment that you can give to me?

**M:** I can see that you're frustrated . . . but don't give up on yourself just yet. Maybe you're just not looking at the assignment the right way? Proving "0" isn't the same as proving "1" or "2."

**W:** No kidding. If you recall, I got an "A" on those papers.

**M:** I remember. That's why I say that you shouldn't give up on this assignment. I know that you can do it if you put your mind to it.

**W:** So . . . you're not going to give me a different assignment instead?

**M:** I'm afraid not. Besides not being fair to you, it wouldn't be fair to the other students.

**W:** I was afraid you would say that.

**M:** Listen Tasha, you still have the weekend and all week until Friday to turn your assignment in. Look over the notes that you took in class and reread the articles that I handed out in class. I'm sure that the answer will come to you.

**W:** Maybe you're right.

**M:** Before you go . . . let me ask you a question.

**W:** Ok . . .

**M:** How much money do you have on you?

**W:** Nothing. Not a dime . . . "0."

**M:** Prove it. (Chuckles) I'll see you Friday.

*End of Script 5*

## Questions

24. Why does the woman go to see the professor?

- A. She wants to know about a grade on an assignment
- B. She has an idea for an assignment
- C. She wants to change her assignment
- D. She wants to thank the professor for giving her an “A” on her assignment

25. Why does the professor tell the woman that he has a class to start in 15 minutes?

- A. He wants her to join the class
- B. He doesn't have much time to talk
- C. He wants to know how long her questions will take
- D. He doesn't want to talk to the woman now

26. Listen again to part of the discussion. Then answer the question.

***M:** Is something bothering you about the assignment?*

***W:** How can you tell? I mean . . . I've been giving it a lot of thought and I've read all the material that you assigned . . . several times . . . but I just don't get it. Isn't there another assignment that you can give to me?*

***M:** I can see that you're frustrated . . . but don't give up on yourself just yet. Maybe you're just not looking at the assignment the right way? Proving “0” isn't the same as proving “1” or “2.”*

***W:** No kidding. If you recall, I got an “A” on those papers.*

***M:** I remember. That's why I say that you shouldn't give up on this assignment. I know that you can do it if you put your mind to it.”*

Why does the professor say this? *“I know that you can do it if you put your mind to it.”*

- A. He's sure the woman can answer if she understands the assignment
- B. He thinks the woman is looking for the answers in the wrong place
- C. He wants the woman to consider doing a different assignment
- D. He thinks the woman can't see the assignment properly

27. What does the professor want the woman to do?

- A. Think of another assignment to do over the weekend
- B. Take better notes on the articles in class
- C. Reread her notes and the articles from class, and then do the assignment
- D. Take a different class

28. Why does the professor ask the woman how much money she has?

- A. He wants to borrow some money from the woman
- B. He wants the woman to pay for his time
- C. He thinks the woman should have money on her
- D. He's suggesting an idea for the assignment

Questions 29–34. Listen to a lecture in an Russian Literature class.

## Ivan Turgenev and Russian Literature

All right . . . everyone settle down . . . in tonight's class on Russian Literature we will be discussing the Russian author, Ivan Turgenev. Be sure to take notes as we will be having a quiz on this topic next Tuesday.

I can see that a few of you have taken this class before, but in case you're not familiar, Ivan Turgenev was born into the Russian aristocracy, that is, a wealthy family of landowners in Oryol, Russia, on 9 November 1818. His father, Sergei Nikolaevich Turgenev, a colonel in the Imperial Russian cavalry, was a chronic philanderer while his mother, Varvara Petrovna Lutovinova, was a wealthy heiress. Ivan's father died when he was only sixteen, leaving him and his brother Nicholas to be brought up by their abusive mother. Ivan's childhood was a lonely one, in constant fear of his mother who beat him often.

When Turgenev was a child, a family serf had read to him verses from the *Rossiad* of Mikhail Kheraskov, a celebrated poet of the eighteenth century. Such influenced him to attempt early on literature, poems, and sketches, which gave indications of genius. During the latter part of his life, Turgenev did not reside much in Russia; instead, he lived either at Baden-Baden (southern Germany) or Paris, often in proximity to the family of the celebrated opera singer Pauline Viardot, with whom he had a lifelong affair.

After the standard schooling for a son of a gentleman, Turgenev studied for one year at the University of Moscow and then moved to attend the University of Saint Petersburg from 1834 to 1837, where he focused on the Classics, Russian literature, and Philology. He completed his studies at the University of Berlin from 1838 until 1841 where he studied Philosophy and History—in Berlin, he was especially impressed with the work of Friedrich Hegel. Turgenev was impressed with German society. In fact, he returned home believing that Russia could best improve itself by incorporating ideas from the Age of Enlightenment. Like many of his educated contemporaries, he was particularly opposed to the institution of serfdom. In 1841, Turgenev started his career in Russian Civil Service and spent two years working for the Ministry of Interior.

When Turgenev was 19, while traveling on a steamboat in Germany, it caught fire and Turgenev reacted in a cowardly manner. Rumors circulated in Russia that followed him for his entire career, providing the basis for his story *A Fire at Sea*. His closest literary friend was Gustave Flaubert, with whom he shared similar social and aesthetic ideas. Both rejected extremist right and left political views, and carried a non-judgmental, although rather pessimistic, view of the world. His relations with Leo Tolstoy and Fyodor Dostoyevsky were often strained, as the two were, for various reasons, dismayed by Turgenev's seeming preference for Western Europe. Tolstoy, more than Dostoyevsky, at first anyway, rather despised Turgenev. While traveling together in Paris, Tolstoy wrote in his diary, "Turgenev is a bore." His rocky friendship with Tolstoy in 1861 wrought such animosity that Tolstoy challenged Turgenev to a duel, afterwards apologizing. The two did not speak for 17 years, but never broke family ties. Dostoyevsky parodies Turgenev in his novel *The Devils* (1872), through the character of the vain novelist Karmazinov, who is anxious to ingratiate himself

with the radical youth. However, in 1880, Dostoyevsky's speech at the unveiling of the Pushkin monument brought about a reconciliation of sorts with Turgenev, who, like many in the audience, was moved to tears by his rival's eloquent tribute to the Russian spirit.

*Fathers and Sons*, Turgenev's most famous and enduring novel, appeared in 1862. Its leading character, Eugene Bazarov, considered the "first Bolshevik" in Russian literature, was in turn heralded and reviled as either a glorification or a parody of the so-called new men of the 1860s. The novel examined the conflict between the older generation, reluctant to accept reforms, and the nihilistic youth. In fact, the nihilism movement began thanks to Turgenev's book and thus started a half century of revolutionary activity in Russia that culminated in the October Revolution and the victory of Vladimir Lenin in 1917.

That's all for today's class, and don't forget to study your notes so you are ready for the next class.

## *End of Script 6*

### **Questions**

29. What subject is the class on?
- A. The life of Ivan Turgenev
  - B. The history of a Russian poet
  - C. Russian Literature
  - D. The history of early Europe
30. Now listen again to part of the lecture. Then answer the question.
- "I can see that a few of you have taken this class before, but in case you're not familiar, Ivan Turgenev was born into the Russian aristocracy, that is, a wealthy family of landowners in Oryol, Russia, on 9 November 1818."*
- Why does the professor say this, "*but in case you're not familiar . . .*"
- A. He knows that none of the students will know the topic
  - B. He thinks some of the students may already know about the topic
  - C. He's not sure what the subject of the lecture is
  - D. He's introducing a new subject
31. According to the lecture, what influenced Ivan Turgenev to become interested in literature?
- A. An employee who read poetry to him
  - B. His mother read to him as a child
  - C. His love of the opera singer Pauline Viardot
  - D. His studies at the University of Moscow

32. According to the lecture, Turgenev believed Russia could best improve itself by
- A. Becoming like Germany
  - B. Abolishing the institution of serfdom
  - C. Incorporating ideas from the Age of Enlightenment
  - D. Adopting the philosophy of Friedrich Hegel

33. Listen again to part of the passage and then answer the question.

*“While traveling together in Paris, Tolstoy wrote in his diary, “Turgenev is a bore.” His rocky friendship with Tolstoy in 1861 wrought such animosity that Tolstoy challenged Turgenev to a duel, afterwards apologizing.”*

According to the lecture, what did Tolstoy mean when he wrote, “Turgenev is a bore.”

- A. They had become long time friends
  - B. He believed the Turgenev acted like an animal
  - C. He hates Turgenev
  - D. He is unhappy with the way Turgenev behaves
34. Why does the professor remind the students to study their notes?
- A. They are going to be tested the next day
  - B. They have to write an essay on Turgenev for next Tuesday
  - C. They will be taking a test on the lecture next Tuesday
  - D. They will have a quiz on the lecture next Tuesday

## TOEFL Listening Section Progress Report

Student’s Name: \_\_\_\_\_ Date: \_\_\_\_\_

Use this form to track your ability to answer certain question types.

Directions: Count the question types missed on the test you have just taken, then study and practice the procedures for answering those question types.

Test # 1 2 3 4 5 6 (Circle One)

### Question Type

General Purpose \_\_\_\_\_

Tone \_\_\_\_\_

Rhetorical Purpose \_\_\_\_\_

Detail \_\_\_\_\_

Inference \_\_\_\_\_

Detail in Chart \_\_\_\_\_

# Speaking Section

**Speaking Section**

**Overview**

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## Chapter 7 – Speaking Section

### Overview

The TOEFL iBT Speaking Section tests your ability to understand and respond verbally to common questions and situations encountered on a university campus.

When attending a university in the United States, you will have many situations where you must speak to fellow students, professors, administrators, and other university personnel. In fact, for many of your classes, class participation may be 30 to 70 percent of your grade. That makes having the ability to speak English critically important not just for passing the TOEFLiBT, but for communicating well with classmates, making friends, and for getting good grades in each course!

Because of the importance and because it is something few students get to practice, the Speaking Section often causes the most anxiety. The TOEFLMaster says, “Relax.” The Speaking Section is incredibly similar to the other sections in that it is a test of structure and procedures. Once you are familiar with the different passages and the requirements for responding to each one, this section may actually seem easier than the others. Besides, the Speaking Section is only twenty minutes long from start to finish and you will only speak for a total of about 5 ½ minutes.

What’s more, you only have to speak for either forty–five seconds or one minute depending on the question. So, speaking really isn’t the biggest part of this section. Other skills you will need are reading comprehension, ability to listen, and take good notes. That’s right . . . the skills you have already mastered are the most important skills needed to score well on the Speaking Section.

Below are the tasks that you can expect to master on the TOEFL iBT Speaking Section:

**1. Two Independent Tasks** with one question asking about a personal preference and the other asking you to choose an option or state whether you agree or disagree with a certain statement.

The time breakdown to complete these two tasks.

- 15 seconds of preparation time
- 45 seconds of speaking time

**2. Two Integrated Tasks** that require you to read a short passage and then listen to a conversation or lecture.

The time breakdown to complete these two tasks.

- 50 and 45 seconds reading time respectively
- 60 to 90 seconds of conversation/lecture
- 30 seconds of preparation time
- 60 seconds of speaking time

**3. Two Integrated Tasks** that require you merely to listen to a conversation or lecture and respond.

The time breakdown for these two tasks.

- 1 to 2 minutes of conversation/lecture
- 20 seconds of preparation time
- 60 seconds of speaking time

***You will have 20 minutes to complete the entire section.***

## **SCORING FOR THE SPEAKING SECTION**

The speaking section is graded on a scale of 0 to 4. A score of 0 (zero) is reserved for a response that simply repeats the prompt, does not answer the question, is in a foreign language (any language other than English), or is left blank.

Human beings known as “graders” will be listening to recordings of your speech. The graders for the TOEFLiBT use a tool known as a rubric. These are simply rules that guide the graders in evaluating test taker’s responses. Because the TOEFL iBT is a standardized test, responses must also be standardized. That means that they must follow certain rules and patterns that can be easily identified and scored.

## **SCORING THE SPEAKING SECTION**

<u>Holistic Score</u>	<u>TOEFL Score</u>
4.0	30
3.5	27
3.0	23
2.5	19
2.0	15
1.5	11
1.0	8

The Holistic Score is the average of scores from all six speaking tasks. For example, if your first three answers score a “3” and your second three answers score a “4,” your holistic score will be 3.5, thus making your TOEFL score 27.

## Speaking Section Rubric (Rules)

### Independent Tasks (Questions 1 and 2)

ETS has very explicit rules when it comes to speaking responses. You can find them on their website at:

[http://www.ets.org/Media/Tests/TOEFL/pdf/Speaking\\_Rubrics.pdf](http://www.ets.org/Media/Tests/TOEFL/pdf/Speaking_Rubrics.pdf)

When graders listen to your responses—and there will actually be human beings listening to and grading your responses—they have the rules of ETS to go by. Nothing is left to interpretation or of how they “feel” about your response. Either you have met a certain criteria or you haven’t. It is the only fair and consistent way to grade.

If you took the time to go to the ETS website, you might have found that the rules are not that easy to interpret.

Don’t worry, as with all things, the TOEFL Master likes to simplify things. Listed below is the simplified version of the Speaking Section Rules.

1. You must answer all questions in English only.
2. You must answer the question completely.
3. Speak (enunciate your words) clearly.
4. Have no long pauses or extra words interjected such as “uh” or “um.”
5. Give reasons, examples, and details that are relative to the topic.
6. You must use connection words and phrases such as “One reason,” “another reason,” “for example,” and “furthermore.”
7. You must use proper grammar.
8. You must use the correct vocabulary words.

Sounds like a lot? If so, the TOEFL Master has good news! Most students believe that they start out with a score of “0” and must work hard to give a response good enough to receive a score of “4,” but the truth is that everyone starts out with a score of “4”! All you have to do is maintain your score. How do you do that? Follow the rules!

In other words, when you have practiced enough to follow the rules and response structures of ETS, and get good at following them, you will maintain a score of “4.” Points are deducted for not meeting certain criteria instead of awarded. For example, if you give a response that follows all of

the rules except that you failed to use connection words and phrases, you will likely score a “3.” Furthermore, if you give a response that follows most of the rules but has long pauses, extra words, and poor grammar, you will likely score a “2.” So, if you want to receive a high score, practice following the rules!

## **Independent Tasks (Questions 3, 4, 5, and 6)**

1. You must answer all questions in English only.
2. You must answer the question completely.
3. Speak (enunciate your words) clearly.
4. Have no long pauses or extra words interjected such as “uh” or “um.”
5. You must state accurate reasons, examples, and details as stated and in the order they appear in the passages.\*
6. You must use connection words and phrases such as “one reason,” “another reason,” “for example,” and “furthermore.”
7. You must use proper grammar.
8. You must use the correct vocabulary words.

\***Notice** that the rules are almost the same except for rule number 5, which states that you must give accurate reasons, examples, and details as mentioned and in the order they appear in the passages. This means that you should take notes while reading and listening in order to restate the information accurately and in the order it appeared in the passages.

### **NOTE: DON'T TRY TO GIVE A PERFECT RESPONSE!!!**

Any time we try to give a so-called perfect response, we ultimately make mistakes. There is no way you can speak at a level above the one you speak at now without knowing how and practicing it a lot. You are better speaking well at the level you are at now, or learning the grammar and structures needed to give a higher response and practice them until your responses become natural. Even then, speak at your level. Otherwise, you will lose focus and make grammatical mistakes, or worse, freeze up and not answer anything at all. The graders also consider three major areas when judging the quality of your response.

**1. Delivery:** On the TOEFL, delivery refers to both the flow and clarity of your speech. A higher-scoring response will be well-paced and free of long pauses and unnecessary interjections. Although the speech may contain minor pronunciation errors or problems with intonation, these errors must not detract from the understanding of your speech.

**2. Language Use:** The graders are looking for effective use of grammar and vocabulary.

Complexity of sentence structure will also be considered. A higher-scoring response will contain compound sentences, which are sentences that join two ideas with a conjunction, and include a diverse vocabulary. Your response may have a few grammatical errors. Again, the speech does not have to be perfect, but the errors must not affect the listener’s ability to understand the speech.

**3. Topic Development:** This includes how well your response addresses the tasks as well as the development of your ideas. The graders are judging you not only on how you speak, but also on what

you say. The speaker must make effective use of connection words and phrases. This is an important point because test takers who are comfortable speaking in English may not achieve a top score if they do not structure their responses correctly (the ETS way).

*Again, these standards conform to the three basic Core Concept Skills:  
1. Purpose, 2. Main idea, and 3. Structure.*

The best way to score well on this section of the TOEFL is to **PRACTICE SPEAKING**.

By now you have noticed a common pattern in each section. Everything written and spoken has the same basic structure—topic, purpose, reasons, examples, details, and conclusion. This is a working formula that remains consistent in every section for a reason. Moreover, this is how we understand things and how information is presented academically in textbooks and class lectures.

If you are still having difficulty with your responses, an excellent practice exercise is to write a short speech and then practice speaking it. Use a recorder and play back your speech to hear how you sound. Professional speakers use this exercise regularly.

## **DEVELOPMENT OF SPEECH**

There are three parts to developing your speech—introduction, body, and conclusion. There is no reason to get fancy in your speech. In fact, the simpler and more concise you can keep your speech the better. Stick to the basics.

### **Part 1: Decide Your Purpose.**

Make sure you take a moment to decide what your purpose is; otherwise, you will not be able to communicate it effectively.

### **Part 2: State the Topic.**

For speaking tasks that ask you to present your opinion or to describe something personal to you, use introductory phrases:

**Some common and powerful introductory phrases include the following:**

is	I believe	I think	I feel	My view is	My opinion
		My preference is			

After each of these statements, you will need to mention the topic and whatever example you are going to use.

Some speaking tasks ask you to summarize someone else's opinion or to explain facts.

**In those cases, the following introductions are appropriate:**

This person believes that	This person's view is that	The reading stated
This person holds that	This person's point is that	The lecture

offered

The reading presented  
This person argues that

The lecture stated

After each statement, fill in what the topic or position is.

### Part 3: State “What” and “Why.”

For speaking tasks that ask your opinion, you will have to state why you believe something.

In contrast, for speaking tasks that require you to summarize facts or someone else’s position, you will have to say what their reasons are.

*Use the following words to indicate what and why:*

because                      the reason                      due to                      for                      therefore

The speaking tasks on the TOEFL usually require you to do one of the following:

- Present your opinion on an issue (similar to the Writing Task)
- Explain facts presented in a lecture or reading.
- Summarize someone else’s opinion.
- Describe something of importance to you.

## BASIC PRINCIPLES

You do not have to sound like a native speaker to score well. It is perfectly acceptable to speak with an accent and make some mistakes in grammar and word use. What ultimately matters is how understandable your speech is.

Simply be aware of the following:

- How you sound. When speaking, you must try to avoid unnecessary pauses and speak at an even pace. Pause between sentences and not within them.
- What you say. Good responses have a clear flow of ideas and use appropriate transitions to link topics.
- Your command of English grammar and vocabulary. A top-scoring response uses a variety of words and contains some complex sentence structures.

The following are these principles in more detail.

## Basic Principle #1: How You Sound

Keep in mind that you don’t have to sound like a native English speaker to give a high-scoring response. However, you must speak confidently and clearly, with few long pauses and extra words interjected such as “uh” and “um.”

The three biggest problems to avoid are:

- Pausing often and breaking up the flow of your speech with unnecessary words such as “um” and “uh.”
- Delivering your speech in a mechanical “robot” voice, as if you were reading the response from a page.

- Calling the man in the passage “she” and/or calling the woman in the passage “he.”

The best way to avoid these problems is to *think before you speak*. Each task has a structure that must be followed to score well. Get to know these structures and practice them.

**Here are some tips to help overcome these common problems:**

## **1. PAUSES**

One reason that a speaker may have many pauses in his or her response is a lack of confidence when speaking. RELAX. Remember that you are starting out with a score of 4 and all you need to do is answer the questions clearly and directly based on the type of task.

Another reason that a speaker may have pauses in his or her response is that they are trying to translate from their native language into English while speaking. The only way to solve this problem is with more practice speaking only in English. There is no quick and easy cure for not knowing the language. You must practice regularly and try to study using diverse sources that interest you such as television, the Internet, radio, and friends.

Finally, the most common reason a speaker pauses while speaking is that they are “thinking while speaking.” To avoid this problem you must practice taking notes of what you intend to speak about. Then, when speaking, keep your eyes on your notes and make sentences from what you have on the paper in front of you. In other words, use your notes and formulate simple sentences.

*Remember to “think and then speak.”*

**SPEAKING TIP** It is far easier to control your speech and grammar when making short sentences. So, in order to speak as a native English speaker, practice making short sentences and joining them together with connection words and phrases such as “but, and, or.” Compound sentences are nothing more than two or more short sentences joined by a conjunction.

## **2. ROBOT VOICE**

Speakers often speak in a mechanical and choppy “robot” voice because they are reading directly from their notes. One way to avoid this is to write down only the key words and phrases that you will speak about. However, the best way to avoid sounding mechanical is to practice your speaking. Get to know the tasks and listen to examples of proper responses. Practice the tasks using a variety of topics. The more you practice, the more natural you will sound.

## **3. “HE/SHE”**

One of the most common problems speakers have is calling the man in the passage “she” and/or calling the woman in the passage “he.” Although a simple and common error, this can seriously cost the speaker points. One way to avoid this is to keep track of your notes by who says what.

**For example:**

**M:** Hi, Gloria.

**W:** Hi, Alfred.

**M:** Have you seen the notice in the cafeteria?

**W:** No, what does it say?

Also, at the top of your notes write M = the man, he, him, his; and W = the woman, she, her, hers. Refer to these notes when speaking and make a conscious effort to avoid making the gender mistake.

## **Basic Principle #2: What You Say**

Your speech should be clear and your sentences should be well connected. Use transition words that relate the parts of your speech together. Use words and phrases that will either link your idea to the main topic or to the previous sentence. Use the structures in the Reading and Listening Sections as guides.

**For example:**

One reason

I believe

Also

For example

Furthermore

## **Basic Principle #3: Command of English Grammar and Vocabulary**

You must have a basic mastery of grammar and vocabulary to score well on the TOEFLiBT. This book is not intended to teach you grammar or vocabulary nor is it a substitute for not knowing the basic rules. However, some basic grammatical structures and vocabulary words are provided in Chapter 9.

**NOTE:** The TOEFL Master strongly suggests that you spend the time you need in the section entitled, *Grammar Help*. Knowing the rules will allow you to construct sentences with greater ease and increase your confidence. Even if you are advanced in grammar and vocabulary do not try to be fancy to impress the graders. The rubric is simple and straightforward and you should keep that in mind.

## **PREPARE FOR YOUR SPEECH**

Follow these steps to a successful score on the Speaking Section:

### **Part 1: Decide Your Purpose**

You must begin your speech with an introduction and a statement of purpose. Simply introduce your subject or topic and state the main purpose of your speech. Take a moment to decide what your purpose is. Otherwise, you will be unable to communicate the purpose effectively.

### **Part 2: Answer the Prompt One Section at a Time.**

Most prompts have several parts. They are actually several different questions in one. Answer them one part at a time.

**For example:** What was the problem the two students were discussing? Describe the

problem, and state which solution is the best one. Give reasons and details to support your opinion.

Break this question into three parts and answer each one individually.

1. What was the problem?
2. Describe the problem.
3. Which one do you think is best?
4. What reasons do you have for your choice?

### **Part 3: Use Examples, Reasons, and Details**

All speaking tasks require that you support your answers using examples or reasons, and details. Be sure that you state examples, reasons, or details accurately in the order they were presented in the reading and listening sections. Many people who speak English fluently fail this section simply because they do not fully answer the question. Be sure to provide all the information the task requires of you.

### **Part 4: State What or Why**

For speaking tasks that ask your opinion, you will have to state why you believe something. For speaking tasks that require you to summarize facts or someone else's opinion, you will have to say what his, her, or both of their reasons are.

Spoken responses on the TOEFL are only 45–60 seconds, so most of your time will be used presenting details or examples. Therefore, your introduction should be brief and to the point.

*THAT IS THE KEY! Keep your speech brief and to the point.*

### **Speaking Section Directions**

The Speaking Section measures your ability to speak in English about a variety of topics. There are six questions in this section. Record your response to each question and listen to the recordings using the rubric as your guide.

Questions 1 and 2 are independent speaking tasks in which you will speak about a familiar topic. Your responses will be scored on your ability to speak clearly and coherently about the topic.

Questions 3 and 4 are integrated tasks in which you will read a passage, listen to a conversation or lecture, and then speak in response to a question about what you have read and heard. You will need to combine relevant information from the two sources to answer the question completely. Your responses will be scored on your ability to speak clearly and coherently and on your ability to accurately convey the information about what you have read and heard.

Questions 5 and 6 are integrated tasks in which you will listen to part of a conversation or lecture, and then speak in response to a question about what you have heard. Your responses will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.

You will hear each conversation and lecture only one time. You may take notes while you listen. You may use your notes to help you answer the questions.

## **Question Types**

There are six questions types in the Speaking Section of the TOEFLiBT. There are NO experimental sections in the Speaking Section and the question types always come in the same order. You must answer each question as it appears. Knowing the order will help you to prepare for taking notes and for structuring your responses.

**NOTE:** The first two tasks require you to respond directly to a specific question using your own experiences.

The main goal when answering each of these two question types is to answer each as concisely as you can while providing relevant reasons, examples, and details from your personal experiences or knowledge. You will have 15 seconds to prepare your response and 45 seconds to respond to each question.

### **Question Type 1 – Personal Preference**

The first type of task on the Speaking Section of the TOEFLiBT asks you to speak about something that may be familiar to you. You may be asked to describe something you would like to do, a place that you prefer to go, something that is a favorite of yours, something you may want to see or experience, etc. Regardless of the exact question, you must choose the subject that you will speak about and use details and examples in your response to support your topic.

You will have 15 seconds to prepare and 45 seconds to respond to this question type.

#### **Example of Question #1:**

Name your favorite food and explain why it is your favorite. Give reasons and details to support your response.

In order to answer this question effectively you must take notes of your main ideas. Do not write full sentences. Simply take notes as suggested below:

**Notes:** Topic - Pizza

Reason - Nutritious

Detail - Different vegetables/meats

Reason - Cheese

Detail - Love cheese

Reason - Easy to make

Detail - less than 30 min. to cook

From these notes you will make sentences, linking them together with connection words and phrases.

**Sample HIGH-LEVEL response:**

“One of my favorite foods is pizza. I really like pizza because it is nutritious. I can make pizza with a large variety of vegetables and meats. Also, another reason that pizza is my favorite food is that it is covered in cheese, and I just love cheese. Besides that, pizza is easy to make. I can usually make a pizza, or get one made, in less than thirty minutes.”

To make the task easier, break the questions into sections, and answer each section individually. In other words, give each sentence as if you are answering a separate question.

**Using the previous example:**

Name your favorite food and explain why it is your favorite. Give reasons and details to support your response.

The first part of the question asks you to simply “name your favorite food.” Answer that question as though it was all you had to answer.

Sample response of favorite food: “One of my favorite foods is pizza.”

Next, respond to the second and third parts of the question individually using connection words and phrases to connect them: “Explain why it is your favorite,” and “Give reasons and details to support your response.”

Reason 1: “I really like pizza because it is nutritious.”

Detail: “I can make pizza with a large variety of vegetables and meats.”

Reason 2: “Also, another reason that pizza is my favorite food is that it is covered in cheese.”

Detail: “and I just love cheese.”

Reason 3: “Besides that, pizza is easy to make.”

Detail: “I can usually make a pizza or get one made in less than thirty minutes.”

*When answered correctly, this response will be 30–45 seconds in length.*

As you can see, this response does not seem highly complex or sophisticated, but this response meets all of the criteria for the task and, if spoken correctly, it is a high-scoring response. Besides, it is much more difficult to think when you are taking the test, so be sure to practice taking notes and speaking. Also, you may not be able to think of or have time to think of more than two reasons and details in fifteen seconds. That’s okay. Just say what you are sure of and then be silent while the clock runs out. Finally, since your preparation time is limited, you need to choose your topic quickly and to do that, go with something familiar. Don’t worry about telling the truth; instead, be sure to talk about what you know.

**Remember:** Don’t try to sound too “brainy.” Just answer the question as best you can. Answering in this way makes it easier to structure your thoughts into manageable sentences. In addition, with planning, you can effectively use connection words and phrases and reduce long pauses while thinking of how to express yourself.

If you do pause, do so between sentences and not during them. Pauses between sentences are commonplace and unnoticeable unless they are unnecessarily long.

### **Question Type #2 – Choose an Option**

The second type of task on the TOEFLiBT Speaking Section will either give you two options to choose from or will ask whether you agree or disagree with a certain statement.

You will have 15 seconds to prepare and 45 seconds to respond to this question type.

#### **Example of Question #2:**

Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.

#### **The other type will be worded similar to this:**

Do you agree or disagree with the following statement? Playing games teaches us about life. Use specific reasons and examples to support your answer.

Just as in Question Type 1, to answer this question effectively, you must take notes that center on your main ideas. Also, remember to break the questions into sections and answer each section individually.

#### **Example of Question #2:**

Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.

#### **Sample of a HIGH-LEVEL response:**

“I believe students should be required to attend classes. One reason I believe it is better to attend classes is that students can hear the questions asked by other students. The answers to these questions can help a student understand the subject better. Another reason attending classes is better is that the professor often speaks about information that is not in the textbooks. Exams might have questions about information the professor spoke of only in class. And finally, a professor may give a surprise quiz and if a student isn't in class, they will not get credit for that quiz. This could lower the students overall grade for that class.”

This response answers the question directly in the first sentence and is followed by related reasons and details. It uses proper connection words and phrases to connect ideas, has different sentence structures and facilitates the use of proper grammar and vocabulary.

*When spoken correctly, this response should be 30–45 seconds in length.*

#### **Example of Question #2 – Type #2:**

Do you agree or disagree with the following statement? Playing games teaches us about life. Use specific reasons and examples to support your answer.

**Sample of a HIGH-LEVEL response:**

“Nothing teaches better than real life. However, I agree that playing games teaches us about life. Who hasn’t played at being an adult when they were a child? When we are children, we watch the adults around us and try to copy what they are doing. This is one way of learning. Also, there are many video games designed to teach us about life such as the *The Sims* games. These games can teach us how to manage a family, a home, a city, or even how to build a theme park. Playing games is a good way to learn because a person can make mistakes without costing them a fortune or hurting anyone for real.”

This response answers the question directly in the first sentence and is followed by related reasons and details. It uses proper connection words and phrases to connect ideas, has different sentence structures, and facilitates the use of proper grammar and vocabulary.

Follow the same basic structure and procedures used for answering Question Type 1 when formulating your response to these questions, including using keywords on your note-paper to guide your response.

*When spoken correctly, this response should be 30–45 seconds in length.*

## **The Challenge**

One of the most difficult tasks is to think of a proper response in only fifteen seconds. The only way to make this easier is to practice, practice, and practice. Be sure to take notes of your preference, reasons, details, and examples. Write down only your “key words” to each part of your response.

Although it is advisable that you not speak in a pre-determined format (template), having a particular structure to follow may help you to respond with more accuracy and confidence and makes your response easy for graders to understand. There is a “structure” that graders are listening for; if used, this structure will help you to achieve a higher score. Just follow the basic structure described in this tutorial.

Also, you should pace your responses and speak in clear, concise sentences using connection words and phrases to link together your ideas. Graders are listening for these connection words and phrases:

For example	One reason	Furthermore	Because
Also	Another reason	Finally	

Practice making complete and concise grammatically correct sentences using vocabulary that you know to be appropriate (for instance, no slang). Remember to break the questions into sections and answer each section individually. In other words, give each sentence as if you are answering a different question, and be sure to use connection words and phrases to join them.

If you do pause, do so between sentences and not during them. Pauses between sentences are natural unless they are unnecessarily long. Remember to “think and then speak.”

To avoid extra words such as “uh,” “um,” or “eh”—practice closing your lips when thinking of what to say next.

Be sure to practice making complete, concise grammatically correct sentences and use vocabulary that you know to be appropriate.

Finally, there is no official penalty for speaking less than or going over the time given for the tasks, however, you should practice completing your response in approximately forty–five seconds given for each task.

*Your responses for either of these tasks should be between 30–45 seconds in length.*

**NOTE:** Be sure to write down your ideas and read from what you’ve written. Often when a speaker looks up at others around them or at the computer screen, he loses focus and begins to pause and fill the empty spaces with “uh” or “um,” which could lower his score. Be sure to keep your eyes on your notes as you speak.

### **QUESTION TYPES 3 & 4**

The main goal when answering each of these two question types is to answer each question as concisely as you can by providing the details from the passages accurately in the order they appear in the passages.

You will have 30 seconds to prepare and 60 seconds to respond to each question.

### **Question Type 3 – Summarize an Opinion**

The third type of task on the Speaking Section of the TOEFLiBT requires you to take 45 seconds to read a brief announcement, and then listen to two students, a man and a woman, discuss the announcement and give their opinions about it. Your task is to take notes on the main topic of the announcement, the opinions of the two students, and their tone and attitudes. Following that you will respond to the question by using your notes.

The announcement will be a short passage about something that has happened on campus that may affect the students. Following the announcement, the two students will discuss the topic in twelve to fifteen exchanges. An exchange is where one student speaks and the other responds.

To begin the exchanges, you will first hear a greeting. This is irrelevant and you need not take notes on this opening exchange. Following the greeting, though, one student will ask the other if they had seen the announcement. Take notes on who gave their opinion first, why they hold that opinion, and their tone or attitude toward the announcement. Are they excited, angry, confused, or happy? Do they agree or disagree with the announcement? Why?

You will have 30 seconds to prepare and 60 seconds to respond to this question type.

### **Example of Question #3:**

#### Notice of Change of Cafeteria Hours

Due to the high volume of freshmen this semester, the hours of operation for the campus cafeteria must be changed to accommodate the extra students. The cafeteria will now be open from 11:00 A M to 1:30 P M only for freshmen students. The cafeteria will be open from 1:30 P M to 4:30 P M for all other students. Students must show their student ID to be admitted to the cafeteria between the hours of 11:00 A M and 1:30 P M. Again, this change is due to the high volume of freshmen this semester. The change in cafeteria hours will remain in effect until future notice.

Now listen to two students as they discuss the announcement.

**M:** Hi Janet, how are you?

**W:** Not too bad, and you.

**M:** Did you see the notice on the cafeteria doors?

**W:** Yes . . . and it's going to be a problem for me.

**M:** Really, how?

**W:** Well, I have morning and afternoon classes. I usually take my lunch at 11:30 before my afternoon classes. My last class is over at 5:00. Now I won't have time to eat during the day.

**M:** I see . . . maybe you could brown bag it. You know . . . carry your lunch with you to eat between classes?

**W:** I suppose I could. But, I have physics and astronomy in the afternoons. I really like to have a hot nutritious lunch before my afternoon classes to make sure my brain is really functioning well.

Taking a cold sandwich and maybe a piece of fruit just doesn't sound like it would be enough.

**M:** You're probably right. Hey! There's a small restaurant just off school campus. Maybe you could eat your lunch there each day?

**W:** You mean the one on the corner with the cow out front? I've eaten dinner there and the food is pretty good, but kind of expensive for my budget. Not only is the cafeteria lunch hot, nutritious, and convenient, it's pretty cheap too. I don't think I can afford to eat my lunch at a restaurant every day.

**M:** I see what you mean. I couldn't afford it either now that I think about it. So, what will you do?

**W:** I don't know . . . maybe a combination of both? Just 'til the policy changes.

### **Question:**

The woman has a problem with the new campus cafeteria hours. State the problem and explain what she intends to do about it.

### **Sample of a HIGH-LEVEL response:**

“The woman’s problem is that she will not be able to have her lunch in the campus cafeteria like she usually does. She said that she needs to have lunch then because she has classes during the rest of the day. The man suggested two options. The woman could “brown bag” her lunch, meaning that she could carry her lunch in a bag during the day and eat it when she has the time. Or, she could eat at a restaurant close to the school campus. The woman was not happy with either option because she likes a hot lunch and doesn’t have the money to eat at a restaurant every day, but she finally said that she may have to do a combination of both until the policy changes.”

As you can see by this response, the first sentence answers the question directly. The following sentences fill in the details from the conversation and the last sentence completes the response by addressing the second part of the question directly. Be sure to answer the question completely.

*This response, when spoken correctly will be 45–60 seconds in length.*

**NOTE:** In the previous response, the question asked only that you relate the woman’s problem and to state what she intends to do about it. However, there are other passages that ask for both the man’s and the woman’s opinion equally.

### **For example:**

#### **Announcement of Course Schedule Change**

Many students are already aware that a change is taking place in the Literature Department. Professor Spangler is retiring at the end of this semester and the university will sorely miss him. In the professor’s absence, the university has had to make some adjustments to the schedule for the Early American Literature course. Beginning next semester, the evening class will be moved to the mornings and will be taught by Professor Biggs. The university wishes to express its gratitude to Professor Spangler for his many years of service and apologize to students for any inconvenience this change may have caused.

Now listen to two students as they discuss the announcement.

**M:** Hey, Gloria!

**W:** Oh, hi Joe. How are you?

**W:** Have you heard that Professor Spangler is retiring?

**M:** Yes, and I’m not too happy about it.

**W:** You’re not happy about it? Why?

**M:** I was looking forward to being in his class next semester. I’ve heard that he really knows his subject and is an excellent professor. Now I will have to settle for a professor I’ve never heard of.

**W:** I will be taking that same course next semester too. But, I’m sure the new professor will be a good one. I mean, the university wouldn’t hire a professor who doesn’t know their subject, would they?

**M:** I don’t know. I guess you’re right about that. It’s just that I was looking forward to hearing Professor Spangler tell his stories that other students have told me about.

**W:** I understand your disappointment, but try to keep a positive attitude. Hopefully this professor will

be just as animated.

**M:** I certainly hope so.

### **Question:**

The students discuss a change for an upcoming course. Describe the change and describe how each student feels about it and what they hope will happen. Use reasons and details to support your response.

### **Sample of a HIGH-LEVEL response:**

“The two students are discussing the retirement of an Early American Literature professor. The man is disappointed because he had heard from other students that Professor Spangler was a really good teacher. He was looking forward to hearing the professor’s stories in class and now he will have to have someone different who may not teach the same way. The woman is not concerned about the change. She thinks that the university wouldn’t hire a professor who doesn’t know their subject. In the end, the two students hope the new professor will be as good as the previous one.”

*This response, when spoken correctly will last 45–60 seconds.*

As you can see by this response, the first sentence answers the question directly. The following sentences fill in the details from the conversation, and the last sentence completes the response by addressing the second part of the question directly. Be sure to answer the question completely. Also be sure to use your notes to create your response, relating the information accurately and in the order that it appeared in the passage.

## **TAKING NOTES**

Keep in mind that your task is to state the information accurately and in the order it appears in the passage. When taking notes for Question #3 follow the structure below for a high-level response. There will be a written announcement for you to read followed by a conversation. The conversation will always be between a man and a woman. So, make a list like the following:

**Announcement:** Write a brief description of announcement.

**M:** Man’s Opinion – statement of why he holds that opinion, or of how he feels about the announcement.

**W:** Woman’s Opinion – statement of why she holds that opinion, or of how she feels about the announcement.

**Related Details:** Make notes of any details mentioned related to the announcement.

**NOTE:** Be sure to keep your notes clear and in the order the information is presented in the passage.

First, summarize the announcement. This is a brief sentence that states only the basic idea of what the reading passage was about. Then, begin taking notes of which speaker gives their opinion first. In other words, if the man gives his opinion first take notes of his opinion and relate them first in

your response followed by the woman's response if asked to do so. Furthermore, take additional notes of any details related to the main topic of the announcement. There may not be any additional details, so do expect to hear them always.

When giving your response, be sure to answer the question appropriately. Begin with an introduction that states what the discussion was about. If the question asks only about the man's opinion, give only the man's opinion. If the question asks only for the woman's opinion, give only the woman's opinion. If the question asks for the opinion of both students, relate their opinions accurately in the order given in the passage.

**NOTE:** Remember that the pronouns used for the woman are either "she", "her," or "hers," and the pronouns used for the man are either "he," "him," or "his." Mixing them could cost you a point.

## **Question Type 4 – Summarize/Contrast Question**

The fourth type of task on the Speaking Section of the TOEFLiBT requires you to take 45 seconds to read part of an academic text and then listen to part of a lecture on a related topic. Both the reading and the lecture will present certain main points and related details. You must take notes of the main topic and major points, including any related details of both passages. Your task is to state the main topic and the relationship of both passages in an introductory statement, and then state how the two passages relate to the topic. Include specific points and details in your response in the order they appeared in the two passages.

While listening, note whether the professor agrees or opposes the reading section. Be sure to state this relationship in your response.

You will have 30 seconds to prepare your response and 60 seconds to respond to each passage.

### **Sample Question:**

Read the following passage about Shakespeare

Here's a startling statistic! New research by the RSC and British Council has revealed that approximately 50 percent of all schoolchildren in the world study Shakespeare each year . . . Wow! Let's just take a moment to let that sink in. That's more than 64 million kids each year. A staggering 65 percent of the world's countries have Shakespeare as a named author in their curriculum. What's great about this statistic is the reason why they study Shakespeare. Half of the survey's respondents believe that Shakespeare should be taught because it is relevant to the issues that face young people today. Their contemporary issues and dilemmas are reflected in the plays.

Now listen to a professor lecture about the same topic.

"Recently, I asked a very diversified class what Shakespeare's best play was and who was their favorite character. With 38 plays to choose from, I knew from the outset that this was a difficult question, but I was surprised by the responses nonetheless. Regardless of age, race, creed, religion, or color, Shakespeare's plays seem to relate to the human character in such a way that everyone can

put themselves into at least one of his characters. Although many students called out the obvious, *Romeo and Juliet*, their favorite character and the reasons that character was their favorite, were very different. Where I thought most would relate to either Romeo or Juliet, some of my students put themselves in the place of friends or family members of those two characters. Another play, *Much Ado About Nothing*, was another that was discussed. Although not stated as being a favorite, but one of the best. While discussing this play, it was clear that all of the students, no matter their background, found the issues discussed in the play relevant to their current experiences.”

### **Question:**

The professor describes a response to a question given in a class on Classic Literature. Explain how the response to this question relates to the reading on the topic.

### **Sample of a HIGH-LEVEL response:**

“Both passages are about how today’s students can relate to the plays of Shakespeare. The reading passage states that a study done by RSC and British Council found a large percentage of schools worldwide teach Shakespeare’s plays to their students. The reading also states that half of those people who responded to the study believe Shakespeare should be taught in schools because young people can relate to them. The listening supports the reading as the professor says that, in her class when students were asked what play they liked most and what character they identified with, regardless of the students’ background, they could relate to some part of the different plays or their characters. Both passages indicate that the plays of Shakespeare represent universal issues and experiences of students.”

*This response, when spoken correctly will be 45–60 seconds in length.*

In this response, the first sentence answers the question directly and states the relationship between the two passages. The following two sentences express the details from the reading. The next sentence restates the relationship between the two passages and goes into the details from the listening passage. The last sentence completes the response by addressing the second part of the question directly.

Questions of this type can also present passages that are opposed. Be sure to note the relationship of the two in your response. Also be sure to answer the question completely. Additionally, use your notes to create your response, relating the information accurately and in the order that it appeared in the passage.

## **TAKING NOTES**

### **QUESTION #4 – INTEGRATED TASK TYPE #1**

There are two types of so-called Integrated Task questions. In one type, the reading will state a main topic supported by the main points with related details, and the listening passage will have the same main topic and match the reading point for point. The reading often states some kind of

definition of the topic or theory regarding the topic, while in the listening the professor states a real-life situation that depicts what actually happened. The points from the listening will either support or oppose the reading passage. Taking your notes using the structure illustrated below will help you to state your relationships accurately. While reading take note of each main point and its related detail, and then do the same while listening.

When responding, make sure that you structure your response in the order the information comes in the READING section for this type of question. Be sure to mark whether the listening passage supports or opposes the reading passage.

### **Supports — “Main Topic” — Opposed**

<b>Reading</b>	<b>Listening</b>
MP:	RMP 1:
Detail:	Detail:
MP:	RMP 2:
Detail:	Detail:
MP:	RMP 3:
Detail:	Detail:
MP:	RMP 4:
Detail:	Detail:

**\* MP = Main Point / RMP = Related Main Point**

## **STRUCTURE FOR THIS TYPE OF QUESTION #4**

If your reading passage is in the form of a main topic followed by the related main points and their supporting details, begin your response by giving a brief summary of both the reading and listening passages that clearly states the relationship between the two. (They will both be either supportive or opposing.) Then, summarize the first main point from the reading passage, along with its related details, and state how it relates to the corresponding main point in the listening passage. Repeat this structure for the other points from both passages. Be sure to state the relationships between the reading and listening sections for each main point. When complete, this response will have an introductory statement that summarizes the two passages and clearly states whether they are supportive or opposing followed by statements of both main points and details from each passage that clearly states their relationship.

## **QUESTION #4 – INTEGRATED TASK TYPE #2**

In the other type of Integrated Task, the reading may state a problem and a proposed solution, while in the listening the professor will talk about what actually happened when the proposal was put into practice. Using the structure illustrated below will enable you to state the details accurately in the order they appear in each passage.

**Supports – “Main Topic” – Opposes**

## **Reading**

Problem:

Discussion of  
Possible Solutions:

Proposed Solution:

## **Listening**

Actual Outcome:

### **STRUCTURE FOR THIS TYPE OF QUESTION**

If your reading passage is in this form, begin your response with an introduction that summarizes both passages and states their relationship. Then, give a summary of the reading passage. Be sure to state all the details accurately and in the order they appear in the reading. Finally, end your response with a statement of the relationship between the reading and listening passage, and then state what was discussed in the listening passage accurately and in the order the information appeared.

**NOTE:** Regardless of which type you have on your TOEFLiBT, keep your response to just summarizing the main points and stating the relationship between the reading and listening sections.

**IMPORTANT:** You **MUST** state from which passage you are relating the information from. Make sure to state your source. For information from the reading passage say, “the reading states,” and for information from the listening passage say, “in the listening, the professor says,” to indicate specifically where the information is from. Ambiguous responses will lose points.

### **QUESTION TYPES 5 & 6**

The next two tasks require you to listen and take notes. For question #5, you will listen to a conversation between a student and a professor or university professional such as a counselor. For question #6, you will listen to a professor giving a lecture.

The main goal when answering each of these two question types is to answer each as concisely as you can while providing the details from the passages accurately and in the order they appear in the passages.

You will have 20 seconds to prepare and 60 seconds to respond to each question type.

### **Question Type 5 – Summarize/Preference Question**

The fifth type of task on the Speaking Section of the TOEFL iBT requires you to listen to a conversation between a student and a campus professional. The conversation will be between a man and a woman. They may discuss something like a scheduling problem that the student has; then, a campus professional will give two suggestions. Your task is to state the student’s problem and the

two possible solutions, and then state which option **you** believe is best and why. Take notes on the main points of the passage. Note what the problem is, and note what the two options are. Listen to the tone and attitudes of the speakers while taking notes. Respond to the question using your notes. In the case of the problem/solution question, make sure to state first what the problem is. Be sure to identify if the problem is the man's or the woman's problem. Next, state what the two possible solutions are and state who is giving the suggestions. Finally, state which of the solutions is best and explain why. Although you are essentially asked your opinion, state the best suggestion from the passage as indicated by reason, attitude, or tone of the person offering the solutions.

### **Sample Question:**

Now listen to a conversation between a male student and a female counselor.

**Counselor:** Hi, Jeremy. How are you?

**Student:** Fine . . . I guess. I'm facing a big problem though. It's the end of the semester and I have an assignment due in Professor Dunley's class on Modern Architecture due next week. At the same time, I have to finish a report on the "psychology of marketing." I just don't have time to do them both. I don't know what to do, but if I don't get them both turned in on time, I won't have enough credits to graduate.

**Counselor:** Oh, no! Have you spoken to your professors about it? Maybe one of them will give you a short extension?

**Student:** I haven't yet. But, the other problem is that I have a job that takes my time too. I really need the money and can't afford to take time off.

**Counselor:** I see. You should still ask both of your professors if either of them could give a slight extension. Surely neither of them wants you to have to repeat the course?

**Student:** I guess you're right. It is still going to be a whole lot of work though, and I'm not sure that I can finish it while working my job.

**Counselor:** One thing's for sure. It's a lot of work either way, but if you don't ask for an extension, you won't get one. Then you'll really have troubles. It's better to ask now while there is still time.

**Student:** I'm still afraid that, even with the extension, I won't be able to complete both assignments.

**Counselor:** Well . . . the other thing you could do is to talk to your boss and take time off of work to finish your assignments. I understand that you need the money, but having to repeat a semester will definitely cost you more. Whatever you decide, you had better do it soon. Good luck.

**Student:** Thanks. It looks like I've got a tough choice to make.

### **Question:**

Describe the man's dilemma and the suggestions the counselor makes about how to manage it. What do you think the man should do, and why?

### **Sample of a HIGH-LEVEL response:**

"It's the end of the semester and the man has two assignments due for two different classes, but he doesn't have enough time to finish them because he also has a job. The man is afraid that he won't be able to complete his assignments and won't graduate. The counselor makes two suggestions. First, the man can ask his professors for a short extension to complete his work. And second, the man can take time off from his job to get his assignments done on time. The man has a difficult decision to

make because he said that he really needs the money from his job, so taking time off would be a problem for him. On the other hand, if he fails his courses, he will have to pay to take them again to graduate. I think the man should take off time from his work. Although he really needs the money, his school work must come first. If he fails his courses, he will have to pay a lot more than he is losing from taking time off from his job just to complete his two assignments.”

*This response, when spoken correctly will be 45–60 seconds in length.*

In this response, the first two statements address the question directly by describing the man’s problem. Next, the speaker briefly describes the two suggestions. Finally, the speaker states the solution that seems best based on the information provided in the passage. That’s the key. Use the information and tone of the speakers to determine which suggestion is best and why it is so. The "tone" is how the students feels about the issue. Note whether they are upset, worried, confused, angry, afraid, happy, satisfied, etc.

### **TAKING NOTES**

The note structure for this passage is quite simple.

- Problem:
- Possible Solution #1:
- Tone:
- Detail:
- Possible Solution #2:
- Tone:
- Detail:

Once you have finished listening to the passage, simply place a mark next to the solution you believe is best based on the reasons or tone given in the passage. Then use your 20-second preparation time to think of your introduction and connection phrases to join your ideas.

## **Question Type 6 – Summarize a Lecture Question**

The sixth type of task on the Speaking Section of the TOEFLiBT requires you to listen to part of a lecture given by a professor that explains a term or concept with specific examples and details. This lecture will last 90–120 seconds long. Your task is to summarize the main points of either part of or the entire lecture using your notes and linking everything together with connection words and phrases. You must demonstrate that you understand the main ideas and relationships presented in the lecture.

You will have 20 seconds to prepare and 60 seconds to respond to this question type.

### **Sample Question:**

Listen to a lecture given in a Music Theory class.

Psychedelic rock is a style of rock music that is inspired or influenced by psychedelic culture and attempts to replicate and enhance the mind-altering experiences of psychedelic drugs. It emerged during the mid 1960s among folk rock and blues rock bands in the United States and United Kingdom. It often used new recording techniques and effects that drew on non-Western sources such as the ragas and drones of Indian music. Psychedelic rock bridged the transition from early blues and folk-based rock to progressive rock, glam rock, hard rock, and as a result, influenced the development of sub-genres such as heavy metal. By the end of the 1960s decade, psychedelic rock was in retreat. LSD had been made illegal in the US and UK in 1966. At the end of the year, the Altamont Free Concert in California, headlined by *The Rolling Stones*, became notorious for the fatal stabbing of black teenager, Meredith Hunter, by Hells Angels guards. Brian Wilson of the *Beach Boys*, Brian Jones of the *Rolling Stones*, Peter Green of *Fleetwood Mac*, and Syd Barrett of *Pink Floyd* were early “acid casualties,” helping to shift the focus of the respective bands of which they had been leading figures. Some bands like the *Jimi Hendrix Experience* and *Cream* broke up. Jimi Hendrix died in London in September 1970, shortly after recording *Band of Gypsies*. Janis Joplin died of a heroin overdose in October 1970, closely followed by Jim Morrison of the *Doors*, who died in Paris in July 1971. Many surviving acts moved away from psychedelia into either more back-to-basics “roots rock,” traditional-based, pastoral or whimsical folk, the wider experimentation of progressive rock, or to riff-laden heavy rock.

**Question:**

Using points and examples from the talk, explain why psychedelic rock was virtually abandoned by music artists.

**Sample of a HIGH-LEVEL response:**

“According to the professor, psychedelic rock was only really popular for the last half of the 1960s era. That kind of music was embraced by a culture that used psychedelic drugs and who tried to create music that would enhance the effects of those drug experiences. The professor said that in 1966 a young girl was killed at a concert featuring this type of music, and that psychedelic rock lost most of its popularity between the late 1960s and early 70s when many of the performers died of drug overdoses. These instances apparently led to the shift away from that type of style. At that time, many bands switched to other forms of rock music.”

*This response, when spoken correctly will be 45–60 seconds in length.*

This response begins by addressing the main topic and then gives a brief description of it followed by examples and details from the lecture. These combine to answer fully the question.

**FINAL NOTE** This task is designed to gauge a student’s ability to understand and to respond to certain academic situations. It is a basic skills test. This is not an acceptance speech for a Grammy Award. No one, other than the graders of the test, will be reviewing your responses, so keep them direct and to the point using your notes and understanding of the passages to answer them. Relax, follow your notes, follow the basic response structures, and speak clearly. Practice until you are comfortable responding to the separate tasks and you will do fine.

## TAKING NOTES

For this question, take notes just as you would in the Listening Section. Take notes of the main topic, main points, and any related reasons, examples, and/or details. Then answer the question by summarizing the lecture using your notes and what you remember from the lecture. Remember that you must relate the details accurately and in the order in which they appear in the passage. Therefore, DO NOT circle your notes and connect them to other notes. It is best to simply list the details from the lecture from top to bottom.

## TOEFL Speaking Section Progress Report

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Use this form to track your ability to answer certain question types.

Test # 1 2 3 4 5 6 (Circle One)

### Question Type

Independent Tasks Number 1 \_\_\_\_\_ Number 2 \_\_\_\_\_

Integrated Tasks Number 3 \_\_\_\_\_ Number 4 \_\_\_\_\_

Number 5 \_\_\_\_\_ Number 6 \_\_\_\_\_

### Rubric Summary:

Answer with Yes (Y) or No (N)

Did you speak in English \_\_\_\_\_

Did you answer the question \_\_\_\_\_

Did you speak clearly \_\_\_\_\_

Did you have any long pauses or extra words \_\_\_\_\_

Did you use relevant examples and details \_\_\_\_\_

Did you use accurate examples and details in the order presented (Q# 3–6 only ) \_\_\_\_\_

Did you use transition words and phrases \_\_\_\_\_

Did you have proper grammar and vocabulary \_\_\_\_\_

# Writing Section

**Description**

**Question #1**

**Question #2**

**Scoring Information**

**Progress Report**

## Chapter 8 – Writing Section

### DESCRIPTION OF THE WRITING SECTION

The TOEFLiBT tests all the basic skills that you will need while attending a college or university. This last section of the TOEFLiBT exam tests your ability to write essays. This section requires that you write for fifty minutes.

In many ways taking the Writing Section is made easier because it tests the same skills that you have already mastered in the first three sections. In fact, the two questions that you will encounter in the Writing Section are incredibly similar to Questions #2 and #4 of the Speaking Section. The primary difference is that you will be typing your responses rather than saying them. In other words, these questions should not intimidate you because your responses to the two writing asks will follow the same patterns as your responses in the Speaking Section. If you want to know how to structure your responses to the Writing Section, look at how sentences and paragraphs are structured in the Speaking Section and follow the examples. With a little practice using the correct structures, many students find the Writing Section to be quite easy.

Your first writing task will require you to both read and listen to passages on a related topic, so you will need to leave your headset on. Your essay must be typed so you should have some familiarity with the style of keyboard you are going to use before you take the TOEFLiBT. Although the program used for the TOEFL Writing Section has cut, copy, and paste functions, the TOEFL Master strongly suggests against using these function for two reasons: First, it is much more difficult to restructure something when it is already written. In other words, it is far easier to write your original ideas without copying anything from the text. Second, if you copy too much from the original text and make it your own, you could receive a score of “0” on this task. Once you enter a college or university, copying material and representing it as your own is known as plagiarism and is a big academic no-no. A student can be punished for such an offense and even expelled from the college or university. What’s more, once being expelled for plagiarism, a student may find it incredibly difficult to be accepted by any other college or university because the new school would request any transcripts and official documents from the first institution. Therefore, follow the instructions in this chapter to assure a high Writing Section score without any problems.

## QUESTION TYPES

There are two types of writing assignments in this section. The first is an integrated test that will allow you three minutes to read a passage (and take notes), and then listen to a passage on a related topic (and take notes). Your task is to write an essay that summarizes both the reading and listening passages and indicates whether they are supportive or in opposition to each other. You will have 20 minutes to write 150–225 words.

The second task simply asks you to write an essay stating your opinion regarding your choice to a question (similar to Speaking Question #2). There are two types of this question. One may ask you to choose between two options, while the other type will ask you whether you agree or disagree with a particular statement. You will have 30 minutes to write an essay that is at least 300 words.

## WRITING SECTION DIRECTIONS

### Integrated Task (Question #1)

The Integrated Writing Task requires you to read, listen, and write. You will have 3 minutes to read and take notes on a short reading passage (230–300 words) on an academic topic. You should take notes on only the main points in the reading so that you will be better able to take the right notes of the related topics in the listening passage. After the three minutes, the reading passage will go away and you will then listen to a speaker talk about the same topic from a different perspective. The listening passage will provide either additional or more detailed information about the topic in the reading passage. The listening passage is approximately 2 minutes long, so it is important that you take notes while you listen. After the listening passage, the reading will return to your screen for you to reference. Even so, take notes on the reading so that you will be better able to take the right notes from the related topics in the listening part. Be sure to list the details accurately and in the order they appear in each passage. Finally, you will be given a task of writing a comparison summary of the two passages stating the main points from the listening passage and how they relate to the main points in the reading passage. These two passages will either support or oppose each other. The suggested length of your response is 150–225 words (Less than the length of the paragraph you just read.).

Writing time is 20 minutes.

### TAKING NOTES

Taking notes on the Writing Section of the TOEFL iBT is essential for getting a high score. You should take notes on the main topic and main points of the reading and listening passages of the first question. Then use your notes to make your response. Use the outline shown on the next page to organize your notes.

**REMEMBER:** Organize your thoughts first and then write your essay. Note key words and then list common transition words that you can use to link your ideas together. Keep the sentences clear and be direct with your answer and evidence.

# QUESTION #1 – INTEGRATED TASK TYPE #1

There are two types of Integrated Task questions. In one type, the reading will state a main topic supported by three to five main points with related details, and the listening passage will have the same main topic, matching the reading point for point. The reading often states some kind of theory, while in the listening the professor states what actually happened. The points from the listening will either support or oppose the reading passage. Taking your notes using the structure illustrated below will help you to state your relationships accurately. Notice that the main points are numbered on the listening side only. When responding, make sure that you structure your response in the order the information comes in the LISTENING section for this type of question. Be sure to mark whether the listening passage supports or opposes the reading passage.

## Supports — “Main Topic” — Opposed

### Reading

MP:

Detail:

MP:

Detail:

MP:

Detail:

MP:

Detail:

### Listening

RMP 1:

Detail:

RMP 2:

Detail:

RMP 3:

Detail:

RMP 4:

Detail:

\* MP = Main Point / RMP = Related Main Point

## ESSAY STRUCTURE FOR THIS TYPE OF QUESTION #1

If your reading passage is in the form of a main topic followed by several related main points, begin your essay with a paragraph that briefly summarizes both the reading and listening passages that clearly states the relationship between the two. Follow the first paragraph with a separate paragraph for each main topic. Write the body paragraphs in the order the information appears in the listening section, and be sure to state the relationships between the reading and listening sections for each main point. When complete, this essay will have an introduction paragraph and a body paragraph for each main point. In other words, three main points mean three body paragraphs, or four paragraphs total with the introduction.

## ELEMENTS OF AN INTEGRATED WRITING TASK

1. Do not copy any information from either passage word for word.
2. You must accurately compare the main points from the Reading Section to the related main points in the Listening Section.
3. State information accurately and in the order it appears in the passages.

4. Use the rules of POE to write your essay. Do not give your opinion. Do not exaggerate any information from the passages. Do not add anything. In other words, do not write about things not mentioned in either of the passages. Do not leave out any important information. And finally, do not alter any information from the passages.
5. You must use connection words and phrases to connect ideas.
6. You must use proper grammar and vocabulary.

## **Integrated Writing Passage Structure Type #1**

The structure for this type of Integrated Writing Task will contain three to five main points in the reading passage and as many related points in the listening passage.

When writing your essay, begin with an introductory paragraph that summarizes each passage and clearly states the relationship between the two. Following the introduction, write a separate paragraph for each main point in the order they appeared in the listening passage. Be sure to include the related information from the reading passage in each paragraph and to state the relationship between the two points.

*In other words, if your passages have three main points, your essay should contain four paragraphs.*

## **Example of Integrated Test Question 1 Type #1**

Integrated Essay “What is reality?”

You have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Next, listen to the lecture and take notes. Finally, plan and write your response to the writing question. Typically, a good response will require that you write 150–225 words.

### **Reading Passage**

Reading Time: 3 minutes

What is reality? Today’s sociologists agree on a few basics in regards to what humans know as reality. They typically agree on something called *consensus reality*. This theory generally states that reality is the summation of what most people believe to be true based on the consensus of what a group of people believe is a practical reality rather than a perceived reality. This concept does not try to define reality but rather attempts to find some common ground in which people can be in agreement with one another and interact in a practical way.

Beyond the general consensus, sociologists separate people into three groups in regards to their different ideas of reality. Those three groups are Objectivists, Idealists, and Materialists.

Objectivists believe that the world has its own reality separate from man's perception and that our perception has no effect on the true reality. They maintain that not acknowledging the true reality of life has its consequences. In contrast, Idealists, sometimes called Subjective Idealists, believe that their own perception determines the true reality. They believe they can create the world in any way they like it or in any way it suits their desires or needs. Finally, Materialists, similar to but different than Objectivists, believe that reality is somewhat concrete. These people believe that reality is comprised of material facts that are established and can be proven scientifically. Anyone believing otherwise would be considered delusional.

However, when it comes to consensus reality, there are two basic but opposing views. On the one hand, some believe that such a view of reality is wrong as it does not take into account the experiences of everyone and therefore is not a true consensus. On the other hand, some see it as a practical way for a small group to secure a way of dealing with certain common situations within a society.

### **Listening Script**

Take notes of the main points in the passage.

“The mind is capable of creating its own reality. This theory is supported by the findings that eye-witness reports have traditionally proven to be unreliable. Because of a lack of consensus from witnesses interviewed at the scene of crimes, surveillance video is being used more and more to solve crimes.

Consider this example: A clerk was working alone in a convenience store when three customers walked in and went to different locations. The clerk reported seeing a fourth man walk in before he robbed the store. Afterwards the police came and questioned the clerk and the other three shoppers. When comparing notes, the police found that they had four different versions of the robbery. This is due to the different perspectives of each person and the influence of their perception of reality.

Let's take a look at the different views of each witness and try and understand why they saw the event as they did.

One customer interviewed had been at the back of the store in the refrigerated section getting ice cream when the robbery occurred. He claims that there was no one else in the store at the time when he came in and he never saw anyone else in the store. The second customer interviewed was standing in the candy aisle directly behind the robber. He states that the robber was six feet tall, 240 pounds, wore a black mask and wielded a gun. He claims that he didn't see more because he crashed to the floor hoping to avoid conflict with the armed robber. The third customer stood at an angle from the robber and stated that he saw a woman wearing a dress and high-heel shoes. This woman had long black hair and held out her purse as if to pay. Therefore, he did not think he saw the clerk being robbed. And finally the clerk stated that the robber was a young black man dressed in a leather jacket with a knife. When the police viewed the surveillance tape they found that although a woman had come in and purchased a pack of cigarettes, it was the clerk who acted alone in stealing money from the register and that there never was a robber. How could this be? Well . . . each customer was told that there had been a robbery by a fourth person entering the store. As they were separated and

therefore had no collective or consensus reality base, their minds filled in the missing information based on their own perceptions of reality.”

## **Question**

Summarize the points made in the lecture, being sure to explain how they specifically strengthen specific points in the reading passage.

## **Sample Essay**

Both passages discuss different perceptions of reality. The Listening gives an example of a store clerk getting robbed and the police take testimonies from witnesses. The professor also says that a surveillance video proved eye witnesses are unreliable. This example supports the Reading passage by demonstrating that a person’s view of reality may be subjective or objective depending on their type of perception.

According to the professor, one shopper claim to not have seen anyone else enter the store and suggests that the clerk committed the theft himself. He saw and reported just what he actually saw happening. This supports the reading passage which states that “objectivists” believe in a true reality based on what they know.

A second customer claim that he was behind the robber and even describe him as a tall man in a mask with a gun. He even claimed to have fallen to the floor so that he would not be seen. However, the surveillance video showed that there was no such person. This man made up the story to fit his own view of reality. This support what the Reading describes as the “subjective realist” who believes they can create their own reality.

A third customer claims to see a woman wearing a dress and high heels with long black hair holding out her purse who purchases something but did not see the clerk getting robbed. This supports the description in the Reading passage about the “materialist” view of reality.

## **Rater’s Comments**

This response rates a 5, as it contains the three main points from both the Listening and Reading passages. It clearly and accurately states the relationships for each main point throughout the essay as they appear in the listening passage and properly associates them with the main topics in the reading passage. Each topic is also discussed in detail according to the two passages. This response is also appropriately organized and well-developed. It offers details from the lecture. For example, the writer mentions the description of the female customer as described in the listening passage. Although it does suffer from a few grammatical errors and offers limited use of transition words and phrases, the writer made it clear that events happened in a certain order. The wording is generally accurate and minor errors do not detract from reader’s understanding.

## **QUESTION #1 – INTEGRATED TASK TYPE #2**

In the other type of Integrated Task, the reading may state a problem and a proposed solution,

while in the listening the professor will talk about what actually happened when the proposal was put into practice. Using the structure illustrated below will enable you to note the details accurately in the order they appear in each passage.

### **Supports – “Main Topic” – Opposes**

#### **Reading**

Problem:

Discussion of  
Possible Solutions:

Proposed Solution:

#### **Listening**

Actual Outcome:

## **ESSAY STRUCTURE FOR THIS TYPE OF QUESTION #1**

If your reading passage is in this form, begin your essay with an introductory paragraph that summarizes both passages and states their relationship. Write your second paragraph as a summary of the reading passage. Be sure to state all the details accurately and in the order they appear in the reading. Finally, begin your third paragraph with a statement of the relationship between the reading and listening passage, and then accurately state what was discussed in the listening passage, in the order the information appeared.

**NOTE:** Regardless of which type you have on your TOEFL iBT, keep your essay to just summarizing the main points and stating the relationship between the reading and listening sections.

**IMPORTANT:** You **MUST** state from which passage you are relating the information from. Make sure to state your source. For information from the reading passage write, “the reading states,” and for information from the listening passage write, “in the listening, the professor says,” to indicate specifically where the information is from. Ambiguous essays will lose points.

## **Example of Integrated Test Question 1 Type #2**

### **Integrated Essay “Overbooked”**

You have 20 minutes to plan, write, and revise your response to a reading passage and a lecture on the same topic. First, read the passage and take notes. Then, listen to the lecture and take notes. Finally, plan and write your response to the writing question. Typically, a good response will require that you write 150–225 words.

### **Reading Passage**

Reading Time: 3 minutes

R. L. Branson University has a problem with the coming semester. It appears that someone ir

admissions has overbooked the available housing and they have eighteen more students coming than they have dorms or apartments. This is proving to be a challenge as the money has already been collected by the administration and added to the university's budget for the coming semester.

The administrators and budgetary committee recently came together to discuss this housing problem and to find a solution that would work for both the students and the university. After some debate, they came up with several plans. One plan that was discussed would be to put bunk beds in eighteen of the dorms and have those rooms hold three students rather than the usual two. However, this plan was dismissed when they realized that the local fire marshal would not allow it, because of rules against overcrowding. Another suggestion involved having students stay at a hotel that was located not far from the university. This idea was quickly dropped when an inquiry at some hotels revealed that the cost would be over one hundred dollars a night. The last idea to be discussed involved the renting of several houses in a part of town in which the rent was low and students could have rooms to themselves. This seemed like a good option as it would satisfy both the economic dilemma as well as make the students happy that they would have their own rooms.

Ultimately, the decision was made to rent five houses in town. The budgetary committee did a quick search of available houses and rented five five-bedroom houses in an area where the rent seemed reasonable. The idea was that the fees paid by the students would be more than the cost of rent of the houses and therefore not only solve the universities housing problem but bring in additional income as well.

## **Listening Script**

Take notes of the main points in the passage.

“Recently the budgeting committee of R.L. Branson University decided to rent five five-bedroom houses off campus for new students to stay in. Whereas this was supposed to be a solution to a shortage of housing, it quickly became a problem.

One of the biggest problems was that the students had prepaid for on-campus apartments so that they could easily get to their classes. To find rental houses cheap enough, the budgeting committee rented houses that were over twenty miles away from the campus. That put an added strain on students to budget their time. Because it took an extra hour to an hour and a half of travel time, students complained that they were losing precious study time and expressed worry of how this would affect their grades.

Furthermore, there was an added expense to the students for transportation to and from the university. Within the first two weeks many of the students complained about the added expense and demanded that the university provide either bus transportation or pay for taxis to and from the university.

Finally, because the committee chose lower-cost housing, the houses, although well-constructed, were not in safe neighborhoods. One of the houses had been broken into and a student's laptop computer had been stolen. This was a double loss for the student as the computer contained all of his assignments and work he had been doing.

In the end, the issue of lost study time was never resolved and the university had to hire private security guards to patrol the houses. In addition, they purchased a minibus for the students' transportation. The added expense of security, transportation, and the rent of the houses cost the university more than the students had paid for on-campus housing.”

### **Question :**

Summarize the points made in the lecture, being sure to explain how they specifically challenge specific claims made in the reading passage.

## **Sample Essay**

Both passages discuss a housing shortage for new students coming to R.L. Branson University. The officials had a meeting and decided on a solution that they thought would be best for both the students and the university. However, in the listening passage the professor said that there was a big problem with that solution because many of the students complained and it cost the university more.

The reading passages stated that R.L. University had a problem with not enough houses for students who already paid for apartments on campus. They had a meeting about what to do. Some suggest that they put extra beds in the existing dorms, but that was problem for fire. They also talk about renting hotel rooms for students, but that was bad too because it costs \$100 a night and was too much money. Then they decide to renting houses off campus that would be cheap for the university but would give each student their own room and make them happy.

In the listening passage the professor says that the students living in the houses away from the university didn't like it at all. One thing the students complained about was that they had paid for apartments at the university and these houses they were at are far away and it takes a long time to get to travel. They said that this hurts them because they have less time to study. Also, the students had to pay for their own transportation that was not expected. And last, the students had a problem with security and one person even had a computer stolen. In conclusion, the professor said that the university had to hire security and buy a bus for transportation, but there was still a problem with not enough time to study.

## **Rater's Comments**

This response would likely rate a 5 because it effectively and accurately states the relationship between both passages. The essay is also well-structured with an introductory paragraph followed by a summary of the reading passage, listening passage, and ending with a succinct conclusion. The student also accurately stated details from both the reading and listening passages such as the hotel rooms costing \$100 a night (Reading) and about the computer being stolen (Listening). This essay also clearly states what passage the information came from and used transition words and phrases to make a clear transition of ideas. Although there are several grammatical errors throughout this essay, they are not so bad that they detract from understanding.

## **Independent Task (Question #2)**

The Independent Writing Task consists of one question that requires you to either make a choice between two options or to state whether or not you agree with a given statement. You should make an outline of your basic ideas first and then write a five-paragraph essay that states your choice or your position on the statement, followed by your reasons for making your statement. Support your reasons with examples and details. Be sure to use related reasons, examples, and details to support your response. You must use connection phrases to connect your ideas. The suggested length for this task is 300+ words. You will have 30 minutes to write your response.

## **ELEMENTS OF A HIGH-SCORING ESSAY**

1. Your essay answers the question and is written in English.
2. Your essay is clearly organized, coherent, and flows well.
3. Your thesis statement is supported by relevant reasons, examples, and details.
4. Your paragraphs are sufficiently developed.
5. Your essay demonstrates proper use of English grammar and word use (vocabulary).
6. Your essay is at least 300 words in length.

## **ESSAY STRUCTURE**

Writing an essay can be made easier by following a particular structure. The five paragraph structure will help you to organize your ideas in a clear and intelligible manner. It will also help you to control your grammar if you don't yet have great grammar skills.

This structure will also look familiar as it is one of the most common structures used in most writing assignments.

## **There are three parts to a five-paragraph essay:**

1. One **INTRODUCTORY** paragraph in which you will state your thesis (position) followed by your three supporting reasons. Keep in mind that this is an “introductory” paragraph.

**NOTE:** You do not go into detail in this paragraph.

2. Three **BODY** paragraphs: each beginning with one of your reasons, followed by supporting details and examples.
3. One **CONCLUDING** paragraph that restates your thesis statement and summarizes your essay.

## **STRUCTURE: THE FIVE-PARAGRAPH ESSAY**

The easiest way to receive a high score on your essay is to follow a proven structure. By following guidelines you can control your grammar and be sure to answer all the required elements appropriately.

The five-paragraph essay is one of the most common structures that you will use while attending a college or university. This structure consists of one introductory paragraph that states your

thesis statement, or position on an issue, followed by three reasons that support your thesis. Your introductory paragraph is followed by three body paragraphs that state each reason and support that reason with relevant details and examples. The essay is completed using one concluding paragraph that simply restates your thesis and summarizes your reasons.

Be sure to use connection words and phrases to connect your body paragraphs back to your thesis statement.

## **GENERAL OUTLINE STRUCTURE FOR QUESTION #2**

Maybe you have not used an outline before. Maybe you haven't had to. Regardless, you WILL use outlines when writing now. Your outline is the plan that your essay will follow. It gives structure to your essay before you even begin to write. A proper outline makes writing more coherent and easier to understand. Essays that flow well and are easy to understand don't only get high scores on the TOEFL iBT, but also from your professors at the university.

You may think that writing an outline takes too much time, and takes away from your essay writing time. I can tell you for certain that it only seems that way. Although writing an outline may use about 1/3 of your time, your essay will be better written using a pre-planned structure rather than without an outline. Brainstorming for your outline enables you to think of related ideas faster, and makes it easy to see if they are truly related. Once you have an outline, all you have to do is simply turn the ideas into sentences joined by appropriate connection words and phrases. In contrast, if you begin writing without an outline and create things as you go, your essay will likely wander without coherency or direction. With only 30 minutes, you cannot afford to stray off course. In this scenario, you will likely reread your essay several times as you write it to see if it makes sense and then do a complete rewrite when you find that it doesn't make sense. Not using an outline takes much longer, is less productive, and produces far more errors.

The simple fact is this—those students who make outlines receive higher scores overall than those who don't. Therefore the TOEFL Master strongly suggests that you make an outline.

## **MAKING AN OUTLINE**

*Ok, so how do you make an outline?*

For this question you should make an outline stating your thesis of whether or not you agree with the statement given in the question, or your choice offered in the question. You should back up your response with three reasons, which use related details and examples for support. Finally, you should end with a conclusion that summarizes your essay. Making an outline organizes your thoughts and helps you to write a more comprehensive essay. Use the structure below to make an outline.

*To make this task easy, simply follow the structure presented below.*

**Sample Question:** Some students believe that it is better to study abroad while others think it is better to study at a university close to their home. Which do you think is better? Give reasons and details to support your response.

**NOTE:** Your thesis statement is where you state whether you agree or disagree with the statement in the prompt—or state which choice you believe is “better.”

## **EXAMPLE OF OUTLINE:**

**Thesis** – study abroad

**Reason 1** – learn about another culture

**Detail** – “global” market

**Example** – helps in business

**Reason 2** – independence/responsibility

**Detail** – need to manage own life

**Example** – scheduling time and budgeting money

**Reason 3** – self confidence

**Detail** – overcome fear

**Example** – never away from home before

Remember that this is just an outline. This is only a list of basic ideas to write about. Do not write long sentences here. Only write the main topics that you will write about. You will type out your complete thoughts in your essay.

## **WRITING AN INTRODUCTORY PARAGRAPH**

### **Step 1: Pick a Side or State Your Position**

The introductory paragraph is where you must state your thesis and introduce the three reasons you have that support it. The best way to write an introductory paragraph is to choose what you are going to write about first. As the first criteria for getting a high score is that you answer the question, use your outline to guide your first sentence in a way that leaves no doubt that you have answered the question.

Begin your thesis statement with phrases such as “in my opinion” or “I believe it is best.”

### **Step 2: Support Your Thesis with Reasons**

Follow your thesis statement, meaning your position on the topic, with three reasons that support your belief. Be sure to use connection words and phrases such as “one reason,” “additionally,” “furthermore,” “moreover,” and “finally” to connect your reasons to your main thesis.

**NOTE:** Be sure to offer related reasons to the topic. Also, do NOT go into detail about your reasons in your introductory paragraph, and NEVER repeat the prompt word-for- word.

## **WRITING YOUR BODY PARAGRAPHS**

Body paragraphs are where you get to express your ideas fully by presenting your reasons supported by details and examples. The first sentence in a body paragraph is called the topic sentence. Your topic sentence should provide a connection to the main topic while clearly stating the main idea of the new paragraph. Use connection words or phrases to connect your topic sentence to the previous paragraph to give your essay a sense of continuity.

### **Connection Words & Phrases**

First	Second	Third	Finally	Moreover
One reason		Additionally		Another reason
Furthermore				

Body paragraphs have three essential parts: **Reasons**, **examples**, and **details**.

Or, what I call “paint it **RED**” Each body paragraph must begin with the topic that you are discussing followed by example and detail sentences that support your topic. In other words, the first sentence states what you think about the main idea of the question. Your second sentence gives some description, or detail that explains a little more about your reason. And finally, you will give an example that illustrates the meaning of your reason so that the reader has a better understanding of what you mean.

Each body paragraph will discuss only one of your reasons and must be supported by details and examples that fully explain that reason.

Once you have written your topic statement, you must support it with examples and details. The TOEFLMaster has found that it is easier to follow the topic statement with a detail statement. Your details should be specific to the topic and state your positions of whether you agree or disagree with the main topic, or of which choice you believe is “better,” depending on the question type.

Use SUPPORTING examples to back up your reason and to convince the reader that your point of view is the correct one. These examples provide evidence that supports your point and states why your reason is important to you. These examples may also draw comparisons between one opinion, or one way of doing things with another. Make sure that your position is clear when giving examples and that your examples are related to the main topic.

# WRITING YOUR CONCLUDING PARAGRAPH

The concluding paragraph is basically a summary of your essay. It restates your beliefs and draws the information in your essay to a close. Without a concluding paragraph, your essay may leave the reader wondering if something is missing or that the essay is incomplete. Your conclusion needs to have only one or two sentences that repeat your reasons and state why your opinion is correct.

To make it clear that you are writing a conclusion paragraph, use transitions such as the following:

As this essay has demonstrated  
As I've stated

To sum up  
Ultimately

In conclusion

## SAMPLE ESSAY:

Using the previous question and outline, the corresponding essay should read something like this:

**Sample Question:** Some students believe that it is better to study abroad while others think it is better to study at a university close to their home. Which do you think is better? Give reasons and details to support your response.

Although attending a university close to home may be more convenient and less expensive, I believe it is better for students to study in another country like the United States. The fact is that the world is getting smaller and we need to know more about other cultures to survive economically. Students also need to become more independent if they are to become adults able to handle their responsibilities. And finally, although I've traveled to Europe on a summer exchange program, I've never really been on my own, so I'll have to overcome the fear of living away from home. This is a fear that I believe many students don't think about when planning to attend a university.

With the invention of the Internet and translator programs making communication between people of distant countries easier and making international commerce more and more common, I believe it is a good idea to become familiar with other cultures. As the world gets smaller, it is inevitable that students will at some point need to have dealings with people from other countries. Surely, it is important that we understand the culture of others so that we can work with them without conflict or misunderstandings. By studying in the United States, I will meet many people from all around the world and will be able to learn much about their culture. Besides learning about other cultures, students also need to learn to be more independent and responsible. While living at home, our parents pay our bills, give us a room to live in, and food to eat. While living away from home at a university, students must learn how to budget their own finances, clean up after themselves, and schedule their own time. There will be no one to tell them it is time to go to class or to clean up their room, so they will have to do that. If a student lives in an apartment, they will have to pay the bills or may find they have no electricity.

Finally, by studying in another country away from their home, students will have to overcome certain fears. We live in a comfort zone surrounded by the safety of our family and friends. They give us confidence and support when things don't go well. Our room is a safe place filled with

familiar things and that gives us comfort as well. Leaving all that is familiar to us can be quite scary, but it is necessary to overcome this fear in order to grow and become an adult. I have personally never been away from my home, and yet I am facing my fears and already I feel stronger for it.

Ultimately, I believe that learning about other cultures, gaining independence and responsibility, and overcoming personal fears are the fruits of studying abroad that make us more responsible and respectable people.

## **Rater's Comments — Score of 5**

What makes this a high scoring essay? The first paragraph (introduction) clearly chooses a side as to which choice the writer believes is better. It also introduces the reasons that support the writer's views. The following three paragraphs (body) restate the reasons given in the introduction and give supporting details and examples for each. The last paragraph (conclusion) restates the reasons and ties them all together with the question.

Beyond the basic structure, this essay is well-developed, unified, and coherent. It also uses a variety of sentence structures including compound sentences, idiomatic phrases, and prepositional phrases. Although it doesn't use high-level vocabulary, the word choice is correct throughout. This essay is also of sufficient length. A TOEFLiBT essay must be a minimum of 300 words. Without being "wordy" or redundant, this essay is 474 words. Although a student isn't necessarily penalized for a shorter essay, it is difficult to fully develop your ideas with too few words, and for that a test taker may be penalized. Short essays will likely not score as well.

## **SCORING THE WRITING SECTION**

Your written responses will go to ETS's Online Scoring Network. These responses are scored by 2–4 certified graders on a score of 0–5 according to the rubric used for the Writing Section. The average of the two writing scores is then converted to a TOEFL scaled- score of 0–30.

## **WRITING SCORE TRANSLATION**

<u>Holistic Score</u>	<u>TOEFL Score</u>
-----------------------	--------------------

5.0	30
4.5	28
4.0	25
3.5	22
3.0	20
2.5	17
2.0	14
1.5	11
1.0	8
0	0

The holistic score is the average of scores from both essays. For example, if your first essay

scores a 3 and your second scores a 4, your holistic score will be 3.5 making your TOEFL score 22.

For the Official ETS Writing Section Rubric go to:

[http://www.ets.org/Media/Tests/TOEFL/pdf/Writing\\_Rubrics.pdf](http://www.ets.org/Media/Tests/TOEFL/pdf/Writing_Rubrics.pdf)

## **WHAT THE RUBRIC MEANS IN SIMPLE LANGUAGE**

You must answer the first question by clearly and accurately stating the relationship between the two passages using your notes to summarize the information from both passages accurately and in the order it appears in the listening passage. You must also use connection words and phrases to join your ideas, and you must use proper grammar and vocabulary. You must answer the question in English ONLY.

You must answer the second question by stating either your choice or your position on the given statement clearly. Your essay must be well-organized, coherent, and must flow naturally. You must support your thesis with reasons, and those reasons must be well-developed using relevant examples and details. Furthermore, you must use connection words and phrases to join your ideas, and use proper grammar and vocabulary. You must answer the second question in English ONLY.

**REMEMBER:** The graders know that this is essentially a rough draft, so it is acceptable to have some spelling and grammar mistakes in your essay, but overall intelligibility must remain high.

**ULTIMATELY** Mastering these skills takes devotion and lots of practice to do them well. Every English-speaking person has to practice continually in order to read, listen, speak, and write correctly. Even so, most people are still terrible at it. That is why there are so few well-known people who give good speeches, write good books, or give good commentary (which requires both listening and speaking skills). However, it isn't really difficult at all. If you practice these simple exercises and use them in your everyday life, you will be understood as an "effective communicator."

**Remember: Effective communication is  
POWER!!!**

## **TOEFL Writing Section Progress Report**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Use this form to track your ability to answer certain question types.

## Question Type

Question 1 - Integrated Task \_\_\_\_\_ Number of Words \_\_\_\_\_

Question 2 - Independent Task \_\_\_\_\_ Number of Words \_\_\_\_\_

## Rubric Summary:

Answer these question with Yes (Y) or No (N)

Did you write the essays in English \_\_\_\_\_

Did you answer the question clearly (with a clear thesis) \_\_\_\_\_

Did you have an appropriate structure \_\_\_\_\_

Did you use relevant reasons and details \_\_\_\_\_

Did you use appropriate transition and connection words \_\_\_\_\_

Did you use proper grammar and vocabulary \_\_\_\_\_

Did you meet the length requirements \_\_\_\_\_

## Part III: Resources

**Chapter 10: Basic Grammar**

**Chapter 11: Answers to Exercises**

**Chapter 12: Commonly Asked Questions**

## Chapter 10 – Basic Grammar

This section is not intended to fulfill all of your grammar needs, but rather simply to give a few pointers on how to construct sentences in the American-English style. Most students worry about all the advanced grammar, but it is with the little things that they make the most mistakes. For instance, simple conjugations, verb forms, and verb tenses challenge non-native speakers. This chapter will give helpful tips on basic and complex sentence structures that you can use to write effective essays.

There are three areas of grammar that most of my students have struggled with over the years the most: VERBS, PREPOSITIONS, and TRANSITIONAL PHRASES.

First of all, in general, American English has the opposite structure of most languages in the world because American English is presented primarily in the active voice as compared to the passive voice structure.

To speak and write in the active voice, the structure is simple: **Subject–Verb–Object**.

**Example of the active voice structure:** “Johnny took his bicycle to school and locked it up outside.”

**Example of the passive voice structure:** “The bicycle was taken to school and locked up by Johnny.” Or, “Johnny’s bicycle was taken to school and locked up by him.”

Although these sentences may seem to present the same information, they are slightly different in meaning. First of all, the first sentence makes it clear that the bicycle belongs to Johnny, while the ownership of the bicycle in the second sentence is undetermined. Although the third sentence does clarify that the bicycle belongs to Johnny, it is still in the passive voice.

The graders for ETS prefer essays written in the active voice. Therefore, this section will help you to understand basic sentence structures that will enable you to speak and write in the active voice.

**Below is a table of the ten most common verb constructions in the active voice.**

Bare Infinitive – Form of verb without the verb “to” in front of it. i.e. – work, play, jump

Present participle – Form of verb with the “ing” ending. i.e. – working, playing, jumping

Past Participle – Form of verb with the “ed” ending. i.e. – worked, played, jumped

<u>Verb Tenses</u>	<u>Auxiliaries</u>	<u>Verb Forms</u>
Simple Present	do/does	Bare Infinitive
Present Continuous	am/is/are	Present Participle
Present Perfect	have/has	Past Participle
Present Perfect Continuous Participle	have/has been	Present
Simple Past Infinitive	did	Bare
Past Continuous	was/were	Present Participle
Past Perfect Participle	had	Past
Past Perfect Continuous	had been	Present Participle
Simple Present of “to be”	am	Bare Infinitive
Simple Past of “to be” Infinitive	was	Bare

## CONJUGATIONS

There are two basic verb types: the “to be” verb, and verbs other than the verb “to be.”

## THE “TO BE” VERB

The simple present of the “to be” verb is conjugated in the active voice as follows:

### Without Contraction

I am  
You are  
He is  
She is  
It is  
We are  
They are

### With Contractions

I’m  
You’re  
He’s  
She’s  
It’s  
We’re  
They’re

**NOTICE** that the verb changes for “he, she, and it.” They are considered third person singular. Regular verbs other than the verb “to be” are noted by one common feature. Following “he, she, and it” they use the ending “s.”

## REGULAR VERBS OTHER THAN “TO BE”

The simple present of all other verbs are conjugated in the active voice as follows:

I work	I play	I sleep
You work	You play	You sleep
He works	He plays	He sleeps
She works	She plays	She sleeps
It works	It plays	It sleeps
We work	We work	We sleep
They work	They work	They sleep

**NOTICE** that the singular form of the verb ends in "s".

Verbs other than “to be” form questions and negative statements using the auxiliary verb “do.” These verbs are conjugated as listed below, using the regular verb “to work”:

### Conjugation

I do work  
You do work  
He does work  
She does work  
It does work  
We do work  
They do work

### Example Question

Do I work?  
Do you work?  
Does he work?  
Does she work?  
Does it work?  
Do we work?  
Do they work?

### Example Negative Statement

I do not work.  
You do not work.  
He does not work.  
She does not work.  
It does not work.  
We do not work.  
They do not work.

# BASIC SENTENCE STRUCTURES

There are six basic sentence structures in the active voice. The different verb forms and tenses are given in the examples as follows (in this case, using the verb “to be”):

## Affirmative Statement

I am ready. ready.	You are ready.	He is ready.	She is ready.
It is ready.	We are ready.	They are ready.	

## Question

Am I ready?	Are you ready?	Is he ready?	Is she ready?
Is it ready?	Are we ready?	Are they ready?	

## Negative Statement

I am not ready. It is not ready?	You are not ready? We are not ready?	He is not ready? They are not ready?	She is not ready?
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## Negative Question

Am I not tired? Is it not ready?	Are you not ready? Are we not ready?	Is he not ready? Are they not ready?	Is she not ready?
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## Negative Question with Contraction

Am I not ready? Isn't it ready?	Aren't you ready? Aren't we ready?	Isn't he ready? Aren't they ready?	Isn't she ready?
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## Negative Question with Tag Question

I am ready, am I not? She is ready, isn't she? They are ready, aren't they?	You are ready, aren't you? It is ready, isn't it?	He is ready, isn't he? We are ready, aren't we?
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# COMMON GRAMMATICAL ERRORS

In my six-month grammar class, students are always trying to get my to help them with the most complicated parts of grammar. They think that learning the most complex parts of grammar will make them better speakers and writers. But the truth is that it is the basics in which people make the most mistakes: Things like subject/verb agreement, subject/pronoun agreement, pronoun ambiguity, using proper prepositions, joining sentences (clauses), and using the proper punctuation. These common errors can destroy a TOEFL score, so let's get started on correcting them.

## SUBJECT/VERB AGREEMENT

The first and most common problem is subject/verb agreement. The rule for this is simple: Singular with singular—plural with plural. In other words, if the subject is singular you must use the singular

form of the verb. Conversely, if the subject is plural, you must use the plural form of the verb.

**Incorrect:** My friends was visiting me over the weekend.

**Correct:** My friends were visiting me over the weekend.

It may help you to know the different singular and plural verbs.

**Singular (I  
they, you)**

**Third Person Singular (he, she, it, who)**

**Plural (we,**

am	is	are
do	does	do
did	did	
was	was	were
have	has	have

When acting as a whole, some subjects seem plural because they are made up of many people, but also take a singular verb:

- family
- audience
- The United States (or any other country)
- group
- jury
- team
- congregation

\*Each of these subjects above usually use the verb **is**.

Many pronouns also must take a singular verb:

- either
- anyone
- neither
- no one
- none
- someone
- each
- everyone
- one

\*Each of these pronouns above always use the verb **is**.

A little known rule for verb agreement is with the use of the words “or” and “nor.” This rule is also simple: When the subject following “or” or “nor” is singular, the verb is singular. When the subject following “or” or “nor” is plural, the verb is plural.

i.e. – Either one apple or two pears are needed to make the pie.

Either two apples or one pear is needed to make the pie.

Neither one apple nor two pears are needed to make the pie.

Neither two apples nor one pear is needed to make the pie.

Another rule for “or” and “nor” is their relationship to “neither” and “nor.”

Either . . . or - neither . . . nor.

An easy way to remember this rule is by thinking that they go together like pairs of shoes and gloves. You wouldn't put a glove on one hand and a shoe on the other, would you?

So, sentences must read: neither . . . nor . . . **or** either . . . or . . . This is a simple rule, but is often confused.

Plural subjects often end in the letter “s,” but subjects may also be made plural by using the word “and” to join them.

i.e. – Bob and Tom are my best friends.

In this sentence, “Bob and Tom” is considered a compound subject, which makes it plural.

Compound subjects ***always*** use a plural verb.

**NOTE:** When *and* is used in the NAME of something such as "peaches and cream", or "War and Peace", or "Jones, Smith, and Johnson" is it considered singular.

## **PRONOUN AGREEMENT**

The rule for pronoun agreement with their subjects is simple: singular with singular and plural with plural.

**Incorrect:** Everyone in the room believed their answer was the best one.

**Incorrect:** Everyone in the room believed their answers were the best ones.

**Correct:** Everyone in the room believed his or her answer was the best one.

## **PRONOUN AMBIGUITY**

Pronoun ambiguity occurs when it is unclear to which subject the pronoun is referring. This error is very common when speaking or writing in English. Therefore, when speaking or writing be sure to consider your audience. Keep in mind that people do not know what you are thinking, so be careful when discussing two subjects that are relating to each other.

**Incorrect:** After waiting three long days, the postman told the customer that he should be getting his mail.

**Question:** Who should be getting “his” mail—the postman or the customer? Who knows? The sentence is ambiguous.

**Correct:** After waiting three long days, the postman told the customer, “You should be receiving your mail.”

## **PASSIVE VOICE**

American English is the opposite of many languages in the world where people speak and write in the passive voice. When speaking and writing in English (especially on the TOEFL), it is best to present the information in the active voice.

The structure for the active voice is simple: **Subject – Verb – Object**.

**Passive Voice:** The TOEFL iBT was taken by him.

**Active Voice:** He took the TOEFL iBT.

**Passive Voice:** By attending a university we become better prepared to live a successful life.

**Active Voice:** We become better prepared to live a successful life by attending a university.

## **WORDINESS**

Wordiness typically occurs when we try to explain more than is necessary using repetitive phrases unnecessarily.

**Incorrect:** While taking the test, I kept hearing people talking, which disturbed me while I was taking the test.

**Correct:** The people talking during the test disturbed me.

## **PUNCTUATION AND CAPITALIZATION**

The first word of a sentence always begins with a capital letter. Also, proper nouns such as names of people, businesses, and countries all begin with a capital letter.

Sentences usually end in one of three types of punctuation.

Period ( . ) – A general statement ends in a period.

Question Mark ( ? ) – A question ends in a question mark.

Exclamation Point ( ! ) – An emphatic statement ends in an exclamation mark.

**NOTE:** Remember that a sentence contains a subject, verb, and an object. Keep your sentences short, to the point, and in the active voice.

# **Chapter 11 – Answers**

**EXPLANATIONS OF ANSWERS FOR THE READING**

# EXERCISES

## Simplifying Sentences

- ~~The electronics of a cellular phone, a device that most people believe is a modern invention, are actually a technology that was first patented in 1890 by Nicola Tesla.~~
- ~~Gustavo, who is best known for his honesty and abilities to settle arguments fairly, was called to help end a dispute between two rival groups who were fighting on campus.~~
- ~~After making over 2,000 attempts at creating a viable monofilament, Thomas Edison, famed American inventor, discovered a monofilament that made the modern light bulb practical.~~
- ~~The Space Shuttle orbiter resembles a conventional aircraft; with double-delta wings swept  $81^\circ$  at the inner leading edge and  $45^\circ$  at the outer leading edge.~~
- ~~Although time travel has been a common plot device in science fiction since the late nineteenth century, it is currently unknown whether the laws of physics would allow time travel into the past.~~
- ~~The nature of art, and related concepts such as creativity and interpretation, is explored in a branch of philosophy known as aesthetics.~~
- ~~The term “culture,” which originally meant the cultivation of the soul or mind, acquires most of its later modern meanings in the writings of the eighteenth-century German thinkers, who on various levels developing Rousseau’s criticism of modern liberalism and Enlightenment.~~
- ~~By middle and high school, the social studies curriculum, consisting of courses on the American Colonial Era, the American Civil War, Early Western Expansion, and Americanism vs. Communism, becomes more discipline-based and content-specific.~~
- ~~In the early twentieth century, genetics was integrated with Darwin’s theory of evolution by natural selection through the discipline of population genetics.~~
- ~~Although not the first to build and fly experimental aircraft, the Wright brothers were the first to invent aircraft controls that made fixed-wing powered flight possible by inventing and building the world’s first successful airplane and making the first controlled, powered and sustained heavier-than-air human flight, on 17 December 1903.~~

## Difficult Vocabulary

- ~~Charlie was a rough rider and a no-nonsense kind of fella known for blazing (doing something to) the trail (area) between Colorado and Oregon, an area known to be wild and populated by Indians.~~

2. Although the grey ~~timber~~-wolf is a ~~monogamous~~-creature that takes only one ~~mate~~-(something) for life, it is an animal that lives and hunts in a ~~paek~~-(something).
3. ~~By the time I realized that I had left my wallet at home on my dresser, I had already eaten my dinner at an expensive~~-(some kind of) restaurant.
4. Many ~~scholars~~-(people) dispute the ~~origin~~-(beginning) of the Christian Bible because the familiar stories told in many other cultures seem to ~~predate~~-(do something to) those told in the Old Testament.
5. One of the best times I've ever had was when I took my best friend to a ~~earnival~~-(some-thing) where ~~we rode many fun and exhilarating rides all night~~.
6. Rice, ~~three bags full, which was all that I could carry in my arms,~~ was my main staple of food and was all I had to eat after the storm ~~wiped out most of my home town~~.
7. Avatars ~~in non-gaming online worlds~~ are used as ~~two- or three-dimensional~~ human or ~~fantastic~~ representations of a person's "inworld" self by ~~allowing the player to choose body and facial characteristics as well as different clothing styles~~.
8. After World War II, ~~especially in North America, there was a boom in general aviation, both private and commercial, as thousands of pilots were released from military service and many inexpensive war-surplus transport and training aircraft became available~~.
9. Although Charles came from an ~~aristoeratic~~-(some kind of) family of ~~gentlemen~~, he was so ~~haughty that he became~~ an embarrassment for his ~~contemptuous~~ attitude.
10. When the corporation went into bankruptcy, Jerry ~~became the fall guy~~ as executives of the company sought someone to ~~plaece the blame~~ (Jerry) for their financial failure.

## Direction Words

1. Dharma really likes the university that she just received an acceptance letter from. However, the first university that accepted her is offering a much better scholarship.
2. Theresa will study all of her general courses first, and then she will go on to study for her major.
3. One of the main reasons Jeremy chose to attend Sheffield College is that he has family who live nearby. Additionally, the low tuition fee was a factor.
4. All students must turn in their assignments by the end of today's class and pick up the new workbook that goes with the next chapter in your textbook.

5. Theresa was going to attend the seminar over the weekend, but she was not able to get her ticket in time.
6. Jonathan had previously lived in the university dorm, but now he lives in his own apartment.
7. Although Phoenix had never been to Pittsburgh, he felt as though he knew the city.
8. Sherri had previously taken the same course on the history of European politics and / so / therefore so knew what to expect this time around.
9. Eddie was disappointed because he really wanted to go to university in the spring, but he didn't complete his application and have it submitted on time.
10. Leslie really wants to major in mathematical sciences. Furthermore, she feels that a degree in engineering would probably help her to get a better paying job after she graduated.

## EXPLANATIONS OF ANSWERS FOR THE READING SAMPLE TESTS READING PRACTICE TESTS

### *The Medicine Tree*

1. D (REFERENCE): The reference "the plant" is used as a pronoun and refers to the Papaya tree mentioned in the previous sentence.
2. C (NEGATIVE DETAIL): In paragraph 2 "amino acids," "iron," and "calcium" are all mentioned in the second sentence. Choice C alters the information from the passage.
3. B (PARAPHRASE): Choice A changes the meaning of the highlighted sentence. Choice C states the opposite of the highlighted sentence regarding the eating of papaya. In choice D there is no mention of money in the highlighted sentence.
4. A (VOCABULARY IN CONTEXT) The clue in the passage is that it "tastes very good" from the same sentence.
5. C (TRUE): Choice A is the opposite of what is stated in the passage. Choice B is not mentioned. Choice D is also not mentioned.
6. C (DETAIL): Choice A uses extreme language not used in the passage and is also altered. The passage states that the leaves are the most valuable part of the plant. Choice B uses altered information, as the passage states that the leaves contain 15 times more protein than ripe fruit. Choice D also alters information as the passage states that beta carotene is lost due to oxidation.
7. D (REFERENCE): The word "it" refers to "the skin of the fruit" that was the subject of the previous sentence. Ask yourself, "What can one make tasty?"
8. C (DETAIL): The clue in the passage is the first sentence of paragraph 6 that clearly states the seeds containing "over 24 percent."
9. A (INFERENCE): Paragraph 6 states that foxglove has a "calming effect on muscles," which is indicated in choice A. Choice B is extreme. Choice C is not mentioned, and choice D is wrong because the passage states only that foxglove is similar to carpaine.

10. B (RHETORICAL PURPOSE) Choice A is wrong because the sentence does not mention foxglove. Nothing is stated about the amount that should be taken, therefore Choice C is also wrong. There is nothing mentioned regarding the requirement of a prescription, so Choice D is wrong.
11. C (SENTENCE INSERTION) The clue here is that “relieving a cough” is related to the bronchus, which is a part of the lungs.
- 12.– 15. 1, 5—4, 6, 7 (INFORMATION ORGANIZATION—TABLE): Choices 1 and 5 are stated in relationship to ripe fruit in paragraph 2. Choices 4, 6, and 8 are stated in relationship to green fruit in paragraph 3. Choice 2 is not mentioned, and Choice 3 is extreme.

## ***American Revolution***

16. D (VOCABULARY IN CONTEXT) The clue in the passage comes from the words “from” and “to become” in the same sentence as the highlighted word.
17. A (INFERENCE): The clue is that the British sent them to re-impose direct rule. Choice B is the opposite of what is stated in the passage. Choice C is not stated in the passage. Choice D is also not stated in the passage.
18. C (VOCABULARY IN CONTEXT) The clues in the passage are “against the British” and “Revolutionary War.”
19. B (REFERENCE): The highlighted word “They” refers to the subject of the previous sentence. Ask yourself, “Who severed ties with the British Empire?”
20. D (DETAIL): It is stated clearly in the passage that the “Founders feared mob rule.” Choice A was mentioned in relation to “the appropriate level of democracy.” Choice B was stated as “desirable.” Choice C was not mentioned.
21. A (PARAPHRASE): Choice B alters the information: Changes were not made to the Constitution. Choice C also alters information from the original sentence. Choice D also alters information, and “war” was not mentioned as the reason for making the change.
22. B (DETAIL): The word “It” at the beginning of the sentence refers to the Bill of Rights mentioned in the previous sentence. Choice A is altered: The passage talks about “a strong federal government.” Choice C is wrong because the “natural rights” justified the revolution. Choice D is wrong because “constitutional amendments” were not mentioned at all in the paragraph.
23. C (NEGATIVE DETAIL): Choice C is altered information. All of the other choices are mentioned.
24. A (REFERENCE): The clue in the sentence is “British imposed . . . taxes . . . other laws . . . proved extremely unpopular.” Ask yourself, “What proved extremely unpopular?”
25. D (VOCABULARY IN CONTEXT) The clues in the passage are “the laws” and a violation of their rights.”
26. B (RHETORICAL PURPOSE) Choice A has the opposite meaning. Choice C is extreme. There is no mention of going to war as is stated in Choice D.
27. D (SENTENCE INSERTION) The bolded sentence begins with the pronoun “These,” which indicates that it follows the sentence with the same main topic or main idea. The phrase “These liberties” means that the bolded sentence should follow after a sentence that discusses some kind of “liberties.”
- 28.–29. 2, 4, 6 (SUMMARY): Choice 1 is the opposite of what is stated in the passage. Choice 3 is

not mentioned in the passage. Choice 6 is altered information as it was King George III, and not King George II.

## ***Conservation of Sea Turtles***

30. D (VOCABULARY IN CONTEXT) The clue in the passage is “lack of data” stated in the sentence with the highlighted word.
31. B (REFERENCE): The word “they” refers to the subject in the previous sentence. Ask yourself, “What are unable to surface?”
32. B (PARAPHRASE): Choice A is extreme. Choice C is the opposite of the highlighted sentence. Choice D alters the meaning of the original sentence.
33. D (NEGATIVE DETAIL): All choices are mentioned in paragraph 3 except Choice D.
34. A (DETAIL): The sentence containing the key phrase “brightest horizon” clearly states “hatchlings find their way to the ocean.” Choice B is the opposite of what is stated in the passage. Choice C is not mentioned. Choice D is also not mentioned.
35. C (INFERENCE): Choice A uses extreme language. Choice B is altered information. Choice D is not mentioned.
36. D (REFERENCE): The word “This” refers to the topic of the previous sentence. Ask yourself the question, “What problem?”
37. A (RHETORICAL PURPOSE) The sentence which includes the phrase “35,000 turtles killed” gives a detail regarding the problem previously stated in the paragraph. Choice B is the opposite of what is stated in the passage. Choice C is not mentioned. Choice D uses extreme language.
38. A (DETAIL): Choice B is the opposite of the meaning in the passage. Choice C is altered information. Choice D is not mentioned.
39. B (VOCABULARY IN CONTEXT) The clues are in the two previous sentences that state that the “catching and eating of Pawikan eggs is illegal,” and the sentence containing the highlighted word states that “poachers” were taking the eggs.
40. C (VOCABULARY IN CONTEXT) The clue in the passage is in the following sentence that states “Texas wildlife officials found . . . a record number.”
41. D (SENTENCE INSERTION) The bolded sentence begins with the pronoun “These,” which indicates that it follows the sentence with the same main topic or main idea. The phrase “These location efforts” indicates that this sentence should follow a sentence which discusses some kind of relocation efforts.
- 42.–43. 1, 3, 6 (SUMMARY): Choice 2 is the opposite of what is stated in the passage. Choice 4 is altered information: The passage states that the turtle eggs are being relocated by conservationists. Choice 5 is also altered information: The pope is the one being asked.

## **LISTENING SECTION TEST ANSWERS**

### ***SCRIPT 1***

1. C (GENERAL) Choice A is mentioned, but is not the main idea. Choice B is mentioned, but is not

the main purpose of the conversation. Choice D is mentioned, but is not the main purpose for the conversation.

2. B (INFERENCE) Choice A is not mentioned. Choice C is the opposite of what is stated in the passage. Choice D is not mentioned in the passage.

3. C (TONE) Although choice A may be true, it isn't the reason the professor makes the comment. Choices B and D are not mentioned.

4. D (DETAIL) The professor states that the man told her he wants to be "a performer like the ones on the radio." All other choices are not mentioned.

5. A (INFERENCE) The man states that the professor's comments had a lot to do with his being accepted at Julliard. The other choices are not mentioned.

## ***SCRIPT 2***

6. B (GENERAL) The general topic of this lecture is about Leonardo da Vinci, a Renaissance man and all of his accomplishments. It is not a history lesson so choices A and C are wrong. And, even if it were true, Choice D is too specific.

7. C (DETAIL) The question asks what Leonardo was "most" well known for. The lecture states clearly that Leonardo "is renowned primarily as a painter," and then goes into detail about his most famous paintings. The word "primarily" means "first" or "most" in this sentence.

8. B–D (DETAIL) To answer this question, you would have to take notes regarding the list of inventions given in the lecture. The professor prefaces the information with the statement, "Leonardo is revered with his technological ingenuity as well." Choice A is altered information. The professor states that Leonardo conceptualized a helicopter rather than a "modern helicopter." Choice C is also altered information as the professor speaks of "concentrated solar power," but makes no mention of a "solar powered generator."

9. C (INFERENCE) The professor states that Leonardo "did not publish his findings and they had no direct influence on later science," making Choice C the best answer. Choice A is extreme. Choice B is not mentioned. Choice D is the opposite of what is stated in the lecture.

10. D (RHETORICAL PURPOSE) The clue here is the statement "his fame was such that," and the following statement "was claimed to have supported him." Choice A is wrong as the professor does not mention Leonardo's size. Choice B is wrong because the passage does not say how the king carried Leonardo away. Choice C is wrong because the lecture does not say how Leonardo looked to the king.

11. A (DETAIL) In paragraph seven, the passage clearly states "experts . . . search for works which have been recorded but never found." The paragraph states that "experts study his writings" making Choice C wrong. The passage states that (experts) analyze his painting using scientific techniques" making Choices B and D wrong.

## ***SCRIPT 3***

12. A (GENERAL) The professor talks about solar flares though out the passage, and the passage states that solar flares are "interpreted as a large energy release (from the Sun)." Choices B, C, and D are minor points mentioned in the passage.

13. A–C–E (DETAIL) The passage states this clearly in the sentence regarding the "affect" of solar

flares on the solar atmosphere. Choices B and D are not mentioned.

14. C (DETAIL) The professor clearly stated “Most of the energy goes into frequencies outside the visual range . . . not visible to the naked eye . . .” which makes Choice C the best answer. Choices A, B, and D are not mentioned.

15. D (RHETORICAL PURPOSE) The professor is clearly stating that he will not answer the woman’s question now. There is no indication that the professor does not understand the question or that he does not know the answer, so Choices A and B are wrong. Choice C is clearly stated, but he also uses the negation, “let’s save it for another lecture, ok?” which makes Choice D the best answer.

16. C (TONE) Choice A is not mentioned. Choice B is not supported by the passage. Choice D is both extreme and unsupported by the passage.

17. C (INFERENCE) The professor says, “Although there is a general agreement on the flares’ causes, the details are still not well known.” From this we can infer that Choice C is the best answer. Choices A, B, and D are not mentioned as causes of solar flares.

## ***SCRIPT 4***

18. A (GENERAL) The professor introduced the main topic in his first sentence. Although choices B and C are mentioned in the passage, they are minor points. Choice D is not mentioned in the passage.

19. B (DETAIL) This was stated clearly as the “most ancient technique.” Choices A, C, and D refer to “refrigeration,” “fermentation,” and “canning” respectively. All of which are in other parts of the passage.

20. A (NEGATIVE DETAIL) Freezing is mentioned as the third process mentioned. All other choices were not mentioned.

21. P–F–C–F–C (DETAIL–CHART) You must use your notes from the lecture to answer this question.

22. B (DETAIL) The professor gives a list of food additives. Choice A is not on the list. Choices C and D are altered information.

23. C (TONE) According to the professor’s tone, he is joking with the students, and giving the class a more personal tone. There is no supporting evidence in the passage for the other choices.

## ***SCRIPT 5***

24. C (GENERAL) Just after the professor asks, “Is something bothering you about the assignment?” The woman responds and asks, “Isn’t there another assignment that you can give to me?” Choices A, B, and D are not mentioned in the passage.

25. B (RHETORICAL PURPOSE) Choice A is wrong because the conversation is about the woman’s homework assignment, not about joining the class. Choice C is wrong because the professor wants to know if he will have enough time to answer. Choice D is wrong because it is extreme—the professor never says that he does not want to speak to the woman.

26. A (INFERENCE) Choice B is wrong because the professor is referring to how the woman understands the assignment in general and does not reference where she is physically looking for the answers. Choice C is wrong because the professor wants the woman to continue working on the

current assignment. Choice D is wrong because the professor's comment is not about how the woman physically sees the assignment.

27. C (DETAIL) Choice A is wrong because the professor wants the woman to continue working on the current assignment. Choice B is altered from the information in the passage. The professor clearly tells the woman to look over her notes from class and to look over the articles that he handed out in class. Choice D is not mentioned at all in the passage.

28. D (INFERENCE) Choices A, B, and C are not supported by the passage.

## ***SCRIPT 6***

29. C (GENERAL) In the first sentence, the professor clearly states that the class is on Russian Literature. Although the lecture discusses the life of Ivan Turgenev, he is the topic of the subject, and not the subject, making choices A and B wrong. Choice D is not supported at all by the passage.

30. B (INFERENCE) Choice A is extreme and the opposite of the professor's statement. Choice C is wrong as the professor stated the subject in his first statement. Choice D is the opposite of what the professor previously stated.

31. A (DETAIL) Choice B is altered information. It was a servant who read to him as a child. Choices C and D are beyond the information, are not supported by the passage, and do not answer the question.

32. C (DETAIL) Choice A is altered information. Choice B is extreme and does not answer the question. Although Turgenev was impressed with the philosophy of Hegel, it was not what he believed would improve Russia, making Choice D wrong.

33. D (RHETORICAL PURPOSE) Choice A is the opposite of the meaning in the passage. Choice B is not supported by the passage. Choice C is extreme language.

34. D (DETAIL) Choices A and B are unsupported. Choice C is altered information.

## **Score Reference Charts**

<b>READING</b>		<b>LISTENING</b>	
<b><u>Answered Correctly</u></b>	<b><u>TOEFL Score</u></b>	<b><u>Answered Correctly</u></b>	<b><u>TOEFL</u></b>
<b><u>Score</u></b>			
39	30	34	
30			
38	29	33	
29			
37	29	32	
28			
36	28	31	
28			
35	27	30	
27			
34	27	29	
26			

33	26	28
25		
32	25	27
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31	24	26
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30	23	25
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29	23	24
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17	16	13
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16	16	12
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15	15	11
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14	15	10
13		
13	14	9
13		
12	13	8
12		
11	12	7
11		
10	11	6

9	10	5
9	9	4
8	8	3
6	6	2
7	5	1
5	4	0
4	2	
3	0	
2		
1		
0		

	<b><u>SPEAKING</u></b>		<b><u>WRITING</u></b>	
<b><u>Holistic Score</u></b>	<b><u>TOEFL Score</u></b>		<b><u>Holistic Score</u></b>	<b><u>TOEFL Score</u></b>
30	4.0	30	5.0	
28	3.5	27	4.5	
25	3.0	23	4.0	
22	2.5	19	3.5	
20	2.0	15	3.0	
17	1.5	11	2.5	
14	1.0	8	2.0	
11	0	0	1.5	
			1.0	8
			0	0

# Chapter 11 – Path to Success

*"Every path leads somewhere. Choose the path that leads to where you want to go and stay on it. Along the way you will find your success." - William E. Hearn*

For example, my path in life led me to write this book in the hope that the instruction of certain techniques will enable you to pass the TOEFL iBT, so that you may move on with your life. The path to success must begin with a purpose in mind. Passing the TOEFL iBT is all for nothing if you do not have a purpose for your life.

The TOEFL Master is no stranger to success, and I have made it my purpose to help you to reach a greater level of achievement in your own life. And so, I offer you this path to success.

## LIFE LESSON #1

*"Look at a homeless person living on the street and consider that it is the choices they make every day that keep them there. Regardless of your family, or of how much money your family may have, if you make the same decisions every day that a homeless person makes, you too will live the life of a homeless person. Conversely, if that same homeless person made the same decisions that you are making every day, they would be where you are now: doing what you are doing right now. The decisions you make matter. You are the master of your own life" - William E. Hearn*

## DEFINITION OF SUCCESS

First of all, to reach any destination, you must know where you are going. Otherwise you may end up in a place you had not intended to go. Therefore, in order to become successful, you must know what success is. Most people think that success is reaching some kind of goal. They think that means owning a large, fancy house, an expensive car, fine jewelry, and having lots of money. Although it may be true that many successful people have those things . . . those things are not what constitute success. They are merely by-products of a successful life. What then is success? The best definition I've heard of success is this; "Success is the progressive realization of a worthy ideal." Think about that statement for a moment. What does it mean? What does "the progressive realization" mean? Quite simply, "progressive" means "ongoing continuous improvement," and the word "realization" means "to bring forth from a concept of the mind into reality." The words "worthy ideal" simplified mean choose a career that you will enjoy for your life as well as something that benefits many others. In other words, the best idea you can think of that will benefit the most people. Keep in mind that the income you receive for your efforts comes from other people. The more people you can help, the more income you will receive. Consider who the wealthiest man in the world is at the moment: Carlos Slim Helu from Mexico. What makes he and his family so wealthy? They own Telecom and thus provide worldwide cellular communication. Is that what really makes this family so rich? That they sell cell phones? No. They help people stay connected to the ones they love. That is their "worthy ideal." What's yours?

# PERCEPTION

*"Perceived reality is often more believable than actual reality." - William E. Hearn*

What does this statement mean? It means that our perceptions are often more real to us than the true reality that is occurring around us. Some people believe that reality is different for different people, and that it is all a matter of perspective. But, the truth is that our perception does not make reality. For example: A person may try to start a car, but the car won't start. That person may believe the car is possessed by a spirit, or that the car doesn't like them when the true reality is that the battery cables are corroded and not allowing electricity to get to the starter. One could argue that it was an evil spirit that corroded the cables, but in true reality it was oxidation at work.

But, I am not here to argue religion or any belief system. I am giving you sound advice or keeping your feet on the path to success by pointing out that what you believe and the actions that you make matter. Therefore you must be especially aware of how you perceive reality.

What does perception have to do with taking the TOEFL iBT and success? To explain that to you I must explain how the mind works.

# HOW THE MIND WORKS—TWO MINDS

*"Whatever we plant in our subconscious mind and nourish with repetition and emotion will one day become a reality." - Earl Nightingale*

You will discover that the information in each lesson is repeated often in this book. The same thing will be repeated again and again and again. There is a very good reason for this. This course was designed to work with the way the human mind works.

To explain: Humans basically have "two minds." We have a "conscious mind" and a "sub-conscious mind."

First, we have the conscious mind. The conscious mind is a kind of filter. It determines what is true and what is not true. It also decides what is useful to us personally and what isn't. The sub-conscious mind believes that "everything is true." Once the information gets past the conscious mind it goes into the sub-conscious where the learning happens. Learning, by the way, is the process of storing information for future recall.

Therefore, the first time the conscious mind hears something new, the information is "alien" and the conscious mind rejects it; the information just kind of bounces off of our head. The second

time the conscious mind hears the same information, it recognizes and categorizes the information as familiar in the subconscious. If someone were to ask you at that time if you know what the information is about, you might say, "Yes." However, when asked to explain the information you would probably say, "I know it. I just can't explain it." This is because the information is only *familiar* to your subconscious mind. Your sub-conscious mind has not yet actually received and learned enough information to be serviceable to you. The third time your mind hears the same information, your mind says to itself, "This might be important" and begins listening to hear if the information is repeated again. The fourth time your mind hears the same information it begins to decide how the information can be used and creates categories in your sub-conscious for information retrieval. The information is then categorized and stored to be used when the information is needed for a useful purpose. The fifth time the mind hears the same information it determines how the information can be used.

At this time the mind is ready to begin learning. From now on, all similar or related information goes directly into the sub-conscious to be used for associated tasks.

Between the sixth and tenth times the sub-conscious mind hears the same information, it figures out the different ways the information can be applied to different circumstances. After processing the information ten times, the mind can now use the information with some regularity of accuracy.

After practicing with the same (or similar) type of information ten times, the mind really begins to make excellent use of the information. From the eleventh to the fiftieth time the mind uses the information, it learns how to use and manipulate the information towards a practical use in many similar but different circumstances. By the time you have seriously practiced something fifty times, the mind will be capable of answering questions using the information with about 80 percent consistent accuracy. By the time the subconscious mind has worked with the information one hundred times it is likely to be an expert in all the different ways the information can be applied and can work with nearly 100 percent consistent accuracy. (This is assuming that the person learning paid attention in the beginning and was careful in learning all the information accurately.) How again, is this relevant to you?

Well, many lessons in this book are very different from what you have learned in the past and so will be alien to you when you first read them. The second time you read them, they will seem familiar to you and you may think that you know and understand them. Don't stop there thinking that you know what to do! In order to score well on the TOEFLiBT, you must read and follow the instructions and learn the rules over and over again at least five times so that you may apply them the right way consistently. From there, you would do well to practice applying the lessons to doing your work one hundred times. The more you practice, the higher your score. With the knowledge of how to take the test and sufficient practice, you may achieve a score high on the TOEFL iBT.

## **SELF TALK**

*"A very famous, and perhaps wildly successful man said, "Whether you think you can or can't—you're right." — Henry Ford*

Be careful when talking to yourself. Now that you have read about how the mind works, understand that our personal thoughts go straight to our subconscious mind, and that whatever we tell ourselves we believe to be true.

Some people will tell you that only crazy people talk to themselves. However, that's not true. Crazy people talk to other people in their minds. Successful people know the secret that you must constantly talk to yourself and evaluate your position in life as well as your state of mind. Napoleon Hill, perhaps one of the most renowned authors of personal success literature said, "What the mind of man can conceive and believe, it can achieve."

In other words, you must take care as to what you believe, and talking to yourself is a way of programming your beliefs in such a way as to achieve success.

Also, be careful not to accept others' comments that you are not good enough or smart enough to succeed. There will be plenty of them. Sometimes, even members of your own family or your closest friends, well meaning as they might be, will plant negative thoughts in your mind that may prevent you from achieving a high level of success if you listen to them and believe what they tell you. So, cast out any thoughts that you might have that will cause you to sabotage your own life, and talk to yourself in order to continuously evaluate what your beliefs are. Believe that you will succeed. Do the necessary practice to succeed, and you will!

## **STAY FOCUSED**

*"To conquer frustration, one must remain intensely focused on the outcome, not the obstacles."*  
— *T.F. Hodge*

One of the most difficult things to do in life today is to stay focused. With so many distractions and duties pulling us in different directions, it is no wonder that we have a difficult time learning. However, in order to become successful you must learn and practice focusing on what is in front of us at the moment. We must see the problem but focus on the solution.

When learning, our brains work much like a computer. If the information coming in is corrupted it won't be any good. Think about downloading a program. If the download is corrupted, what can you do with it? It probably won't even open, and you must delete it because it isn't usable. It's the same thing with putting information into your brain. If the information coming is fragmented or mixed up with other information, you likely won't be able to remember it well. In time your brain will delete the corrupted information and you won't remember it at all.

In order to learn something well so that it is serviceable when you need it, you must focus on what you are learning at the moment. Also, trying to recall information takes time, and the faster you have recall, the more efficient you will be.

You will face many challenges on your path to success. By focusing on the solutions you can

solve these challenges quickly and more effectively. This applies to the TOEFL iBT because you will be dealing with answering questions on a timed test. Each question type requires a special procedure or structure to be answered. You will not have time to second guess yourself, and therefore must remain focused on each question to answer it quickly and correctly.

## **DISCIPLINE**

*"We must all suffer one of two things: the pain of discipline or the pain of regret or disappointment."* - [Jim Rohn](#)

Every successful person has discipline in their lives. There are two types of discipline you must master to be successful. One type of discipline is defined as an activity, exercise, or a regimen that improves a skill. The other is defined as a behavior in accordance with rules of conduct. To maintain these types of discipline, successful people develop "successful habits."

To achieve a state of success in life, you must develop certain "successful habits." It is said that "consistency is the key to longevity." Thus, the secret key to a successful life is consistency. Great success in life is merely the consistent application of successful habits. To be successful you must create certain habits in your life that will carry you through each day, even at times when you do not feel that you are capable of going on.

Building successful habits takes the first type of discipline. You must be consistent at doing a certain thing for twenty-one days straight. If at any time you do not perform the activity during those twenty-one days, you must begin again. And so you must maintain the first type of discipline in order to build successful habits. Once you have developed a habit you must maintain it through the second type of discipline. You must have a set of rules that you follow consistently.

Let's face it. Life is hard sometimes and we don't always like getting up and going to work. We don't really enjoy practicing something for hours on end, and we aren't always in a good mood. It is in these times of our lives that successful habits will carry us through. On those days when, no matter how much you are being paid, you just don't feel like going to work, successful habits will get you out of bed, showered, dressed, and onward to a successful day.

*How will this help you to achieve a high score on the TOEFL iBT?*

The TOEFL iBT is not like regular tests that you are used to taking in school. The questions each have a very specific structure and procedure for answering them. Once you have disciplined yourself to following those structures and procedures consistently, you will habitually achieve a high score.

## **STAYING PREPARED**

*"Fortune favors the prepared mind."* - Louis Pasteur

If you want to be successful in life you must prepare for success and stay prepared. Here is a little story to illustrate my point.

Many years ago when trees were cut down by lumber-jacks, men who cut down trees with a hand held axe, there was one lumber-jack who was famous for his ability to cut more trees than anyone in all the land. For over twenty years he held this honor, but as with anyone with such a reputation, eventually a challenger would come to take his title.

One year a very tall, large and muscular young man came looking to make a name for himself and sought out this legendary lumber-jack to challenge him to just such a contest. He searched for a great giant of a man in a forest where he had heard the legend was working. Finally he came upon an unimpressive looking man who was resting under the shade of a massive oak with his axe laying across his lap. This man was exceptionally ordinary looking. He was only five feet eight inches tall and seemed to blend into the scenery. The young challenger asked the man if he knew where to find the legendary lumber-jack, and the older man replied, "You're looking at him." The young man was obviously surprised as he stood staring, speechless and with his mouth open. "I get that a lot.", said the older man.

Once the mountain of a young man recovered his wits, he challenged the legend to the contest, and so they began. The young man began chopping furiously and soon wood chips were flying in all directions. He worked feverishly striking with mighty blows that echoed throughout the forest. One tree after another fell to his might and axe, and he was sure that the contest was his.

Toward mid-day, the young man looked up to see what progress the old man was making and saw him chopping steadily at a tree. However, a little while later the old man was resting under a tree just as he was at their first meeting. The young man thought to himself, "Legend, huh? He looks like a tired old man. I'll cut down twice as many trees today as him." Throughout the rest of the day the young man kept looking up only to see the old man resting by a different tree.

Finally, the end of the day came and it was time to determine the winner of the contest. The smug young man was about worn out from the work but sure of his victory as he counted off loudly the number of trees he fell, "One! - Two! - Three! - Four! - Five! - Six! - Seven! - Eight! Beat that old man!" Surely that was an amazing number as the average that any man could do was three. Silently, the old legend took inventory of the trees that went down under his axe that day. Ten . . . ten trees lay on the ground just as sure as the sun rises in the morning.

"Impossible! That can't be!", bellowed the young man barely regaining his breath from the exertion of the day. The old legend smiled and quietly asked, "Why do you say that?" The young man blinked. The old man wasn't even winded. In fact he looked as if he could chop down another ten trees before retiring for the night. The young man was daunted and, after calming a little, said, "Each time I looked over you were resting under a tree while I never stopped once. How did you do it? How did you beat me?" A knowing smile crept up into the old legends face and he simply said, "What you didn't see was that, as I sat resting, I was sharpening my axe, and with each stroke I hit the soft spot of the tree." - End.

Do you see? Although the young man worked very hard without stopping, the old man was prepared by understanding how to cut the trees with the least effort, and he stayed prepared by resting between work yet always preparing for the next time his skills were needed.

The moral of this story? Be sure to educate yourself well in the field you intend to work, and always continue to practice improving your abilities. Work smart - not hard.

## **RESPONSIBILITY**

Responsibility is just what the word implies—your ability to respond. It means more than simply making the right decision at the right time and taking appropriate action. It is about accepting accountability and being able to handle situations in a mature and effective way.

We are not naturally born with the ability to respond effectively to every situation. We must become educated in many things and have experience in those things before being responsible. One thing that successful people know is that they don't always make the right decisions, but when mistakes are made, the responsibility for correcting the situation is theirs.

*To be successful, you must develop the ability to respond effectively to different situations.*

*To do this, you must have an ongoing education and a life of experience.*

## **RELATIONSHIPS**

## **"No Man Is An Island" - John Donne**

No person can nor has ever become successful alone. To become successful, we must build relationships with those people who share a common vision with us and we must also have the sense to maintain the relationships of integrity.

To build successful relationships, a person needs three things: **Trust, Trust, and Trust.** First, you must gain and hold the trust of people. If people don't trust you personally, they will have nothing to do with you. Second, people must trust that the product or service you are providing is as advertised and is a good value for their money. If your product or service proves otherwise, you will eventually lose your business. Finally, people must be able to trust themselves. When a person loses confidence in their own ability to trust themselves, they lose the ability to say "yes" or "no" with confidence. If a person can't say, "yes" with certainty, they are most certainly saying, "no."

To have and maintain successful relationships, you must be honest with people as well as yourself. With such honesty, people will continue to trust you and you will continue to be successful.

## **LIFE LESSON #2**

*"Little things become big things. A drop of water alone is barely noticed but becomes a summer rain when joined with other drops. A speck of soil alone serves no one but in abundance becomes a fertile field. A grain of corn alone feeds no one but join these three together and in time you will have an abundant land growing food enough to feed everyone." - William E. Hearn*

## **DEVOTION**

***"Make small promises . . . and keep them."* —William E. Hearn**

What is devotion? Devotion is your ability to fulfill a promise to do something: to dedicate yourself to a certain cause or purpose. Successful people have chosen for themselves a purpose that they feel is worthy of their very lives. They dedicate all they are and have to their purpose through devotion. The most common form of devotion is that of a married couple and as parents.

Most people live their lives going to their jobs day after day without truly being devoted to their work. They go simply because they need the money for the food they eat, clothes they wear, and a place to sleep while they wait to get up and go back to work again. No matter how much they are paid, they live a life of poverty. This is not devotion.

Devotion is the commitment to a greater purpose that will carry you to success. To be successful you must make promises and keep them, and that is not easy to do. Many people in this world make great promises and never follow through, as it is extremely difficult to keep great promises. There are simply too many unforeseen variables. Many more people make even the smallest of promises, and still they do not keep their words. Have you ever had someone tell you that they will call you, and they don't? Or, have you ever had someone ask you to a movie, or to go out to eat at a certain time, and you were really looking forward to going? However, when that time came, they didn't show up or even call? Then, you finally get up the courage to call them only to discover that they had forgotten all about you! How does that make you feel? Maybe you shrug it off and say, "That's okay," but inside you are hurting. You might think that person is a jerk, or worse, you might wonder what is wrong with you that they forgot about you. Either way, you have lost a bit of your ability to trust. Now, you don't really trust that person, and worse, you don't trust yourself for having been made a fool of.

If you want to be successful in life today, "Make small promises . . . and keep them." The people who cannot be trusted in small things will not be trusted in greater things. So, make small promises and keep them! In this people will learn that they can trust you.

*Trust is a secret key to achieving great success.*

### **LIFE LESSON #3**

*"Never compare yourself to someone else. There will always be someone smarter or dumber, richer or poorer, faster or slower, taller or shorter, prettier or uglier . . . comparing yourself to others will only give you a false sense of either superiority or inferiority. The only person you can honestly compare yourself to is the person you used to be.*

### **RESPECT**

*"This above all: to thine ownself be true," - William Shakespeare*

What is respect? We know that we should respect our parents and elders. We should respect the law. We know that we exhibit different behaviors when around those people that we respect. We act accordingly to what people expect of us in certain situations. But, is that respect? Everyone wants

respect, but few know how to give it. Perhaps that is because few even know what respect is. **Respect is a reflection.** Literally, respect means, “looking back.” Therefore the best way to learn about respect is to begin by respecting yourself (self-respect). Take the time now to take a good look at yourself and to discover just who you are what you truly believe. Write down on paper a constitution for yourself. List what your strong beliefs are: The things that you will do no matter what, and the things that you would never do no matter what. Also, make a list of the things that you might do but are conditional. Once you have a good understanding of yourself, you will begin to see others more clearly. Therefore, instead of demanding respect from others, maybe what we should be striving for is “consideration for one another.” With such consideration, respect is a naturally occurring thing.

## OVERCOMING FEAR

Everyone feels fear. Those who refuse to admit that they have fears have in fact the fear of appearing weak. Every brave person who ever lived has been brave only because they felt fear and acted responsibly in the face of it. Do not be ashamed to feel fears, as it is a natural part of life. Only recognize the fear you have, and act responsibly when you feel it.

The six major fears are: The fear of poverty, the fear of criticism, the fear of illness, the fear of loneliness, the fear of old age, and the fear of death. In our youth we feel the first two listed fears more than the others. Moreover, many feel the fear of criticism the most. The fear of criticism is a major cause of most failures in the lives of young people. This fear often manifests itself in the form of procrastination and/or low test scores caused by what we call *test anxiety*.

## OVERCOMING TEST ANXIETY

Test anxiety is a common problem for many students who take the TOEFLiBT. There are four main fears that students experience that primarily cause test anxiety. They include: the fear of the unknown, the fear of failure, the fear of criticism, and the fear of loss.

First, the fear of the unknown comes from simply not knowing what to do in a general sense, not knowing what to expect on the test, or that we don't know what is expected from us to pass the test.

With the fear of the unknown, we ask ourselves questions such as, “What if I don't know enough about the subjects to answer the questions right?” or, “What if I can't answer the questions in the time given?” or, “What if I don't know what some of the words mean?” or, “What kind of test is it?”, “Do I have to write the answers out, or is it a multiple choice test?”, “Will I have to talk during the test?”, and so on. . . .

Fear of the unknown causes many students to experience anxiety and may cause some students to procrastinate in taking the TOEFL iBT, meaning that they will continuously “wait and take it later,” or it could even cause some students to never take the test at all.

The TOEFLMaster Book helps students to overcome the fear of the unknown easily by giving simple instructions and familiarizing them with every aspect of the test. Reading the tutorials

and taking the practice tests in this course will thoroughly prepare you for taking and passing the TOEFL iBT with a high score.

Another aspect of the fear of the unknown comes from the fear of relocating to a strange new place. Many students worry about what the new school will be like. They worry about whether or not they will fit in, or if the other students will like them. Worries persist about whether or not they speak English well enough to get good grades in their classes or if they will be able to communicate with other students to make friends. There are so many unknown things about moving to a different country, how can a student possibly overcome those fears?

It is necessary to address them and dismiss them one at a time.

*Fears are cowards, and when we face them they run away.*

Take for example the fear that we will not fit in—that we may not be accepted by others. This is the same fear every new student feels before their first day of school anywhere. Whether it was you're beginning of Kindergarten, or your initial day of high school, you have already faced and overcome the same old fear again and again. Yet, here we are preparing for university life with all those old fears behind us and you are still afraid. Why? What was true of the past is the same for the future. Don't worry about fitting in. There is a place for everyone and you will find yours. People all over the world have the same fears. Maybe someone you are about to meet is afraid and wondering if you will like them? As far as speaking English well enough goes, maybe you might have some problems at first, but you will get better every day as you are surrounded by English-speaking people and things to read. Most people don't learn English very well or quickly because they only hear or read English for the short time they are in their English classes—usually two or three hours a week. However, being constantly surrounded by English speakers will help you learn and use your English faster than you ever could anywhere else. In other words, don't worry. Just go and have fun. The rest will come naturally.

The other fears are a bit more complex and are somewhat difficult (but not impossible) to overcome. Let's address them one at a time so that you can understand better how they affect your abilities and therefore know how to overcome them.

The so-called fear of failure has been a debilitating fear for many test takers. Not just for the TOEFL iBT, but for all important tests students must take. There is even a clinical disability consideration for students who genuinely face this fear and simply cannot take a test because of it. However, although the fear of failure is common, and sometimes prevents students from taking or doing well on a test, it is really quite easy to overcome.

There are several aspects of the fear of failure. The most common aspect often comes from not knowing what will be on the test (fear of the unknown). Yet, this aspect, of course, is easily overcome by learning about the test and practicing until you get good at taking it. Another aspect of this type of fear comes from being worried about what people will say to us, or say to others about us, if we do not get a high enough score on the test. This is known as the "fear of criticism."

The fear of criticism is the fear that certain people will ridicule us or unjustly criticize us for

not meeting their standards. Often, students believe that, if they do not perform as well as they want to, or as well as others (such as family and friends) think they should, they will be criticized for their failure. We also sometimes place this fear upon ourselves when we don't live up to our own expectations. Regardless, the fear of criticism may cause a person to shut out anyone or anything that will cause them to feel bad about themselves. This fear has even been known to cause people to sabotage their own test (answer questions with the wrong choices even though they know the right one) just to escape the anxiety they feel. They will say, "It doesn't matter. I answered wrongly on purpose" to justify their failure. This type of anxiety can sometimes even prevent students from taking the test at all. The best way to overcome this fear is to learn the structure and rules for getting a high score on the test and then practicing until you are confident that you can get the score you need on the actual test. Working to do well and building confidence in your abilities is the key to overcoming many fears, including the fear of failure and the fear of criticism.

Finally, the fear of loss (sometimes known as the fear of success) can be equally devastating. The fear of loss comes to us when we are afraid of losing our familiar, comfortable surroundings. Admit it; moving to a strange country can be quite intimidating. Just thinking of the many things we'll have to face alone can make us want to crawl back into bed and stay there. Speaking of crawling back into bed, your bed is something that you will miss. Your room, with all of your personal possessions, is really a comfort zone to you. This is the place you go for relief from the outside world. It's your "safe" place. You will miss your room and all of the things in it. Your parents, family, and friends will all be absent from your life for perhaps the first time. You might not think about it now, but deep inside a fear of losing these familiar things could be causing you great anxiety. This kind of anxiety can cause a person to do crazy things such as failing the TOEFLiBT on purpose, or putting it off to practice enough to attain a "perfect" score. The fear of losing your "comfort zone" is a powerful one. The fear of loss has been known to prevent more people from becoming successful or limiting their ability to become more successful than any other fear.

So, how do you overcome this fear? Well it is overcome in stages. First, you must realize that you have the fear and acknowledge it for what it is: that is, an irrational emotion. Next, you must face this fear in a logical way. One thing you can do is to remind yourself that going to university is only a temporary thing and that you will be coming back home after graduating. (If that is your plan. Not everyone wants to go back home.) You can also take something small from home with you to university that gives you comfort. It could be something special like a gift given to you by a favorite relative or friend. We call this taking a piece of home and doing this will help you feel more at home in your new life at an American university. Finally, stay in touch with family as much as you can. With the Internet so readily available to most people now it is easier to stay in touch over long distances. If your family does not have a computer, write a letter. In fact, even if your family does have a computer and Internet connection, write a letter anyway. A hand written letter is special. It has far more value than a phone call or an e-mail. Hand-written letters are cherished and read over and over again. If you really love someone . . . write them a letter in your own hand. All of these things will help you to overcome the fear of loss because they help you to stay connected to those you love.

In conclusion, this course can help alleviate test anxiety caused by the fear of the unknown by teaching you how the test is designed, the rules for what is right and wrong on it and exactly how to answer the questions quickly and correctly. This book can also help you overcome the fear of failure

and the fear of criticism by helping you to build confidence in your test taking abilities. To overcome these fears, you must simply learn the structure of the test and the procedures for answering the questions, practice them until they become automatic and you will do well on the TOEFLiBT. Finally, the fear of loss is something that you will get over simply by going to the university and getting settled into your room, with your classes, friends, and surroundings. In a short time, your new school will eventually become your new temporary home, and your new friends will be your new family.

*Passing the TOEFL iBT is one step to becoming an adult and moving on into your bright future.*

**NOTE:** The **KEY** to confidence and a high score on the TOEFLiBT is **PRACTICE, PRACTICE, PRACTICE!!!**

## **THE VALUE OF WORK**

*"The Money flows to the workers." - William E. Hearn*

You may think that you want to receive a good education in order to get a well-paying job: a job where you will be paid a lot of money. You probably think of printed “money” as the basis of wealth. However, the term “money” likely means something different to those who do not understand how “money” works or even what “money” is.

*Allow me to explain what the truly wealthy people around the world know about “money” that the average person does not.*

Most people think of money as the currency used to purchase goods and/or services, often in the form of paper bills and metal coins. It is something they can count and put in their pocket or a bank. When their hands are full, they think that they have a lot of it—money. This type of “money” is actually a bartering tool. In the past, people bartered, or traded things they had for the goods or services they wanted or needed. It was easy to exchange things like corn for tomatoes, or a basket filled with wheat for a day’s use of a mule. However, as societies became more complex and goods and services became more diverse, it became difficult to make these easy trades. For example, a farmer may need a new tractor, but all he has to trade is the corn in his field. Thus, he goes to the man who sells tractors to make a trade, but the tractor dealer doesn’t like or want that much corn. Another example could be that the man who deals in tractors needs an eye operation, so he goes to the eye doctor for help and offers to trade a tractor for the operation, but the doctor doesn’t want or need a tractor. You can see the dilemma here. What is needed is a form of a universal bartering tool. Thus “money” has taken that form. Using this bartering tool known as cash (money), the farmer sells his corn and uses the cash he has received to purchase the tractor. The tractor dealer in turn uses the cash received from the farmer to pay the doctor for an eye operation. Regardless of the form of payment, it is still essentially bartering.

In addition, the definition that wealthy people use for money is altogether different. Money is the process of translating a thought in the mind to a product or service that can then be converted to cash for trade. In other words, “money” is the idea. Think about it.

What is the most valuable thing you can own? Is it a car, or a house? The value of those or any tangible thing, is limited to its perceived value, and once it has been sold is no longer of value to you. But, intellectual property (the idea) of something can bring ongoing wealth until the end of your days. An author can write a book once and print and sell a virtually unlimited number of copies. The value of one good idea is far greater than any material product. Everything you can set your eyes or lay your hands on started out as an idea in someone’s head. Every piece of paper, every pencil, every computer, cell phone . . . you name it, started out as an idea, and if you want a piece of that idea you must pay for it. Thus, the value of any idea is directly related to one’s ability to translate it into a physical product or service.

*Now, what does all of this have to do with the value of work?*

Just as the term money has two different meanings, so too does the term work. What is work? To most, work is going to do a job at a place of employment. It is the physical labor one performs to earn a paycheck. This form of work has a very limited ability to provide an ongoing income. In fact, given this definition, as soon as the work stops so stops the income.

In contrast, the real definition of work for the wealthy is this: Work is the translation of an idea into a reality-based product or service. In other words, work is the process of taking an abstract idea from your mind and creating a physical product or service. To be able to take an abstract idea from your mind and create a real product takes education and effort. You must know everything about the product or service that you intend to make real. Then you must master every process that it takes to manifest that product or idea into a reality. Getting an education and developing that knowledge takes time, and utilizing that knowledge takes work. The more education you have, the better able you are to have ideas of value and the ability to translate them into a reality where they can then be converted into cash. To put it another way, “Work is the bridge that spans the gap between your dreams and reality.”

**LIFE LESSON #3**

*"There is a direct correlation between output and income. If you doubt it, simply sit down for thirty days and do nothing. It won't be long before everything you have, including your health, is taken away." - William E. Hearn*

**HIGHER EDUCATION**

*"We cannot make decisions about things we don't know about." - William E. Hearn*

What is an education for? To make more money of course, right? But, how will you make your education earn you a greater income? First, you must understand that it isn't just the degree (the piece of paper) that you hold that earns you more money, it's your ability to use what you've learned to create a valuable product or service that gets the cash. Also, you must understand that intellectual property is the most valuable thing a person can own. In other words, what's in your head is where your money comes from. If your head is empty, your pockets will also be empty.

Getting an education does two things for you. First, it fills your head with ideas, and second, it gives you the ability to manifest those ideas into reality where you can trade them for the things you really want.

To put that into perspective, most careers today require an applicant to have a *minimum* of a bachelor's degree (4 years) just to apply. Regardless of how smart you are, or how much you know and the amount of experience you have, nothing matters more than the degree you get from an accredited college or university. In most cases, without a degree you won't even get a chance to show someone how good you are at doing the job. Your application simply won't be considered.

Furthermore, there is a direct correlation between the level of education a person has and how much money they earn. For example, high school drop-outs are typically destined to do manual labor jobs that pay only minimum wage, and they will be displaced when there is an applicant who comes along with a high school diploma. Those with less than a high school diploma earn an average income of \$22,860 a year. Take out taxes and their annual take home pay is only \$18,745. Match that income to the lifestyle you want to have, and you quickly realize that going to university is necessary.

Comparatively, people who have received their Master's degree earn an average of \$59,230 a year with a take home pay of \$48,569. If you continue to your Doctoral or professional degree the average income is \$84,448. That's \$71,780 that you take home after taxes. That is nearly four times the earnings of someone who didn't pursue a higher education. But more importantly, the difference is your ability to live your dreams. All people dream of having a successful life filled with the things they want, but those with an education, and the willingness to do what is necessary to have those things, actually get to enjoy them.

Sources: <http://nces.ed.gov/fastfacts/display.asp?id=77> and [http://www.bls.gov/emp/ep\\_chart\\_001.htm](http://www.bls.gov/emp/ep_chart_001.htm)

**REMEMBER:** We cannot make decisions regarding things we know nothing about.

## **MOTIVATION & INCENTIVE**

There is a very true saying among the ultra-successful: “*When the ‘Why’ is big enough, the ‘How’ will take care of itself.*” Have you taken the time to seriously ask yourself why you are taking the TOEFL iBT exam? I mean, other than to fulfill a requirement needed to attend an English-speaking university, have you asked yourself, “Why?”

Although you may not think of it now, this question “why?” is perhaps the most important determiner of your ultimate success in life. This question provides the foundation of your dreams and is the incentive for your becoming successful. Without the “why?” the cosmos has no motivation to support your dream.

Perhaps you haven’t asked yourself this all important question yet while things are going rather well if not at least moving along . . . but I can assure you that this question will become paramount in your mind when things get difficult. The lack of a significant answer to the question “why?” is tantamount to quitting.

Therefore, the TOEFL Master **STRONGLY** urges you to ask yourself “WHY?” Why am I doing this? Why am I going to an English-speaking university in a foreign country? Why am I working so hard?”

Make a list of “why?” questions, and write down your answers. Make certain that they are YOUR answers and not the wishes or expectations of someone else.

**Remember:** When your “why” is big enough, the “how” will take care of itself.

# **THE POWER OF WRITING THINGS DOWN**

*"If it isn't in writing it doesn't exist." - Unknown*

As a general rule, 90 percent of the people in the world control 10 percent of the wealth, while 10 percent of the people control 90 percent of the wealth. And 1 percent of the people control ALL of the world’s wealth. If this were true, what percent of the population do you want to be in? A better question would be, “What does this 1 percent have in common that the other 99 percent doesn’t?” To answer that question let’s take a look at who these three groups are. The 90 percenters are the common people. They are your workers:

Those who labor for a paycheck and those who strive to live however they may. This group works themselves to death striving to survive on 10 percent of the world’s wealth. The 10 percenters are the managers. This group consists mainly of educated people who use what they have read (learned) in order to manage others to get the production work done. They typically have paid for their education and are held accountable for the production work. If they are top level managers, they have a say in writing company policies, and often get an income bonus for keeping costs low and production at a high level. Most of them live comfortably well. And then there is the 1 percent: Those who control all of the world’s wealth. This group has one thing in common that the others do not share. They write everything down. They are your corporation owners, politicians, lawyers, judges, and to a lesser extent professors. Corporation owners employ the 90 percent and determine what they will get paid as well as the cost of goods and services. Politicians, lawyers, and judges create all of the laws and regulations that the rest of us live by, while professors write the books that the rest of us are educated by. In other words, this group controls everything.

If you intend to be one of the 1 percent—good for you, I hope you enjoy yourself and remember that I helped in my small way to help get you there.

If, and highly likely, you intend to be in the 10 percent of the population who controls 90 percent of the wealth, welcome to the party. Just remember that the money flows to the workers, so take this course seriously, develop successful habits and practice until you can answer questions automatically using the skills and structures taught in this book.

Regardless which group you find yourself in, get into the habit of writing things down. Keep a journal of your dreams and plans for your future. Make a monthly review of what you have written to determine if you are staying on the track of accomplishing your goals.

One last thing, writing things down is not just for keeping track of your plans and marking your goals. There is a secret power in writing things down. Something happens when we put our dreams on paper. Something magical, mystical, or divine happens when we commit our thoughts to paper. The ultra-wealthy people know this is the ultimate key to success. There is an ancient saying, “If it isn’t in writing, it doesn’t exist.”

Whatever it is you want out of life, write it down. Take a moment now to write down what goals you have for yourself in the next five years. Where do you want to be in your life? All costs aside, what would you like to study? Where would you like to live? What lifestyle would you like to have? What kind of clothes would you like to wear? Would you prefer living in a house or an apartment or condo? What kind of dining do you prefer—to eat at home or a fine restaurant? What kind of car would you like to drive, or will you have someone else drive you? What career would you like to have? Do you want to get married or stay single? Will you get married while you are young, or will you wait until you are older? Will you have a family? Give your life some serious thought and write all your dreams down. Don’t worry about how fantastic your thoughts may seem. Remember that every wealthy and successful person in the world began as a newborn baby. Everything they know and have has been added to them since. It is the same for all of us. Write down your dreams and be specific. The more you can define your dream on paper, the more your dreams will become a reality as you envision them. What do you want? Write it down!

## **Chapter 12 – Commonly Asked Questions**

**Q:** Do I have to take the TOEFL iBT to enter a university?

**A:** Many universities do require that you meet a minimum score on the TOEFLiBT. There are other tests that you might be able to take to determine your level of English proficiency, however, the TOEFLiBT is the most widely accepted test. Over 7,300 colleges and universities in 130 countries worldwide accept the TOEFL iBT.

**Q:** What score do I have to have to apply to a university?

**A:** With over a million students a year taking the TOEFL iBT, the average score is 68. However, the average minimum score for applying to most universities is 80. Each university has its own requirement for a minimum TOEFL iBT score, so check with the university that you are wanting to attend. To find out what score you need to have, check the admissions area at the web site of the university you would like to attend.

**TIP:** The scores listed on the sites are the MINIMUM required to APPLY. Meeting these scores will NOT guarantee admission to a university. However, not meeting them may prevent admission. My advice is to do your best to score at least 5–10 points higher than the minimum score. Doing this may be more difficult, but your efforts will really pay off with a higher Grade Point Average (GPA).

**Q:** How can I get a higher score on the TOEFL iBT?

**A:** PRACTICE, PRACTICE, and PRACTICE!!!

**TIP:** The average score on the TOEFL iBT is 68, but the average minimum score to enter many universities is 80. As a rule, for every point you want to score over 68, you must practice for two hours taking the test the correct way. To do this, follow all of the instructions in this course for test taking and visit the links provided to help with any grammar and vocabulary problems that you may be having.

***REMEMBER: Minimum effort produces minimum return. Maximum effort produces maximum return.***

**Q:** How do I register for the TOEFL iBT?

**A:** You can register easily at: <http://ets.org/toefl/ibt/about>. Follow this link and Click on the blue “Register Now” button on the left hand side of the screen. Have your ID card in hand to answer the questions correctly as any mistakes are very difficult to correct.

Also, have the names of three universities that you would like your scores sent to handy to fill in that section when you get to it.

Finally, follow the directions and have your (or your parents’) credit card ready to pay for your test registration. Print the receipt once your registration is completed.

**Q:** What if I have questions regarding the TOEFL iBT test itself?

**A:** For questions regarding the TOEFL iBT test please go to: <http://ets.org/toefl/ibt/faq/>

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## **FOOTNOTES INDEX**

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