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Teaching TOEFL iBT® Skills Workshop Manual

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English for Academic Purposes

Communicative Competence

The TOEFL iBT test's framework takes into account models of communicative competence. The test was designed to be a measure of communicative language proficiency in English and focuses on foundational skills and authentic language use in university settings. Instructors seeking to help build students' communicative language proficiency often employ variations of communicative language teaching in the classroom. Communicative language teaching is based on the premise that people learn languages by interacting, so instructors need to create learning activities that provide learners with opportunities to interact. In order to better help students learn to communicate in a language, teaching materials and curriculum guidelines also need to focus on communicative competence—that is, they need to focus on language meaning as well as form (Savignon, 2002).

Communicative language teaching focuses on the learners' communicative needs and seeks to understand why they need or want to communicate in English; that is, their purposes. Students' most common purposes for communicating in English include the need or desire to be able to:

- Communicate successfully in an academic environment
- Develop career-related communication skills
- Understand and use English in everyday activities, such as watching movies and videos, using the internet, and using social media

As instructors, we need to determine which purpose is most relevant for our students. Our goals should include the following:

- Understanding the types of skills learners need to develop for their communicative purposes
- Creating clear learning objectives that help guide learning and skill development
- Motivating students with activities that are dynamic, meaningful, contextualized, and linked to learning objectives

This manual is provided exclusively to participants of the Teaching TOEFL iBT Workshop. Please keep this resource for your personal professional use and do not share it with individuals who have not attended the workshop. You are welcome to use the materials, strategies, and activities in your own courses and with test takers. Thank you for helping us preserve the exclusivity and value of this resource for workshop participants.

English for Academic Purposes

This workshop focuses on helping instructors understand the skills students need to develop so that they can successfully communicate in English-speaking academic settings, such as those located in Australia, Canada, New Zealand, the United Kingdom, the United States, and, increasingly, in non-English-speaking countries where English is used as a medium of instruction.

Academic communication happens not only in the classroom, where an instructor may welcome questions from the class, but also outside the classroom. Here are some common examples of interactions that might take place in an English-speaking academic environment.

Communication in the classroom

- The instructor lectures; students take notes.
- The instructor lectures; students ask questions; the instructor answers questions.
- Discussion topics are set; students read; the class discusses the topic; students are given a related writing assignment.
- A student asks the instructor a question; the instructor asks for more information and gives advice.

Communication outside the classroom

- A student asks a librarian for information; the librarian answers; the student acts or reacts to the librarian's response.
- A student reads an advertisement for housing; the student calls the owner of the house; the landlord and student meet to discuss arrangements for housing rental.
- Other campus interactions include seeing a nurse at the health office, ordering food, leaving messages on a community board, and working with other students in study groups.

Integrated-skills Approach

Communicative language teaching and learning have been described as forming a tapestry, consisting of the 4 primary language skills: listening, reading, speaking, and writing. The tapestry also includes related skills, such as "knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage (Oxford, 2001)." According to Oxford, weaving all these skills together "leads to optimal ESL/EFL communication." This has become known as the integrated-skills approach.

The integrated-skills approach is authentic because it reflects how we really use language. When we speak or write, we are almost always responding to something we have listened to, or read, or both.

Some instructors think it is easier to teach individual skills and that it is virtually impossible to teach more than one skill at a time. As a result, instructors and students often focus on certain language areas in isolation from others, such as the use and meaning of vocabulary and grammar. But to successfully help students develop the skills they need to effectively navigate English-speaking environments, instructors need to remember that, while it is important for students to learn to use language accurately, they do not need to have perfect vocabulary and grammar to communicate effectively in English.

As Oxford points out, "Even if it were possible to fully develop one or two skills in the absence of all others, such an approach would not ensure adequate preparation for later success in academic communication, career-related language use, or everyday interaction in the language."

Communicative language teaching provides tasks in which students interact and use all 4 skills (listening, speaking, reading, and writing) to communicate actively. Collaborative task types that can be used effectively in the communicative classroom include discussions, problem solving, listening to authentic audio/video material, decision making, and giving peer feedback. Instructors often have students work together in pairs or groups. These types of activities can help students become more comfortable with interacting with others in English. To incorporate an integrated-skills approach in their classrooms, instructors can:

- Give oral directions for reading tasks or written directions for listening tasks
- Capture students' written reactions to a reading text by using a reading journal or by asking them to discuss their reactions in a small group setting
- Require students to take notes as they listen or read
- Have students discuss a reading assignment and then write a summary of an opinion on the subject—all in English

Of course, finding ways to incorporate this type of approach can be challenging for instructors who teach in large lecture halls filled with students. But even in such settings, it is possible to use interactive tasks by, for example, asking students to partner with the student to their right or left.

The integrated-skills approach can be highly motivating for students because it lets them participate in authentic tasks that challenge them to practice communicating in English.

With this approach, learners gain a true understanding of the richness and complexity of the English language and build confidence in their communication skills.

What is the TOEFL iBT Test?

The TOEFL iBT test measures students' foundational language skills and their ability to communicate in English through different academic and campus-related tasks.

What Are the Main Features of the TOEFL iBT Test?

- It measures all 4 language skills that are important for effective communication: **Reading**, **Listening**, **Writing**, and **Speaking**. The TOEFL iBT test emphasizes the student's ability to use English effectively in university settings.
- It is designed to reflect best practice in language learning and teaching, offering a fair, fast, and modern experience that mirrors modern academic life. Its relevant content allows students to demonstrate their foundational skills and their ability to communicate effectively in English.
- It is delivered via the internet in secure test centers around the world. The test can also be taken from home using the TOEFL iBT Home Edition.
- The **Reading** and **Listening** sections use multistage-adaptive testing, which means that test takers' performance on the first module of each section influences the difficulty level of the second module.
- The **Writing** and **Speaking** sections are linear, which means the difficulty level DOES NOT adjust based on test takers' performance.
- The **Reading** section features word completion in context, texts found in everyday campus situations, and academic passages.
- The **Listening** section features short exchanges completion, conversations, announcements, and academic talks.
- The **Writing** section requires test takers to construct sentences, write an email in an everyday campus context, and write an academic discussion post.
- The **Speaking** section requires test takers to repeat spoken input and respond to interview questions. Test takers wear headphones and speak into a microphone when they respond. The **Writing and Speaking** responses are digitally recorded and transmitted to ETS's scoring network, where advanced scoring engines, monitored by trained and certified human scorers, provide a holistic score from 0 to 5 according to the corresponding Scoring Guide.
- The test can be completed in approximately two hours. All test sections will be completed on the same day, so there is no need to travel to the test center twice.
- After completing the full test, test takers can immediately view their unofficial scaled scores for the **Reading** and **Listening** sections. However, the **Writing** and **Speaking** sections are evaluated after the test, so those results will be available at a later date.
- Official test scores are reported both online and by mail.
- Note-taking is allowed throughout the test, but it is not always recommended. Once testing is complete, all notes are discarded to maintain test security.

Format of the TOEFL iBT Test

The TOEFL iBT test consists of 4 sections: **Reading**, **Listening**, **Writing**, and **Speaking**. Instructions for answering questions are given within each section. There is no computer tutorial.

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

The Test Format

Test Section	Description	Approximate Base Timing
Reading	50 questions ☐ Complete the Words ☐ Read in Daily Life ☐ Read an Academic Passage	30 minutes
Listening	47 questions ☐ Listen and Choose a Response ☐ Listen to a Conversation ☐ Listen to an Announcement ☐ Listen to an Academic Talk	29 minutes
Writing	12 questions ☐ Build a Sentence ☐ Write an Email ☐ Write for an Academic Discussion	23 minutes
Speaking	11 questions ☐ Listen and Repeat ☐ Take an Interview	8 minutes

Learning Strategies

Instructors who capitalize on communicative language teaching can help students become responsible for their own learning by showing them such learning strategies as:

- Predicting the subject of a text based on its title, or information learned from associated captions or pictures
- Discussing or thinking about a subject before reading or hearing about it
- Guessing the meaning of vocabulary from context
- Breaking a sentence or word into parts to understand its meaning
- Focusing on essential information when listening to or reading a text, such as listening for when an assignment is due or looking for a particular resource in the library
- Using stress, intonation, redundancy, and organizational clues to identify the main idea of a text
- Organizing notes in an outline into main and subordinate categories
- Using only key words (i.e., omitting articles and other unnecessary words) when taking notes
- Analyzing and synthesizing information (integrating or combining)
- Using notes and outlines to plan what to say or write before beginning a task

Effective language instructors incorporate these types of strategies into their regular classroom activities and encourage students to practice them on their own. They also urge their students to find strategies for communicating in English, either in speech or in writing, outside the classroom and to do so every day. For example, students can find conversation partners who are native speakers of English, or they can correspond with English-speaking online friends.

References

Oxford, R. (September 2001). Integrated skills in the ESL/EFL classroom. *CAL Digest*, ERIC Clearinghouse on Languages and Linguistics, pages 1-3. Savignon, S. (January 2002). Communicative curriculum design for the 21st century. *English Teaching Forum*, pages 4 and 7.

Reading

How the TOEFL iBT Test Measures Reading Skills

The **Reading** section of the test measures test takers' ability to understand written English in academic and everyday campus life contexts. This section features a wide range of texts such as passages resembling textbook excerpts, scientific articles, emails, text message chains, schedules, and social media posts.

The **Reading** section uses a multistage adaptive format, meaning that the test takers' performance on the first Reading module will influence the difficulty of the second Reading module. There are approximately 35 questions in the first module and approximately 15 questions in the second module, totaling approximately 50 questions.

The **Reading** section includes 3 distinct task types: *Complete the Words*, *Read in Daily Life*, and *Read an Academic Passage*. Each task is designed to measure different aspects of reading comprehension, and test takers do not need to be familiar with the subject material.

- In the *Complete the Words* tasks, test takers read short academic paragraphs (about 70–100 words) where parts of words are missing. The test taker's task is to restore the missing parts using their reading comprehension skills along with their knowledge of vocabulary, grammar, and spelling.
- In the *Read in Daily Life* tasks, test takers read short, practical texts (ranging from 15 to 150 words) such as emails, notices, social media posts, or other formats. Questions require test takers to:
 - understand information in common, nonlinear text formats
 - identify the main purpose of written communication
 - understand informal language, including common idiomatic expressions
 - make inferences based on text
 - understand telegraphic language
 - skim and scan for information
- In the *Read an Academic Passage* tasks, test takers read short academic texts (approximately 200 words) on different topics that do not require specialized knowledge. Questions require test takers to:
 - identify the main ideas and basic context of a short, linear text
 - understand the important details in a short text
 - understand the range of grammatical structures used by academic writers
 - infer information that is not explicitly stated
 - understand a broad range of academic vocabulary
 - understand a range of figurative and idiomatic expressions
 - understand ideas expressed with grammatical complexity
 - understand the relationship between ideas across sentences and paragraphs
 - recognize the rhetorical structure of all or part of a written text

Reading Question Types for Daily Life and Academic Passage Tasks

Reading Question Types	Description of Question Type
Basic Comprehension Questions include 5 types of questions.	Basic comprehension questions assess knowledge of: • Vocabulary • Sentence structure • Semantic abilities (understandings of meaning, or differences between meanings, of words) • Ability to identify and understand important information presented in a sentence or paragraph
Each of the following types of questions can be used to test basic comprehension of a reading passage:	There are 5 question types within the basic comprehension questions type: • Factual and negative factual questions • Vocabulary questions • Select the sentence questions • Sentence simplification questions • Reference questions
a) Factual and negative factual questions	Measure ability to: • Identify correct responses to questions about important factual information that is clearly stated in a text • Determine whether information is true, not true or not included in a text
b) Vocabulary questions	Measure ability to: • Understand meaning of words and phrases in the context of a text
c) Select the sentence questions	Measure ability to: • Identify a specific sentence that contains certain information
d) Sentence simplification questions	Measure ability to: • Identify essential information in complex sentences in longer texts without getting confused or distracted by less important details and alternative wording
e) Reference questions	Measure ability to: • Identify relationships between ideas mentioned in the passage and expressions that refer to them
Inferential Comprehension Questions include 3 types of questions.	Inferential comprehension questions share some characteristics with basic comprehension questions. They can assess the following: • Sentence-level information as do basic comprehension questions • Understanding of information across multiple parts of a text • Ability to connect information and recognize organization and purpose of a text
Each of the following types of questions can be used to test inferential comprehension of a reading passage:	There are 3 question types within the inferential comprehension questions type: • Inference • Rhetorical purpose • Insert text

a) Inference questions	Measure ability to: - Comprehend an argument or idea that is strongly suggested but not explicitly stated in the text For example: - If an effect is described in the passage, an inference question might ask about its cause - If a comparison is made, an inference question might ask for the basis of the comparison
b) Rhetorical purpose questions	Measure ability to: - Determine why the author uses particular features or examples - Determine why the author uses a certain order, sequence or style of writing
c) Insert text questions	Measure ability to: Understand the lexical, grammatical, and logical links between successive sentences

Reading Purposes in Academic Settings

Nearly all English-speaking academic situations require students to do a lot of reading. Students will need to read their textbooks and understand the information there well enough to discuss it and write about it. They will also be expected to read and understand articles and information from other resources and reference materials such as:

- Newspapers
- Professional journals
- The internet
- Fiction and nonfiction literature
- Historical and biographical works
- Technical manuals
- Academic journals

To be successful in an academic situation, students will need to be able to read efficiently and accurately in English.

1. Reading for basic comprehension requires the ability to understand the following:

- General topic or main idea
- Major points related to the general topic or main idea
- Important facts and details
- Vocabulary in the context of the reading material

2. Reading for inferential comprehension requires the ability to manage the following reading relationships:

- Understand relationships between ideas. These can include one or more of the following kinds of relationships:
 - Compare and contrast
 - Cause and effect
 - Agree or disagree
 - Sequence (progression, chain, cycle) of ideas or events
 - Problem solution

3. Both reading for basic comprehension and inferential comprehension require the student to be able to make inferences (draw conclusions, make assumptions) about the information provided in the reading text.

Learning Objectives

The materials in this section map out the connections between test questions in the **Reading** section of the TOEFL iBT test and their underlying learning objectives. In the Activities that accompany this manual are examples of classroom activities that may help you prepare students to achieve their individual English learning objectives.

Purpose: Complete the Words

Learning Objective	Example
Process written texts for both meaning and form at the word level	Students work with short written texts in which individual words are partially or fully missing. They use surrounding context, grammatical structure, and word form knowledge to determine appropriate word completions.

Purpose: Basic comprehension

Learning Objectives	Example
- Identify the main idea of a reading passage - Identify key facts and important information in a passage - Identify vocabulary meaning in context - Identify a specific sentence that provides certain information - Recognize an accurate paraphrase of essential information - Correctly identify what a specific word refers to in a text	Students read short texts from both everyday campus life and academic contexts to identify main ideas, key details, and supporting information. They use context to determine word meaning, locate specific sentences that express particular ideas, recognize accurate paraphrases of essential information, and identify what words and phrases refer to in the text.

Purpose: Inferential comprehension

Learning Objectives	Example
- Make inferences, form generalizations, and draw conclusions based on what is implied (not stated specifically but logically concluded by the information given) in a passage - Recognize why an author explains concepts in a certain way - Recognize the logical sequencing of written material	- Texts from both everyday campus life and academic contexts contain information that leads to logical conclusions. Some information may not be stated directly but can be inferred. - Texts are purposefully organized to lead to certain comparisons, conclusions, or generalizations. - Information in texts is sequenced logically through the use of both content and grammatical structure.

Sample Complete the Words Task

Following is an example of the *Complete the Words* task found in the **Reading** section of the TOEFL iBT test, along with the related measurement objective. The correct answers are provided below.

Complete the Words	
Learning Objective	Example
Process written texts for both meaning and form at the word level	We know from drawings that have been preserved in caves for over 10,000 years that early humans performed dances as a group activity. We mi_ _ _ think th_ _ prehistoric peo_ _ _ concentrated on_ _ on ba_ _ _ survival. How_ _ _ , it i_ clear fr_ _ the rec_ _ _ that dan_ _ _ was important to them. They recorded more drawings of dances than any other group activity. Dances served various purposes, including ritualistic communication with the divine, storytelling, and social cohesion. Correct answers: We know from drawings that have been preserved in caves for over 10,000 years that early humans performed dances as a group activity. We might think that prehistoric people concentrated only on basic survival. However, it is clear from the record that dancing was important to them. They recorded more drawings of dances than any other group activity. Dances served various purposes, including ritualistic communication with the divine, storytelling, and social cohesion.

Sample Reading Question Types for Daily Life and Academic Passage Tasks

Following are examples of each of the question types found in the **Reading** section of the TOEFL iBT test, along with related learning objectives for each question type. The correct answers are marked with an asterisk (*).

Basic Comprehension: Factual and negative factual	
Learning Objectives	Example
Identify key facts and important information in a passage	Academic Passage: The Mirror Test Very young children cannot recognize themselves in a mirror; they usually achieve this milestone around 18 months of age. The ability to recognize oneself in the mirror is considered to be a key component of self-awareness and consciousness for humans. But what about animals? For many years, scientists have known that members of the great ape family could recognize themselves in mirrors. They measured this by the "mirror test," which involved putting a colored mark on an ape's body, and then showing the ape its reflection in a mirror. If the ape tried to remove the mark on its own body, the scientists knew that the ape was recognizing its reflection. Apes are close relatives of humans, but in recent years, scientists have discovered that other animals also pass the "mirror test." Elephants and dolphins have shown signs of self-recognition. These, like apes, are highly intelligent animals. But in a more recent experiment, a type of fish called the cleaner fish tried to scrape a mark off its body when it saw itself in the mirror. This suggests that even less intelligent animals may possess more self-awareness than previously suspected. Why did scientists put colored marks on animals' bodies? (A) It made it possible to track the animals' movements. (B) It helped them determine whether the animals recognized

	themselves. * (C) It made it easier to tell the animals apart. (D) It showed whether some animals can detect color differences. According to the passage, all of the following are true about elephants EXCEPT: (A) They can recognize themselves in mirrors. (B) They are highly intelligent animals. (C) They possess qualities in common with apes. (D) They understand certain signs from other animals. *
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Basic Comprehension: Vocabulary

Learning Objective	Examples
Identify vocabulary meaning in context	Academic Passage: The Mirror Test Very young children cannot recognize themselves in a mirror; they usually achieve this milestone around 18 months of age. The ability to recognize oneself in the mirror is considered to be a key component of self-awareness and consciousness for humans. But what about animals? For many years, scientists have known that members of the great ape family could recognize themselves in mirrors. They measured this by the “mirror test,” which involved putting a colored mark on an ape’s body, and then showing the ape its reflection in a mirror. If the ape tried to remove the mark on its own body, the scientists knew that the ape was recognizing its reflection. Apes are close relatives of humans, but in recent years, scientists have discovered that other animals also pass the “mirror test.” Elephants and dolphins have shown signs of self-recognition. These, like apes, are highly intelligent animals. But in a more recent experiment, a type of fish called the cleaner fish tried to scrape a mark off its body when it saw itself in the mirror. This suggests that even less intelligent animals may possess more self-awareness than previously suspected. The word “milestone” in the first sentence is closest in meaning to (A) accomplishment * (B) distance (C) weight (D) discovery

Basic Comprehension: Select the sentence

Learning Objectives	Example
Identify a specific sentence that provides certain information	Academic Passage: Ancient Games, Modern Minds Archaeologists have long been intrigued by the discovery of ancient board games in burial sites and ruins across the world. The game of Senet, played in Egypt over 5,000 years ago, and the Royal Game of Ur from Mesopotamia are among the earliest known examples. These games were not merely pastimes; their presence in tombs suggests they held symbolic or ritual significance, perhaps representing the journey to the afterlife or the struggle between order and chaos. [A] The rules of these ancient games are often reconstructed from fragmentary evidence, leaving much to speculation. [B] Because written records are rare, archaeologists must piece together information from game boards, playing pieces, and artistic depictions to infer how the games were played. [C] Even when boards and pieces are found together, the intended sequence of moves or the role of

	chance is not always clear. [D] Some scholars believe that the randomness introduced by dice or sticks in these games reflected beliefs about fate and divine intervention, while others argue that the strategic elements of play encouraged cognitive skills such as planning, memory, and adaptability. Identify the sentence in paragraph 2 that offers interpretations of the cultural significance of ancient games. (A) Sentence A (B) Sentence B (C) Sentence C (D) Sentence D *
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Basic Comprehension: Sentence simplification

Learning Objectives	Example
Recognize an accurate paraphrase of essential information	Academic Passage: Early Cinema The cinema did not emerge as a form of mass consumption until its technology evolved from the initial “peepshow” format to the point where images were projected on a screen in a darkened theater. In the peepshow format, a film was viewed through a small opening in a machine that was created for that purpose. Thomas Edison’s peepshow device, the Kinetoscope, was introduced to the public in 1894. It was designed for use in Kinetoscope parlors, or arcades, which contained only a few individual machines and permitted only one customer to view a short, 50-foot film at a time. The first Kinetoscope parlors contained five machines. For the price of 25 cents (or 5 cents per machine), customers moved from machine to machine to watch five different films (or, in the case of famous prizefights, successive rounds of a single fight). These Kinetoscope arcades were modeled on phonograph parlors, which had proven successful for Edison several years earlier. In the phonograph parlors, customers listened to recordings through individual ear tubes, moving from one machine to the next to hear different recorded speeches or pieces of music. The Kinetoscope parlors functioned in a similar way. Which of the sentences that follow best expresses the essential information in the highlighted sentence of the passage? Incorrect choices change the meaning in important ways or leave out essential information. (A) The Kinetoscope was designed so that customers could watch films in their homes. (B) Kinetoscope parlors were large arcades where people could watch movies with friends. (C) Kinetoscope parlors allowed many customers to watch long films together on several machines. (D) The Kinetoscope was made for parlors that had a small number of machines, and each machine could show a short film to one person at a time. *

Basic Comprehension: Reference

Learning Objectives

Correctly identify what a specific word refers to in a text

Example

Daily Life Passage:

A screenshot of the SmartDorm Hub website. At the top is a navigation bar with links for Home, Services, News, Careers, and Contact. Below the navigation bar is a heading "Welcome to SmartDorm Hub!". The main content area describes the platform as an all-in-one tool for managing dorm room systems. It lists several features: Unified Control, Custom Scenes, Energy Insights, Security Alerts, and Voice Integration. At the bottom, there is a "Getting Started" section with three numbered steps: downloading the app, connecting devices, and personalizing the dashboard.

<https://www.smartdormhub.com>

Home Services News Careers Contact

Welcome to SmartDorm Hub!

SmartDorm Hub is your all-in-one platform for managing every aspect of your connected dorm room. Our intuitive dashboard allows you to monitor and control lighting, climate, security, and entertainment systems from any device—whether in class, at the library, or anywhere on campus.

Features

- Unified Control: Adjust lighting, temperature, and security settings with a single tap.
- Custom Scenes: Create personalized routines—like “Study Mode” or “Movie Night”—that automate multiple devices at once.
- Energy Insights: Track real-time energy consumption and receive tips to save power in your dorm.
- Security Alerts: Get instant notifications about unusual activity, door status, or smoke detection.
- Voice Integration: Compatible with major voice assistants for hands-free operation.

Getting Started

1. Download the SmartDorm Hub app from your device’s app store.
2. Connect your compatible devices using the guided setup wizard.
3. Personalize your dashboard and set up custom scenes to fit your campus lifestyle.

In the sentence “Our intuitive dashboard allows you to monitor and control lighting, climate, security, and entertainment systems from any device—whether in class, at the library, or anywhere on campus,” what does the word “you” refer to?

- (A) The SmartDorm Hub technical support team
- (B) The dashboard
- (C) The user of the SmartDorm Hub *
- (D) The security system

Inferential Comprehension: Inference

Learning Objectives

Make inferences, form generalizations, and draw conclusions based on what is implied (not stated specifically but logically concluded by the information given) in a passage

Example

Daily Life Passage:

Welcome to the Library Quiet Zone!

This area is specifically designated for quiet reading and study to ensure a peaceful environment for all patrons. Please adhere to the following guidelines:

1. Noise Levels: Please keep noise to a minimum. This includes refraining from loud conversations and phone calls.

2. Electronic Devices: Ensure that all electronic devices, such as phones and laptops, are set to silent mode. The volume on headphones must be kept low.

3. Conversations: If you need to have a conversation, please conduct it quietly or proceed to another area of the library.

4. Music and Media: Listening to music or watching videos without headphones is not allowed. Please keep the volume of headphones at a level that only you can hear.

5. Respect for Others: Be mindful of those around you who are studying or reading. Your cooperation helps maintain a serene environment for everyone.

What can be concluded about the library?

- (A) It has areas that are not specifically designated as quiet zones. *
- (B) It has received numerous complaints about noise levels.
- (C) It is located on the campus of a university.
- (D) It holds a large collection of film and music recordings.

Inferential Comprehension: Rhetorical purpose

Learning Objectives

Recognize why an author explains concepts in a certain way

Example

Academic Passage:

The Mirror Test

Very young children cannot recognize themselves in a mirror; they usually achieve this milestone around 18 months of age. The ability to recognize oneself in the mirror is considered to be a key component of self-awareness and consciousness for humans. But what about animals? For many years, scientists have known that members of the great ape family could recognize themselves in mirrors. They measured this by the "mirror test," which involved putting a colored mark on an ape's body, and then showing the ape its reflection in a mirror. If the ape tried to remove the mark on its own body, the scientists knew that the ape was recognizing its reflection.

Apes are close relatives of humans, but in recent years, scientists have discovered that other animals also pass the "mirror test." Elephants and dolphins have shown signs of self-recognition. These, like apes, are highly intelligent animals. But in a more recent experiment, a type of fish called the cleaner fish tried to scrape a mark off its body when it saw itself in the mirror. This suggests that even less intelligent animals may possess more self-awareness than previously suspected.

Why does the author mention cleaner fish?

- (A) To suggest that a wide range of animals may possess self-awareness *
- (B) To imply that ocean animals are highly intelligent
- (C) To demonstrate a flaw in a recent experiment
- (D) To provide an example of an animal that does not recognize itself

Inferential Comprehension: Insert Text

Learning Objectives

Recognize the logical sequencing of written material

Example

Academic Passage:

Sleep Patterns

Sleep patterns vary considerably among different animal species. Some animals, like dolphins, have unique sleep methods. Dolphins practice unihemispheric slow-wave sleep, meaning one half of their brain sleeps while the other remains awake. This adaptation allows them to surface for air and stay alert for predators even while resting.

Birds also display interesting sleep behaviors. Many bird species can sleep while flying. **(A)** During long migratory flights, some birds may engage in unihemispheric sleep, similar to dolphins, enabling them to navigate and avoid threats. **(B)** Additionally, certain birds can sleep with both hemispheres of their brain but in short bursts, allowing them to maintain continuous flight for extended periods.

(C) Sleep patterns have evolved based on environmental needs. For example, grazing animals like cows and horses sleep minimally, often standing up, which helps them stay vigilant against predators. **(D)** In contrast, predators such as lions and tigers can afford longer, deeper sleep because they face fewer threats. Understanding these varied sleep patterns provides insight into how animals have adapted to their habitats and survival challenges. The balance between rest and vigilance is crucial for survival, revealing the intricate adaptations across the animal kingdom.

There are four locations (A, B, C, and D) in the passage that indicate where the following sentence could be added.

But what affects birds' sleep norms?

Where would the sentence best fit?

- (A)** Location A
- (B)** Location B
- (C)** Location C *
- (D)** Location D

Listening

How the TOEFL iBT Test Measures Listening Skills

The **Listening** section of the test measures test takers' ability to understand spoken English in both academic and everyday life campus situations. This section features a variety of audio recordings such as classroom lectures, campus announcements, casual conversations, and student interactions.

The **Listening** section uses a multistage adaptive format, which means the difficulty level of the second Listening module will depend on the test takers' performance on the first module. There are 32 questions in the first module and 15 questions in the second module, totaling 47 questions.

The **Listening** section includes 4 distinct task types: *Listen and Choose a Response*, **Listen to a Conversation**, **Listen to an Announcement**, and *Listen to an Academic Talk*. Each task is designed to assess different listening skills. Test takers do not need to be familiar with the subject material.

Listening questions are all multiple-choice and have only one correct answer.

- In the *Listen and Choose a Response* tasks, test takers hear a brief spoken question or statement. The audio is played only once, and the text is not displayed on screen. Test takers then choose the most appropriate response from 4 written options. This task requires the test taker to:
 - understand common vocabulary and formulaic phrases
 - understand simple grammatical structures, including question-formation patterns
 - recognize socially appropriate responses in short spoken exchanges
 - recognize and distinguish English phonemes and the use of common intonation and stress patterns that convey meaning in carefully articulated speech
 - infer implied meaning, speaker role, or context in short spoken exchanges
- In the *Listen to a Conversation* tasks, test takers hear short dialogues (usually up to 100 words) between 2 speakers in everyday campus or social settings. Test takers then answer 2 questions about the conversation. Questions require the test taker to:
 - identify the main ideas and basic context of a conversation
 - understand the important details in a conversation
 - understand a range of grammatical structures used by proficient speakers
 - understand a wide range of vocabulary, including idiomatic and colloquial expressions
 - infer information that is not explicitly stated
 - recognize the purpose of a speaker's utterance
 - make simple predictions about the further actions of the speakers
 - follow the connection between ideas across speaker turns
- In the *Listen to an Announcement* tasks, test takers hear short spoken messages (usually up to 85 words) similar to announcements made in academic environments (e.g., classroom updates, campus office notices, or other messages). Test takers then answer 2 questions about the announcement. Questions require the test taker to:
 - identify the main ideas and basic context of a short message
 - understand the important details in a short message
 - understand a range of grammatical structures used by proficient speakers

- understand a wide range of vocabulary, including idiomatic and colloquial expressions
 - infer information that is not explicitly stated
 - predict future actions based on what a speaker has said
 - recognize the purpose of a speaker's message
- In the *Listen to an Academic Talk* tasks, test takers hear short academic presentations (usually up to 250 words) on different topics (e.g., history, science, the arts, etc.). Test takers answer 4 questions about each academic talk. Questions require the test taker to:
- understand the main and supporting ideas of a short academic talk
 - understand a range of grammatical structures
 - make inference based on what is said
 - recognize the organizational structure of the talk
 - understand vocabulary that is sometimes uncommon, colloquial, or idiomatic

Listening Question Types for Conversation, Announcement, and Academic Talk Tasks

Listening Question Types	Description of Question Type
Listening Comprehension Questions include 6 types of questions.	There are 6 listening comprehension question types: • Main idea questions • Factual questions • Inference questions • Purpose questions • Method questions • Attitude questions
a) Main Idea questions	Measure ability to: • Identify the main point of a conversation, announcement, or academic talk
b) Factual questions	Measure ability to: • Understand specific information stated in a listening passage
c) Inference questions	Measure ability to: • Understand meaning that is implied but not directly stated in a listening passage • Interpret tone, intent, and context
d) Purpose questions	Measure ability to: • Understand why a speaker says something • Interpret how a specific part of a listening passage contributes to the overall message
e) Method questions	Measure ability to: • Understand how a speaker presents or explains information • Recognize patterns of explanation, such as comparison, categorization, or sequencing
f) Attitude questions	Measure ability to: • Understand how a speaker feels about a topic or how strongly they believe what they are saying • Interpret tone, emphasis, or evaluative language

Challenges Faced by Listeners

Native and non-native speakers rarely talk in a completely logical, uninterrupted flow. Listeners need to recognize interruptions, misunderstandings, clarifications, hesitations, and sentence fragments. They also should recognize:

- **Digressions** – when a speaker strays from the main point to make another point that may, at the time, seem unrelated.
- **Asides** – when a speaker makes a parenthetical statement that might reflect the speaker’s attitude about the topic.
- **Reduced speech** – when a speaker connects or links words, in the process creating what sounds like a new word. For example, “What did you say?” becomes “Whadja say?”
- **False starts** – beginning a sentence and then starting again, as in “I’d like to talk...I’d like to talk about...”
- **Misspeaks** – errors in pronunciation or grammar that the speaker may attempt to go back and correct.

Listening Purposes in Academic Settings

In English-speaking academic environments, listening takes place not only in traditional classrooms and lecture halls, but also in offices, libraries, cafeterias, dorms, sports fields, recreation centers—any place students, faculty, and staff communicate.

Whether in a discussion group, housing center, or professor’s office, a student listens for:

- Basic understanding: to comprehend the main ideas and the important details.
- Pragmatic understanding: to grasp the reason for communication. For example, what is the speaker’s purpose, motivation, or attitude?
- Connecting and synthesizing information: to understand the relationship between pieces of information. For example, is the speaker comparing and contrasting information, or showing its cause and effect? What conclusion can the listener draw? What generalization can be made?

To understand the purposes of listening is one thing, to succeed in academic English environments is another. Success requires skill mastery, and the following learning objectives provide a breakdown of the specific types of listening skills measured by the TOEFL iBT test.

Learning Objectives

The materials in this section map out the connections between test questions in the **Listening** section of the TOEFL iBT test and their underlying learning objectives. In the Activities that accompany this manual are examples of classroom activities that can be used to help you prepare your students to achieve their individual English learning objectives.

Purpose: Basic understanding	
Learning Objectives	Examples
- Identify the main point of a conversation, announcement, or academic talk - Understand specific information stated in a listening passage	Listening passages such as conversations, announcements, and academic talks contain a main idea and supporting details. Listeners identify the overall message (main idea questions) and understand specific information that is directly stated (factual questions).
Purpose: Pragmatic understanding	
Learning Objectives	Examples
- Understand why a speaker says something - Interpret how a specific part of a listening passage contributes to the overall message - Understand how a speaker feels about a topic or how strongly they believe what they are saying - Interpret tone, emphasis, or evaluative language	Listening passages such as conversations, announcements, and academic talks reflect a speaker's purpose, intent, and attitude. Listeners determine why a speaker says something and how specific parts contribute to the overall message (purpose questions), as well as interpret tone, emphasis, and evaluative language to understand how the speaker feels or what they believe (attitude questions).
Purpose: Connect and synthesize information	
Learning Objectives	Examples
- Understand how a speaker presents or explains information - Recognize patterns of explanation, such as comparison, categorization, or sequencing - Understand meaning that is implied but not directly stated in a listening passage - Interpret tone, intent, and context	Listening passages such as conversations, announcements, and academic talks present information in structured ways. Listeners understand how speakers explain or develop ideas (method questions), recognize patterns such as comparison, categorization, or sequencing, and interpret implied meaning and conclusions that are not directly stated (inference questions).

Sample Listen and Choose a Response Task

Below is an example of the *Listen and Choose a Response* task found in the **Listening** section of the TOEFL iBT test, along with the related learning objective. The correct answer is marked with an asterisk (*).

To listen to the audio that accompanies each task, download the audio files at

<https://www.ets.org/toefl/ibt-workshop-materials.html> and refer to the corresponding **[Audio File #]** shown.

Listen and Choose a Response

Learning Objectives	Example
Understand short spoken exchanges	[Audio File 1]: Didn't I just see you in the library an hour ago? (A) As a matter of fact, I was returning a book. * (B) Yes, you can find it in the reference section. (C) I don't think I'll have enough time to do that. (D) Actually, I think I can get there a little earlier.

Sample Listening Question Types for Conversation, Announcement, and Academic Talk Tasks

Below are examples of each of the question types found in the **Listening** section of the TOEFL iBT test, along with related learning objectives for each question type. The correct answers are marked with an asterisk (*).

To listen to the audio that accompanies each task, download the audio files at

<https://www.ets.org/toefl/ibt-workshop-materials.html> and refer to the corresponding **[Audio File #]** shown.

Listening Comprehension: Main idea

Learning Objectives	Example
Identify the main point of a conversation, announcement, or academic talk	[Audio File 2]: Narrator: Listen to an announcement in a classroom. Man: Good afternoon, everyone. I am excited to inform you that Dr. Cynthia Palmer, a renowned expert in environmental science, will be giving a guest lecture next Monday at 2 PM in Waldman Auditorium. Dr. Palmer will discuss the latest advancements in sustainable energy solutions and their impact on global climate change. Due to her popularity and the high interest in her work, I highly recommend arriving early to secure a seat. What is the announcement about? (A) A guest lecture * (B) A different location for a class (C) Requirement for a class (D) A new university science course

Listening Comprehension: Factual

Learning Objectives	Example
Understand specific information stated in a listening passage	[Audio File 3]: Narrator: Listen to a talk on a podcast about psychology. Podcast Host: Did you see that new thriller movie that came out last week? I did and loved it. The action, the plot twists... I was totally captivated. Time just flew by. Not a single thought occurred to me that was unrelated to the movie. What I experienced is what psychologists call hard fascination. Hard fascination means intense focus and concentration. Whether it's TV programs, video games... hard fascination is all too easy to come by in this modern world. There's another type of fascination—soft fascination. There's still

	effortless attention, meaning that no special effort is required for you to stay focused, but there's still room for other thoughts. When I take a walk in the park and look at the flowers and trees, for example, I might be thinking in the back of my mind about my dinner plans. Now, one thing to know is hard fascination causes mental fatigue. The mind is so intensely focused that it gets tired fast. What follows mental fatigue? You might find yourself easily distracted, irritable, and stressed. Soft fascination, in contrast, engages a different part of the brain—the DMN, or Default Mode Network, which soothes the mind and helps combat mental fatigue. So next time you feel like your mind is on overload, turn off the TV, put down your phone. Take a walk, or simply sit and stare at the clouds. What does the speaker say about her walk in the park? (A) It is similar to her experience watching a good movie. (B) Her mind has space for thoughts unrelated to nature. * (C) She needs to put in special effort to stay focused on flowers and trees. (D) She gets mental fatigue from her mind engaging in hard fascination.
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Listening Comprehension: Inference

Learning Objectives	Example
- Understand meaning that is implied but not directly stated in a listening passage - Interpret tone, intent, and context	[Audio File 4]: Narrator: Listen to a conversation. Man: Have you returned the books we borrowed from the library? Woman: Why? I thought we could keep them for six weeks? Man: Actually, it's now four weeks. They changed the policy. I guess I forgot to tell you. Woman: That means they're due tomorrow. Man: Exactly. Woman: In that case, I'll take care of it right now. What will the woman probably do next? (A) Return books to the library * (B) Make a phone call to the library (C) Pay a fine for returning books late (D) Borrow a new book from the library

Listening Comprehension: Purpose

Learning Objectives	Example
- Understand why a speaker says something - Interpret how a specific part of a listening passage contributes to the overall message	[Audio File 2]: Narrator: Listen to an announcement in a classroom. Man: Good afternoon, everyone. I am excited to inform you that Dr. Cynthia Palmer, a renowned expert in environmental science, will be giving a guest lecture next Monday at 2 PM in Waldman Auditorium. Dr. Palmer will discuss the latest advancements in sustainable energy solutions and their impact on global climate change. Due to her popularity and the high interest in her work, I highly recommend arriving early to secure a seat. Why does the professor mention Dr. Palmer's popularity? (A) To encourage students to read her work (B) To indicate why she was invited to the university

	(C) To compare her to other invited experts (D) To explain why students should arrive early *
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Listening Comprehension: Method

Learning Objectives	Example
- Understand how a speaker presents or explains information - Recognize patterns of explanation, such as comparison, categorization, or sequencing	[Audio File 5]: Narrator: Listen to a talk in a neuroscience class. Man: Let's talk a little about language acquisition, which is the process by which humans learn to understand and use language. There are two main types of language acquisition: first language acquisition and second language acquisition. First language acquisition occurs naturally and with relative ease during early childhood, through interaction with family and the surrounding environment. Children are able to pick up their native language quickly due to their innate linguistic capabilities, a concept supported by the linguist Noam Chomsky's theory of Universal Grammar. Universal Grammar suggests that the ability to acquire language is innate to humans and that all human languages share a common underlying structure. Second language acquisition, on the other hand, often requires more conscious effort and formal education and typically happens later in life. Several factors influence the ease and success of second language acquisition, including exposure to the language, age, and motivation. Motivation, in particular, plays a crucial role—highly motivated individuals are more likely to engage actively with the language and persist in their learning efforts. Age is also significant; according to the critical period hypothesis, there is an optimal window in early childhood during which language acquisition occurs most easily. After this period, acquiring a new language can be more challenging. Understanding these processes helps educators and linguists develop effective teaching methods and language learning tools. How is the talk mainly organized? (A) It contrasts children's innate linguistic capabilities with those of adults. (B) It lists the principles of Noam Chomsky's theory of Universal Grammar. (C) It describes the differences between two methods of teaching language. (D) It discusses the two main types of language acquisition. *

Listening Comprehension: Attitude

Learning Objectives	Example
- Understand how a speaker feels about a topic or how strongly they believe what they are saying - Interpret tone, emphasis, or evaluative language	[Audio File 6]: Narrator: Listen to a conversation. Woman: I noticed that there are new compost bins outside the dining hall. Man: I almost tossed my coffee cup in, but then I realized it wasn't compostable. Woman: The signs are a bit cryptic. I saw someone trying to decipher the icons for five minutes. He just gave up! Man: At least the university is trying to recycle all this food waste. Woman: True. Still, I wish they'd just use words instead of hieroglyphics. Man: Maybe it's a test of our environmental literacy. Woman: If so, I'm barely passing. I might have to make myself a cheat sheet.

	What is the woman's attitude toward the new compost bins? (A) She is enthusiastic about the environmental initiative. (B) She is critical of students who misuse the bins. (C) She is frustrated by the unclear instructions. * (D) She is indifferent to the changes.
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Writing

How the TOEFL iBT Test Measures Writing Skills

In English-speaking academic environments, students are expected to communicate their written ideas clearly and accurately. They often write emails in everyday campus life contexts, such as communicating with instructors or administrative staff to request information, explain problems, or propose solutions. They are also required to express opinions based on personal knowledge and experience and to support those opinions with details and examples, including when contributing to online academic discussions by responding thoughtfully to others' ideas. Underlying all of these tasks is the ability to construct grammatically accurate and contextually appropriate sentences, a foundational skill that supports effective written communication across academic and everyday situations.

The **Writing** section of the test measures test takers' foundational language skills and their ability to communicate effectively in written English across academic and everyday campus life contexts. The **Writing** section follows a linear format, meaning that all test takers receive the same set of **Writing** tasks regardless of their performance on previous tasks.

The **Writing** section includes 3 distinct task types: *Build a Sentence*, *Write an Email*, and *Write for an Academic Discussion*. Each task is designed to evaluate different writing skills.

- In the *Build a Sentence* tasks, test takers construct appropriate responses in short interactions. The first sentence of the exchange is complete, while the second sentence contains several blanks. Along with the blanks, test takers will see words or phrases presented in an incorrect order. Test takers are required to rearrange these words or phrases to complete the second sentence so that it is both grammatically correct and contextually appropriate. In some questions, there is an extra word or phrase that test takers will NOT use. This task measures the test taker's command of sentence structures and the ability to create an appropriate response within a short interaction.
 - This skill predicts the range and complexity of sentence structures the test taker can use in a variety of academic and everyday campus life contexts and tasks.
 - Sentence construction supports effective communication of complex ideas and perspectives.
- In the *Write an Email* tasks, test takers are presented with a short scenario in an academic or everyday campus life context. Test takers are required to write an email for a specific communicative purpose (e.g., providing advice, extending an invitation, or suggesting a solution to a problem). This task measures the test taker's ability to write a multi-sentence text that:
 - achieves the designated communication goal and follows basic social conventions
 - is adequately elaborated, clear, and cohesive
 - makes accurate and appropriate use of a range of grammatical structures and vocabulary
 - follows mechanical conventions of English (spelling, punctuation, and capitalization)

- In the *Write for an Academic Discussion* tasks, test takers will read an online discussion in which a professor has posed a question and two students have shared their ideas. Test takers will write a response that contributes to the discussion. This task measures the test taker's ability to write a text that:
 - clearly elaborates an argument for a position, responding to arguments and/or using information provided in short texts
 - is adequately supported, clear, and cohesive
 - makes accurate and appropriate use of a range of grammatical structures and vocabulary
 - follows mechanical conventions of English (spelling, punctuation, and capitalization)

Writing Tasks in Academic Settings

Once students are enrolled in an English-speaking academic environment, they will be given writing tasks. Successful students who master assignments will:

□ **Express ideas precisely and unambiguously.**

They will use a wide and flexible range of language to formulate thoughts clearly, emphasize key points, and avoid ambiguity in different academic writing contexts.

□ **Convey nuance and qualify meaning effectively.**

They will use a range of qualifying devices—such as adverbs, clauses, and modifiers—to express degrees of certainty, limitation, and subtle distinctions in meaning with reasonable accuracy.

□ **Adapt tone and express disagreement appropriately.**

They will analyze the audience and purpose in order to express opinions with appropriate levels of certainty and, when needed, communicate strong disagreement in a clear, respectful, and diplomatic way.

□ **Use complex grammatical structures effectively.**

They will apply a broad range of grammatical structures appropriately and with flexibility to express relationships between ideas and support clear, coherent communication.

□ **Use a broad and precise vocabulary.**

They will demonstrate strong command of a wide lexical repertoire, including idiomatic expressions, and show awareness of how word choice influences tone, meaning, and connotation.

□ **Organize and present writing clearly.**

They will ensure that layout, paragraphing, and punctuation are consistent and help guide the reader through the text.

Learning Objectives

The materials in this section map out the connections between test questions in the **Writing** section of the TOEFL iBT test and their underlying learning objectives. In the Activities that accompany this manual are examples of classroom activities that may help you prepare your students to achieve their individual English learning objectives.

Tasks	Learning Objectives
Build a Sentence	• Use grammar and meaning together to build a sentence that fits the situation
Write an Email	• Communicate information in everyday campus contexts • Develop the response with appropriate explanation and detail • Express ideas clearly and coherently • Use transition words and phrases to create a smooth flow of ideas • Vary sentence structure and vocabulary and use each accurately and appropriately • Follow the conventions of spelling, punctuation, and layout and organize information
Write for an Academic Discussion	• Clearly articulate one's own position or opinion and give supporting evidence from personal experience or knowledge • Develop the response with appropriate explanation and detail • Express ideas clearly and coherently • Use transition words and phrases to create a smooth flow of ideas • Vary sentence structure and vocabulary and use each accurately and appropriately • Follow the conventions of spelling, punctuation, and layout and organize information

Sample Writing Tasks

Below are examples of each of the task types found in the **Writing** section of the TOEFL iBT test, along with related learning objectives for each task type.

Build a Sentence	
Learning Objectives	Example
Use grammar and meaning together to build a sentence that fits the situation	Make an appropriate sentence. I'm going to study at the library this afternoon. _____ ? to / do / borrow / any books / you / need Correct answer: <u>Do you need to borrow any books?</u>
Write an Email	
Learning Objectives	Example
☐ Communicate information in everyday campus contexts ☐ Develop the response with appropriate explanation and detail ☐ Express ideas clearly and coherently ☐ Use transition words and phrases to create a smooth flow of ideas ☐ Vary sentence structure and vocabulary and use each accurately and appropriately ☐ Follow the conventions of spelling, punctuation, and layout and organize information	A new poetry magazine has asked its readers for submissions, and you decided to submit two of your poems. However, you had a problem using the online submission form, and you are not certain that your submissions were received. Write an email to the editor of the magazine. In your email, do the following: ☐ Tell the editor what you like about the new magazine. ☐ Describe the problem you experienced. ☐ Ask about the status of your submissions. Write as much as you can and in complete sentences. Use your own words. Your Response: To: editor@sunshinepoetrymagazine.com Subject: Problem using submission form Sample High-Level Response Hi Editor, I hope you are well! I wanted to say that I really love the new Sunshine Poetry Magazine. It's refreshing to see such a diverse range of voices, and the layout is very engaging. However, I had some trouble with online submission form when I tried to submit two of my poems. After I uploaded the files and hit submit, the page just kept loading and loading, and eventually, I wasn't sure if my poems can successfully sent. Could you please confirm if you received my submissions? I'm really excited to be a part of your magazine and would appreciate any help you can provide to fix this issue. Looking forward to your response. Best regards.

Write for an Academic Discussion

Learning Objectives

- ☐ Clearly articulate one's own position or opinion and give supporting evidence from personal experience or knowledge
- ☐ Develop the response with appropriate explanation and detail
- ☐ Express ideas clearly and coherently
- ☐ Use transition words and phrases to create a smooth flow of ideas
- ☐ Vary sentence structure and vocabulary and use each accurately and appropriately
- ☐ Follow the conventions of spelling, punctuation, and layout and organize information

Example

Your professor is teaching a class on social studies. Write a post responding to the professor's question.

In your response, you should do the following.

- ☐ Express and support your opinion.
- ☐ Make a contribution to the discussion **in your own words**.

An effective response will contain at least 100 words.



Dr. Achebe

Volunteerism refers to the act of offering your time and service without financial compensation to benefit a community, organization, or cause. While many people volunteer mainly to help others, some institutions have mandatory volunteer programs. High schools are one example, where students may be required to complete a certain number of volunteer hours to graduate. What do you think? Should high school students be required to do volunteer work? Why or why not?

Claire



Yes, I think high schools should require volunteer hours because it helps students build a sense of civic responsibility. Many teenagers don't naturally think about helping others, and this requirement can introduce them to the idea that their time and effort can make a real difference in the lives of others.

Andrew



I don't think volunteer hours should be required because many students already have limited free time. Some have part-time jobs or take care of younger siblings after school. Adding a mandatory volunteer requirement could create extra stress and make it harder for those students to balance their existing responsibilities.

Sample High-Level Response

While I get Andrew's point about limited free time, I think it's good to have mandatory volunteer hours at high schools. Volunteering teaches students empathy and community service, helping them grow into responsible adults. Schools can give flexible options that fit student's schedules, like weekend or summer volunteering. What's more, volunteering can be a break from academic pressure, allowing students to engage in meaningful activities outside school. For example, last summer I volunteered to help create a community garden and the experience was both fulfilling and educational. I helped beautify the neighborhood and in process of doing so, I learned how to grow vegetables and made some new friends. The potential benefits of volunteering clearly outweigh the time-constraints involved.

Understanding the Writing Scoring Guides

Each question in the *Build a Sentence* task is scored as either correct or incorrect, meaning that no partial credit is awarded.

There are **Writing** Scoring Guides associated with the *Write an Email* and *Write for an Academic Discussion* tasks. The **Writing** responses are scored holistically on a scale of 0 to 5. A holistic score means that the response is evaluated as a whole. The response is not broken into parts, verb tenses are not isolated from transition words and phrases, which are not separated from word choice or the overall elaboration of ideas.

For both *Write an Email* and *Write for an Academic Discussion* tasks, the **Writing** Scoring Guides also recognize that a test taker's written response is a first draft, meaning that a test taker is not expected to produce a perfect response. For that reason, even the highest score on the task, a 5, may have some minor flaws, similar to those one would expect in a draft response. For example, a response with a score of 5 could contain sporadic word choice or form errors. There might also be minor grammar or punctuation mistakes that do not impact the meaning being conveyed. Despite these or other imperfections, the writing responds to the prompt, develops ideas, makes connections, covers points clearly and accurately, and is clear and comprehensible.

Following are the Scoring Guides for each of the **Writing** tasks.

Writing Scoring Guide: Write an Email

Score	General Description
5	A fully successful response The response is effective, is clearly expressed, and shows consistent facility in the use of language. A typical response displays the following: • Elaboration that effectively supports the communicative purpose • Effective syntactic variety and precise, idiomatic word choice • Consistent use of appropriate social conventions (e.g., politeness, register, organization of information and formulation of actions such as requests, refusals, criticisms, etc.) • Almost no lexical or grammatical errors other than those expected from a competent writer writing under timed conditions (e.g., common typos or common misspellings or substitutions like <i>there/their</i>)
4	A generally successful response The response is mostly effective and easily understood. Language facility is adequate to the task. A typical response displays the following: • Adequate elaboration to support the communicative purpose • Syntactic variety and appropriate word choice • Mostly appropriate social conventions • Few lexical or grammatical errors
3	A partially successful response The response generally accomplishes the task. Limitations in language facility may prevent parts of the message from being fully clear and effective. A typical response displays the following: • Elaboration that partially supports the communicative purpose • A moderate range of syntax and vocabulary • Some noticeable errors in structure, word forms, use of idiomatic language and/or social conventions
2	A mostly unsuccessful response The response reflects an attempt to address the task, but it is mostly ineffective. The message may be limited or difficult to interpret. A typical response exhibits one or more of the following: • Limited or irrelevant elaboration • Some connected sentence-level language, with a limited range of syntax and vocabulary • An accumulation of errors in sentence structure and/or language use
1	An unsuccessful response The response reflects an ineffective attempt to address the task. The message may be limited to the point of being unintelligible. A typical response exhibits one or more of the following: • Very little elaboration, if any • Telegraphic language (i.e., short and/or disconnected phrases and sentences) with a very limited range of vocabulary • Serious and frequent errors in the use of language • Minimal original language; any coherent language is mostly borrowed from the stimulus
0	The response is blank, rejects the topic, is not in English, is entirely copied from the prompt, is entirely unconnected to the prompt or consists of arbitrary keystrokes.

Writing Scoring Guide: Write for an Academic Discussion

Score	General Description
5	A fully successful response The response is a relevant and very clearly expressed contribution to the online discussion, and it demonstrates consistent facility in the use of language. A typical response displays the following: • Relevant and well-elaborated explanations, exemplifications and/or details • Effective use of a variety of syntactic structures and precise, idiomatic word choice • Almost no lexical or grammatical errors other than those expected from a competent writer writing under timed conditions (e.g., common typos or common misspellings or substitutions like <i>there/their</i>)
4	A generally successful response The response is a relevant contribution to the online discussion, and facility in the use of language allows the writer's ideas to be easily understood. A typical response displays the following: • Relevant and adequately elaborated explanations, exemplifications and/or details • A variety of syntactic structures and appropriate word choice • Few lexical or grammatical errors
3	A partially successful response The response is a mostly relevant and mostly understandable contribution to the online discussion, and there is some facility in the use of language. A typical response displays the following: • Elaboration in which part of an explanation, example or detail may be missing, unclear or irrelevant • Some variety in syntactic structures and a range of vocabulary • Some noticeable lexical and grammatical errors in sentence structure, word form or use of idiomatic language
2	A mostly unsuccessful response The response reflects an attempt to contribute to the online discussion, but limitations in the use of language may make ideas hard to follow. A typical response displays the following: • Ideas that may be poorly elaborated or only partially relevant • A limited range of syntactic structures and vocabulary • An accumulation of errors in sentence structure, word forms or use
1	An unsuccessful response The response reflects an ineffective attempt to contribute to the online discussion, and limitations in the use of language may prevent the expression of ideas. A typical response displays the following: • Words and phrases that indicate an attempt to address the task, but with few or no coherent ideas • Severely limited range of syntactic structures and vocabulary • Serious and frequent errors in the use of language • Minimal original language; any coherent language is mostly borrowed from the stimulus
0	The response is blank, rejects the topic, is not in English, is entirely copied from the prompt, is entirely unconnected to the prompt or consists of arbitrary keystrokes.

Scored Sample Test Taker Responses for a Write an Email Task

Write an Email Task

You are a student who lives in a dormitory on campus and have noticed that the communal laundry room has some issues. You want to address these concerns with the head of campus maintenance, Ms. Roberts.

Write an email to Ms. Roberts. In your email, do the following:

- Describe the issues in the laundry room.
- Explain how these issues are affecting the students.
- Suggest ways to improve the maintenance and cleanliness of the laundry room.

Write as much as you can and in complete sentences. **Use your own words.**

Your Response:

To: Ms. Roberts

Subject: Concerns About Communal Laundry Room

Sample Responses With Annotations

The annotations following each benchmark describe the features of each response and explain the rating it was assigned when scored by ETS.

Benchmark 5

Score	General Description
5	A fully successful response The response is effective, is clearly expressed, and shows consistent facility in the use of language. A typical response displays the following: • Elaboration that effectively supports the communicative purpose • Effective syntactic variety and precise, idiomatic word choice • Consistent use of appropriate social conventions (e.g., politeness, register, organization of information and formulation of actions such as requests, refusals, criticisms, etc.) • Almost no lexical or grammatical errors other than those expected from a competent writer writing under timed conditions (e.g., common typos or common misspellings or substitutions like <i>there/their</i>)

Response:

Dear Ms. Roberts,

I hope this email finds you well. My name is Lin Zeyao and I am a student at the university. I am staying at the school dormitory now and am contacting you regarding some problems of the laundry room. I would like to explain the current situation--about 4 machines are malfunctioning. As you know, since there are only 6 machines in the laundry room, this situation is very inconvenient. I am extremely stressed out when I try to use that facility because the working machines are always being used. Also, my roommate recently waited for over 2 hours to use one of the machines and missed his class. Additionally, I don't know if you are aware but the environment of that room is very dirty because no one ever cleans it. Therefore, would it be possible for you to help me with a solution for these issues? I think fixing those machines or cleaning the room would be a good step. Thank you for your assistance.

Sincerely, Lin Zeyao

Annotation:

The response is effective, is clearly expressed, and shows consistent facility in the use of language.

The writer fully completes all three tasks: describing the issues, explaining their impact on students, and suggesting solutions.

The elaboration is relevant and concrete—for example, mentioning that four machines are broken and that a roommate waited two hours and missed class. These details effectively support the purpose of the email.

The organization is appropriate for a formal message: a polite opening, a clear explanation of the problem, a description of its effects, and a respectful request for action.

This response shows effective syntactic variety because the writer uses a mix of simple, compound, and complex sentences to present information clearly and connect ideas smoothly—for example, straightforward statements (“I hope this email finds you well”), compound structures (“My name is Lin Zeyao and I am a student at the university”), and complex cause-and-effect sentences (“I am extremely stressed out when I try to use that facility because the working machines are always being used”). The writer also uses introductory transitions (“Additionally,” “Therefore”).

Language facility is consistent; however, several phrases are awkward or non-idiomatic (“problems of the laundry room,” “the environment of that room”), and there are noticeable mechanical errors such as misspellings (inconvinient, cleanin g) and spacing issues.

Despite some errors, the message remains easy to understand and accomplishes its goal, which aligns with the expectations of a fully successful response.

Benchmark 4

Score	General Description
4	A generally successful response The response is mostly effective and easily understood. Language facility is adequate to the task. A typical response displays the following: • Adequate elaboration to support the communicative purpose • Syntactic variety and appropriate word choice • Mostly appropriate social conventions • Few lexical or grammatical errors

Response:

Dear Ms. Roberts, I hope this email finds you well. My name is Navan Iyersen and I'm living in a dormitory this semester. I'm writing to express dissatisfaction with communal laundry room. I noticed some issues that half of the laundry machines are malfunctioning so many students should do their job with the limited number of machines. It feels inconvenient and takes lot of time to finish. Some of students even pay more money to use another laundry room outside of our campus. So, would it be possible to improve the maintenance? I'm also wondering if it would be possible to ensure the cleanliness of the room. I look forward to hearing from you. Thank you for your attention. Sincerely, Navan Iyersen

Annotation:

The response is mostly effective and easily understood. Language facility is adequate to the task.

The writer gives enough detail to explain the problem (half the machines broken, long wait times, students paying to use outside laundry). The elaboration is sufficient but not strong—it lacks specificity and development, especially when it comes to suggesting how the issues in the room could be resolved.

The email uses clear, simple sentences and mostly appropriate vocabulary. While the structures are basic, they are varied enough to convey meaning effectively, and the word choice is generally suitable for the task. This level of

control aligns with the “adequate” language facility described at level 4.

The message is polite, includes a greeting and closing, and makes a respectful request for maintenance and cleanliness. The tone is generally appropriate for a formal email, showing the “mostly appropriate” social conventions expected at this level.

Although there are several minor errors, they do not block understanding. For example, the sentence “students should do their job with the limited number of machines” is unclear and uses inappropriate wording for the context, and “So, would it be possible to improve the maintenance?” begins with an informal transition that does not fit a formal email. The writer’s grammar and vocabulary are generally accurate enough for the message to remain clear, but these imprecise or awkward forms illustrate the kinds of minor errors typical of a generally successful response with “few” errors.

Benchmark 3

Score	General Description
3	A partially successful response The response generally accomplishes the task. Limitations in language facility may prevent parts of the message from being fully clear and effective. A typical response displays the following: • Elaboration that partially supports the communicative purpose • A moderate range of syntax and vocabulary • Some noticeable errors in structure, word forms, use of idiomatic language and/or social conventions

Response:

Dear, the members of camapus maintenance

I would likt to share the information about a exhausts fans in dorm laundry room. It has serious broken fan above, which can not deal withe a laundry steam. This situation give negative effect no only on the my room on second floor but also my friend room which is located next to my room because of the much hot steam. If you repair it immediatly, we can avoid the worse situation. Because you can fix it properly. So pleas call me back.

Annotation:

This clear, 3-level response generally accomplishes the task. Limitations in language facility may prevent parts of the message from being fully clear and effective.

Elaboration only partially supports the communicative purpose. Although the response does mention the broken fan and the “negative effect” that the excess steam was having on the rooms, there is no explanation as to what specific effects were being noticed.

The response demonstrates a moderate range of syntax and vocabulary. There is a developing facility of language, with some success with more complex structures (“If you repair it...”) and less success with others (“This situation give negative effect”).

Benchmark 2

Score	General Description
2	A mostly unsuccessful response The response reflects an attempt to address the task, but it is mostly ineffective. The message may be limited or difficult to interpret.

A typical response exhibits one or more of the following:

- Limited or irrelevant elaboration
- Some connected sentence-level language, with a limited range of syntax and vocabulary
- An accumulation of errors in sentence structure and/or language use

Response:

Dear, Ms. Roberts, I will ask about some issues on our dormitory communal laundry room. As you know I am a students of who live in dormitory. Thank you for always good for students. Therefore, I would liked you to coming and check the what the issues is. I know the issues are the laundre machin door locked, so we could not opening. I always appriciate your help. We could not use the room freely. Help. thanks,

Annotation:

The response reflects an attempt to address the task, but it is mostly ineffective. The message is limited and difficult to interpret.

Limited evidence is offered. The response sets up the situation but fails to do much of anything to elaborate on the actual issue. The niceties exchanged in the first paragraph do contribute to etiquette, but the purpose of the email, the issue being faced, and the effects of said issue are not addressed and/or developed beyond the notification that a door is locked.

There is some connected sentence-level language, with a limited range of syntax and vocabulary. Sentence structure is largely unsuccessful as it gets more complex, as the writing is largely rooted in simpler constructions.

There is an accumulation of errors in sentence structure and/or language use. Errors like "Thank you for always good...", "so we could not opening" are typical of 2-level language and are not indicative of the developing facility needed for 3-level coverage.

Benchmark 1

Score	General Description
1	An unsuccessful response The response reflects an ineffective attempt to address the task. The message may be limited to the point of being unintelligible. A typical response exhibits one or more of the following: • Very little elaboration, if any • Telegraphic language (i.e., short and/or disconnected phrases and sentences) with a very limited range of vocabulary • Serious and frequent errors in the use of language • Minimal original language; any coherent language is mostly borrowed from the stimulus

Response:

Hi. Ms.Roberts

I want to address these concerns with the head of campus maintenance somthing. First, I want to new laundry room. Because it was boen and darty to do it. Secound, I want more shopping.

Annotation:

The clear 1-level response reflects an ineffective attempt to address the task. The message is limited to the point of being unintelligible.

There is very little elaboration, if any. The first sentence is a nearly exact copy of the prompt language ("You" from the prompt is merely replaced with "I"). The attempt at elaboration is marred by language that is incoherent ("Because it was boen and darty to do it"). Random demands are thrown into the mix, but they do not align with the intent of the email. "Secound, I want more shopping." is especially problematic and irrelevant.

The response uses telegraphic language (i.e., short and/or disconnected phrases and sentences) with a very limited range of vocabulary ("I want to new...", "Because it was...", "Secound, I want...").

There are serious and frequent errors in the use of language ("boen and darty").

Scored Sample Test Taker Responses for a Write for an Academic Discussion Task

Write for an Academic Discussion Task

Your professor is teaching a class on literature. Write a post responding to the professor's question. In your response, you should: - Express and support your opinion. - Make a contribution to the discussion in your own words. An effective response will contain at least 100 words. You will have 10 minutes to write it.  Dr. Diaz We've been discussing the role of literature in shaping societal values. Literature, which includes plays, poetry, and novels, can reflect and influence the beliefs and behaviors of a society. Some argue that literature is a powerful tool that can be used to inspire positive social change. But critics believe that literature's impact is limited compared to other forms of media. Do you think literature plays a significant role in shaping societal values? Why or why not?	 Andrew Literature plays a significant role in shaping societal values because it gives people a unique opportunity to perceive and think about the feelings of others. Through storytelling, it can inspire empathy and provoke critical thinking about social issues. Books have historically influenced movements and brought awareness to important causes.  Claire While literature has some impact, other forms of media like television and social media are more influential in shaping societal values today. These platforms reach a broader audience and can quickly spread ideas and trends. Most people prefer these newer forms of media because they are less challenging than literary works are.
	CutPasteUndoRedo Hide Word Count 0

Sample Responses With Annotations

The annotations following each benchmark describe the features of each response and explain the rating it was assigned when scored by ETS.

Benchmark 5

Score	General Description
5	A fully successful response The response is a relevant and very clearly expressed contribution to the online discussion, and it demonstrates consistent facility in the use of language. A typical response displays the following: • Relevant and well-elaborated explanations, exemplifications and/or details • Effective use of a variety of syntactic structures and precise, idiomatic word choice • Almost no lexical or grammatical errors other than those expected from a competent writer writing under timed conditions (e.g., common typos or common misspellings or substitutions like <i>there/their</i>)

Response:

I believe literature remains a vital force in shaping societal values. Social medias reaches more people but literaure offers a depth that short videos cannot match. Reading a novel allows us to live inside the minds of another person for hours. This slow process builds deep empathy and forced us to question our many bias. Furthermore, many popular films, documentaries and television shows are actually based on themes first explored in books. This shows that literature provides the main ideas that other media then spread to the public. Literature is not just a form of entertainment. It is a tool to help humans seriously reflect, which can change up how we treat one another. By challenging our mind, books build a stronger foundation for society than any quick digital trend.

Annotation:

This clear, 5-level response is a relevant and clearly expressed contribution to the online discussion that demonstrates consistent facility in the use of language.

The explanations are both relevant and well-elaborated. While the writer acknowledges that social media has the capacity to reach a greater number of people, they solidify their own stance by indicating that literature offers a depth of influence that social media can't match. Supporting details fully develop the writer's point of view (entry into the mind of the writer, literature's influence in popular films and television shows.)

The writing demonstrates effective use of a variety of syntactic structures and precise, idiomatic word choice (builds deep empathy, a vital force in shaping, any quick digital trend).

There are almost no lexical or grammatical errors other than those expected from a competent writer writing under timed conditions. There are a couple misspellings (literaure, televsion), word form errors (Social medias, inside the minds), but the errors are minimal and situated inside of very well crafted sentences. Beyond these small errors, there is ample evidence that this writer is able to convey their ideas effectively.

Benchmark 4

Score	General Description
4	A generally successful response The response is a relevant contribution to the online discussion, and facility in the use of language allows the writer's ideas to be easily understood. A typical response displays the following: • Relevant and adequately elaborated explanations, exemplifications and/or details • A variety of syntactic structures and appropriate word choice • Few lexical or grammatical errors

Response:

Even though Claire makes a valid point regarding the influence about other forms of media, I personally agree with Andrew's thoughts that literature plays a significant role in shaping societal values. This is mainly because literature includes a good amount of things that we can learn lessons from. For instance, if the novel is talking about a rags-to-riches guy, we can learn different situations to handle the finance in our own life so we can grow our finances like the rags to riches guy. Furthermore, when I went to school at academy, students who read more literature showed more developed social interactions and had more social life on campus. For this reason, I think

Annotation:

This clear, 4-level response makes a relevant contribution to the online discussion, and facility in the use of language allows the writer's ideas to be easily understood.

There are relevant and adequately elaborated explanations, exemplifications, and/or details. The response agrees with Andrew's claim that literature does, in fact, shape society values and supports this point of view with the explanation that we can learn lessons from literature. The exemplification provided (story of the "rags to riches guy") illustrates clearly how literature can teach.

However, elaboration, overall, is not 5 level. Although both the rags-to-riches and academy experience examples support the response's claim, neither are developed effectively to the extent that a 5 would be warranted.

There exists a variety of syntactic structures and appropriate word choice. Although the sentences beginning "For instance" could have been constructed a little more precisely, sentence variety and success with these structures is apparent throughout. Word choice is mostly appropriate as well. Phrases like "the rags to riches guy", "different situations" are slightly awkward but still clearly convey the response's intent.

There are few lexical or grammatical errors--just a couple of minor word form errors like "had more social life" and spelling errors ("values", "literature") but none affect clarity in a way that would necessitate a score lower than 4.

Benchmark 3

Score	General Description
3	A partially successful response The response is a mostly relevant and mostly understandable contribution to the online discussion, and there is some facility in the use of language. A typical response displays the following: • Elaboration in which part of an explanation, example or detail may be missing, unclear or irrelevant • Some variety in syntactic structures and a range of vocabulary • Some noticeable lexical and grammatical errors in sentence structure, word form or use of idiomatic language

Response:

I agree with Claire's opinion. I think literature has less impact in the current society. This is because to get the information by watching the TV and news with online is easy than to read the book or news paper. It is the fact that Andrew said before, but it is the old style and the society is changening in every seconds. In japan youngers are interest in the politics these days, because in the apps such as TickTock or Instagram, they can see the some hot news about top of Japanese politics. The internet can controle the youngers opinion and feelings easily.

Annotation:

This clear 3-level response is partially successful. It represents a mostly relevant and mostly understandable contribution to the online discussion, and there is some facility in the use of language.

However, there is elaboration in which part of an explanation, example, or detail may be missing, unclear, or irrelevant. The response indicates that literature has "less impact" on society-at-large but, due to language clarity issues and an example (viewing news on TickTock) that doesn't fully illustrate the final claim that "the internet can controle the youngers opinion," the response is clearly in the 3-range.

There is some variety in syntactic structures and range of vocabulary. The writer has some success in creating more complex constructions ("In japan youngers") but the response struggles a bit elsewhere ("This is because...").

There are several noticeable lexical and grammatical errors in sentence structure, word form, or use of idiomatic language. For example, "youngers", "controle", "changenig" are errors that suggest a developing facility of language and not a consistent control. These errors are typical of 3 level responses.

Benchmark 2

Score	General Description
2	A mostly unsuccessful response The response reflects an attempt to contribute to the online discussion, but limitations in the use of language may make ideas hard to follow. A typical response displays the following: • Ideas that may be poorly elaborated or only partially relevant • A limited range of syntactic structures and vocabulary • An accumulation of errors in sentence structure, word forms or use

Response:

While I understand the ideas presented by both students, I definitely believe that literature play brings sa lot of benefits to people. This is because people can get more influent by viewing this oppertunities. For example, I had cought many times to see plays in the school days. As a result, I could get to know about nawllege of artworks and oldened time people whose likeme. Some people claim that people can have more oppertunities to look

Annotation:

The clear 2-level response reflects an attempt to contribute to the online discussion, but limitations in the use of language make ideas hard to follow.

There are ideas that are poorly elaborated or only partially relevant. The response makes a vague statement regarding the "influenced by viewing opportunities" but it lacks substantial elaboration. While there is some elaboration—"viewing plays leads to nawllege of artworks and oldened time people whose likeme"—the language clarity is severely compromised.

There is an accumulation of errors in word forms, or usage along with numerous lexical errors. Spelling errors, some serious ("nawllege"), word choice/form errors ("influenced", "oldened", "whose") are numerous and make most of this writer's ideas difficult to follow.

Benchmark 1

Score	General Description
1	An unsuccessful response The response reflects an ineffective attempt to contribute to the online discussion, and limitations in the use of language may prevent the expression of ideas. A typical response displays the following: • Words and phrases that indicate an attempt to address the task, but with few or no coherent ideas • Severely limited range of syntactic structures and vocabulary • Serious and frequent errors in the use of language • Minimal original language; any coherent language is mostly borrowed from the stimulus

Response:

Literature has a big influene to social values. Most people read many stories in, so storongry influet creating by literature. Nowadays various information but available information is d

Annotation:

This clear 1-level response reflects an ineffective attempt to contribute to the online discussion, and limitations in the use of language prevent the expression of ideas.

The response contains words and phrases that indicate an attempt to address the task but with few or no coherent ideas. The first sentence is largely pulled directly from the prompt but it, along with an additional reference to literature and its influence are repeated. Beyond the first sentence, the writer's thoughts are largely incoherent or incomplete. The final sentence, for instance, abruptly cuts off before a full or even partial idea has been formed. A lack of coherence also affects elaboration overall, as there is no clear elaboration to expand on the claim that "literature has a big influene to social values."

There is a severely limited range of syntactic structures and vocabulary. The response demonstrates little to no understanding of syntax beyond the very basic constructions, i.e. the first sentence.

There are serious and frequent errors in the use of language--serious spelling errors that further degrade meaning ("storongry", "influet") and word choice errors abound.

Speaking

How the TOEFL iBT Test Measures Speaking Skills

The **Speaking** section of the test measures test takers' foundational language skills—such as the ability to process language and produce fluent and intelligible speech—and the ability to communicate meaningfully. The **Speaking** section also does not include preparation time as the tasks are designed to elicit spontaneous speech. Therefore, note-taking is NOT recommended.

The **Speaking** section follows a linear format similar to the **Writing** section. Test takers receive the same set of tasks regardless of their performance on previous tasks.

The **Speaking** section includes 2 distinct task types: *Listen and Repeat* and *Take an Interview*. Each task is designed to evaluate different speaking skills.

- In the *Listen and Repeat* tasks, test takers will hear a series of 7 sentences embedded in a meaningful context that reflects everyday communication (e.g., leading a campus tour). These sentences reflect natural speech patterns, and the sentences will become more difficult as test takers progress through the task. There is also a visual cue associated with each sentence. Test takers will repeat each sentence **only once**. After hearing the sentence, there will be a 2-second pause, and then a beep. The test taker should repeat the sentence after the beep.
- In the *Take an Interview* tasks, test takers will respond to 4 questions tied to the interview topic, which is set in a realistic context (e.g., participating in a research study). The questions increase in complexity as test takers progress through the task. Early questions focus on personal experiences and factual information. Later questions ask test takers to express opinions, speculate, or respond to hypothetical situations. Test takers will have 45 seconds to respond to each question, and there is no preparation time—just like in real-life conversations.

Take an Interview Question Types

Question Types	Example
1. Personal Questions	
a) Talk About Personal Experiences	"Can you tell me about a time when your daily routine was disrupted?"
b) Talk About Personal Plans, Desires, or Goals	"What are your career goals after you graduate?"
c) Talk about Personal Preferences or Interests	"What is one thing you did in school that you are proud of? Why are you proud of it?"
d) Make Observations About People Close to You	"How do your friends usually spend their weekends?"
2. Abstract and Speculative Questions	
a) Share Opinions on Current Topics or Trends	"Do you think students learn better in groups or individually? Give reasons for your answer."
b) Speculate About the Future	"What do you think will change about how people work in the next ten years? Why?"
c) Answer Hypothetical Questions (If you were...?)	"Imagine you're unclear about a concept in class. If you were to ask for help, would you ask a classmate or your professor? Why?"

Speaking Tasks in Academic Settings

Once students are enrolled in an English-speaking academic environment, they will be expected to communicate effectively in a range of spoken situations. Successful students are able to participate in both formal and informal interactions across campus, including classroom discussions, interviews, and everyday conversations. They must communicate ideas clearly, respond spontaneously, and adapt their language to different purposes and audiences. Successful students who master speaking tasks will:

- **Speak fluently and sustain a smooth flow of speech.**
They will express themselves at length with a natural, effortless flow, pausing only when necessary to reflect on precise wording or to provide an appropriate example.
- **Express ideas precisely and without restriction.**
They will use a broad and reliable range of language to formulate thoughts clearly, give emphasis, differentiate meaning, and avoid ambiguity without needing to limit what they want to say.
- **Elaborate ideas clearly and effectively.**
They will provide detailed, well-developed responses and descriptions that are clear, coherent, and easy for listeners to follow.
- **Respond spontaneously and maintain fluency.**
They will speak fluently and spontaneously in real-time interactions, maintaining a smooth flow of language except when discussing particularly complex or unfamiliar topics.
- **Use complex grammar and varied vocabulary.**
They will apply a wide range of grammatical structures and less common vocabulary appropriately to express relationships between ideas and convey meaning accurately.
- **Use pronunciation to support intelligibility.**
They will use stress, rhythm, intonation, and other phonological features with sufficient control to ensure speech is clear, natural, and easily understood.

These skills enable students to communicate effectively in everyday campus interactions, such as asking for information, participating in discussions, and engaging in spontaneous conversations with others.

Learning Objectives

The materials in this section map out the connections between test questions in the **Speaking** section of the TOEFL iBT test and their underlying learning objectives. In the Activities that accompany this manual are examples of classroom activities that may help you prepare your students to achieve their individual English learning objectives.

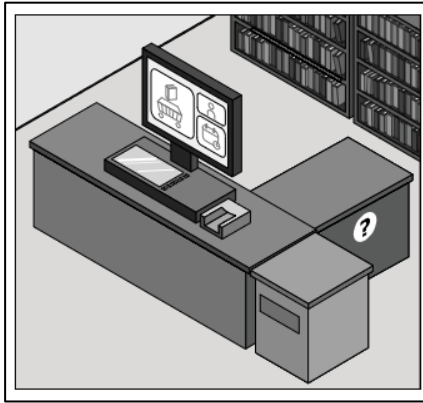
Tasks	Learning Objectives
Listen and Repeat	Process spoken English, then reproduce speech accurately and intelligibly
Take an Interview	Speak spontaneously and respond meaningfully to questions in an interview format
All Types of Speaking	• Use a variety of signal words and phrases (expressions that provide signals about the direction or shift in the focus of the speech as “on the other hand,” or “for example”) • Use appropriate idiomatic speech • Use vocabulary effectively • Use an appropriate range of grammatical structures • Produce speech that is intelligible (clear, understandable, and meaningful with minimal listener effort) • Use stress, intonation, and pauses to express meaning effectively

Sample Speaking Tasks

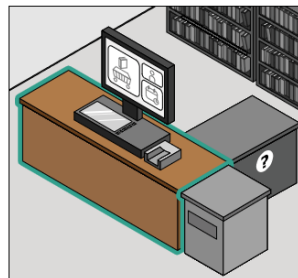
Below are examples of each task type found in the **Speaking** section of the TOEFL iBT test, along with related learning objectives for each task type.

To hear the audio files (*Listen and Repeat*) or watch the videos (*Take an Interview*), download and play the corresponding files, which are provided online at <https://www.ets.org/toefl/ibt-workshop-materials.html>

• Listen and Repeat	
Learning Objectives	Example
• Process spoken English, then reproduce speech accurately and intelligibly • Produce speech that is intelligible (clear, understandable, and meaningful with minimal listener effort) • Use stress, intonation, and pauses to express meaning effectively	On the real test, the test taker will see the introduction screen first. The narrator will read the scenario aloud. The screen will advance to the first question automatically, and the first sentence will play immediately. After the first sentence plays, there will be a 2-second pause followed by an audible beep. Test takers should start speaking after the beep. A timer on the screen will show how much time they have left to respond. When the time is up, a pop-up will notify the test taker that the response time has ended and that their response is being saved. The screen will then advance automatically to the next question. [Scenario audio: <i>Sample Listen and Repeat Library Prompt – Narrator.mp3</i>]: You are guiding students through the process of checking out books at the university library. Listen to the speaker and repeat what she says. Repeat only once.



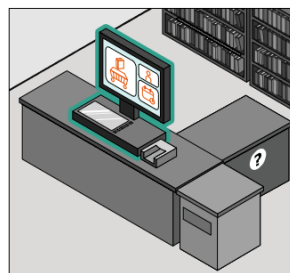
Listen and repeat only once.



1.

[Audio: Sample Listen and Repeat Library Prompt – Sentence 1.mp3]:
Welcome to the campus library.

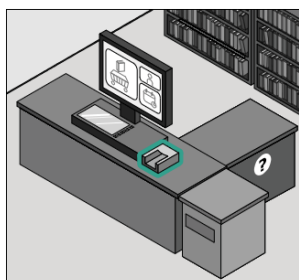
Listen and repeat only once.



2.

[Audio: Sample Listen and Repeat Library Prompt – Sentence 2.mp3]:
Our self check-out station is for quick service.

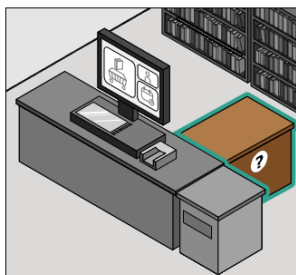
Listen and repeat only once.



3.

[Audio: Sample Listen and Repeat Library Prompt – Sentence 3.mp3]:
You can start by using this device to scan your library card.

Listen and repeat only once.



4.

[Audio: Sample Listen and Repeat Library Prompt – Sentence 4.mp3]:
Student aids are at the help desk in case you need assistance.

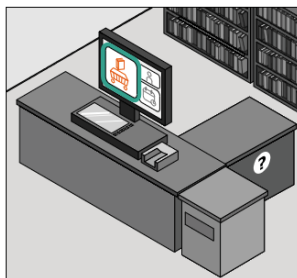
Listen and repeat only once.



5.

[Audio: Sample Listen and Repeat Library Prompt – Sentence 5.mp3]:
We hope everyone will ensure that books are returned on time.

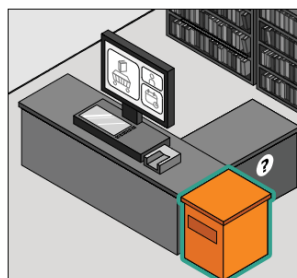
Listen and repeat only once.



6.

[Audio: *Sample Listen and Repeat Library Prompt – Sentence 6.mp3*]:
Check your online account, which will show you information about due dates and fines.

Listen and repeat only once.



7.

[Audio: *Sample Listen and Repeat Library Prompt – Sentence 7.mp3*]:
When you are finished reading them, please place all your books in the return bin.

Take an Interview

Learning Objectives

8. Speak spontaneously and respond meaningfully to questions in an interview format
 - Use a variety of signal words and phrases (expressions that provide signals about the direction or shift in the focus of the speech as “on the other hand,” or “for example”)
 - Use appropriate idiomatic speech
 - Use vocabulary effectively
 - Use an appropriate range of grammatical structures
 - Produce speech that is intelligible (clear, understandable, and meaningful with minimal listener effort)
 - Use stress, intonation, and pauses to express meaning effectively

Example

On the real test, test takers will see the introduction screen first. The narrator will read the scenario aloud. A photo of the interviewer will be displayed.

The screen will advance to the first question automatically, and a video of the interviewer will play automatically.

After the interviewer finishes asking the question, the response time will begin immediately. There is no preparation time, and there is no audible beep. Test takers will have 45 seconds to respond to each question. A timer on the screen will show how much time test takers have left to answer. The interviewer will nod and gesture to simulate active listening while you respond.

When the time is up, a pop-up will notify test takers that the response time has ended and that their response is being saved. Then the screen will advance automatically to the next question.

[Scenario audio: *Sample Interview Urban Life Prompt – Narrator.ogg*]:

You have agreed to take part in a research study about urban life. You will have a short online interview with a researcher. The researcher will ask you some questions.



1. **[Video: Sample Interview Urban Life Prompt - Q1.mp4]:** Thank you for speaking with me today. I'm conducting a study about people's experiences and perceptions of living in a city. I'd like to ask you some questions. Now, do you currently live in a big city, a small town, or a village?
2. **[Video: Sample Interview Urban Life Prompt – Q2.mp4]:** Great. Cities affect people in different ways. Some people find cities dynamic and exciting. Others find that cities are overwhelming and drain them of energy. What kind of reaction do you have to cities? Why do you think you react in this way?
3. **[Video: Sample Interview Urban Life Prompt – Q3.mp4]:** OK. Next, I'd like to ask your opinion. Some people believe that those who live in cities lead more interesting lives. They would argue, for example, that people who live in cities have more access to professional opportunities and interesting leisure activities. Do you agree that people who live in cities lead more interesting lives? Why or why not?
4. **[Video: Sample Interview Urban Life Prompt – Q4.mp4]:** Good points. Let me ask you one final question. For some time now, researchers have been interested in whether green spaces, such as parks, make people who live in cities happier. Do you think that city governments should create more parks in urban areas to promote a general sense of happiness and life satisfaction? Why or why not?

Understanding the Speaking Scoring Guides

Test takers' spoken responses will be scored holistically. This means that a single score will be assigned to each response based on the OVERALL skill the test taker displays in their answer. Although the scoring criteria vary somewhat depending on the task type, test takers' responses will generally be scored with attention to the following features:

- **Delivery:** How clear is the speech? Higher-scoring responses are fluid and clear, with good pronunciation, appropriate pacing, and natural-sounding intonation patterns.
- **Language Use:** How effectively does the test taker use grammar and vocabulary to convey ideas?
- **Elaboration:** How clearly and thoroughly does the test taker support their ideas?

For the Take an Interview task, test takers' responses are not expected to be perfect. Since their spoken responses are spontaneous speech, even high-scoring responses can contain occasional errors and minor problems in any of the 3 areas described above.

Following are the Scoring Guides for each of the **Speaking** tasks.

Speaking Scoring Guide: Listen and Repeat

Score	General Description
5	The response exactly repeats the prompt. A typical response exhibits the following: The response is fully intelligible and is an exact repetition of the prompt.
4	The response captures the meaning expressed in the prompt, but it is not an exact repetition. A typical response exhibits the following: - Minor changes in words or grammar are present that do not substantially change the meaning of the prompt. For example: - One or two function words may be missing or changed. - A content word may be missing (in longer stimuli) or replaced with a related word, - markers of tense/aspect/number may be missing or incorrect, or - two words may be transposed. - One or two content words may be ambiguous because of imprecise pronunciation. The speaker may self-correct, but successfully completes the response
3	The response is essentially full, but it does not accurately capture the original meaning. A typical response exhibits the following: - The response contains a majority of the content words or ideas in the prompt. - Multiple function words may be changed or missing; one or more content words may be missing or substantively changed. - The response is a full sentence. - In some cases, intelligibility issues cause occasional difficulty in understanding meaning. The speaker may struggle over a word or phrase or run words together, reducing intelligibility.
2	The response is missing a significant part of the prompt and/or is highly inaccurate. A typical response exhibits the following: - A large portion of the prompt is missing, and important original meaning is left out. - The speaker may repeat the first part of the sentence. Then the speaker may stop or fill with inaccurate content and/or include the last few words. - The response is not a self-standing sentence; meaning is fragmentary. - Intelligibility is low; the response would be difficult to understand for a listener unfamiliar with the prompt.
1	The response captures very little of the prompt or is largely unintelligible. A typical response exhibits the following: - A minimal response of a few words is made; most of the prompt is missing. - The response is recognizable as an attempt to repeat the prompt, but it is mostly unintelligible.
0	No response OR the response is entirely unintelligible OR there is no English in the response OR the content is entirely unconnected to the prompt (or consists only of phrases such as “I don’t know”).

Speaking Scoring Guide: Take an Interview

Score	General Description
5	A fully successful response The response fully addresses the question, and it is clear and fluent. A typical response exhibits the following: • The response is on topic and well elaborated. • Good conversational speaking pace is maintained with appropriate and natural use of pauses. • Pronunciation is easily intelligible; rhythm and intonation effectively convey meaning. • A range of accurate grammar and vocabulary allows clear expression of precise meanings.
4	A generally successful response The response addresses the questions, and it is reasonably clear. A typical response exhibits the following: • The response is on topic and elaborated, but it may lack effective sentence-level connectors. • Good speaking pace is generally maintained, with some pausing that may minimally affect flow. • Intelligibility and meaning are not impeded by pronunciation, rhythm and intonation, although occasional words/phrases may require minor effort to understand. • Grammar and vocabulary are adequate to express general meanings most of the time.
3	A partially successful response The response addresses the question but with limited elaboration and/or clarity. A typical response exhibits the following: • The response is generally on topic, but elaboration may be relatively limited. • Frequent or lengthy pauses result in a choppy pace; fill words are frequent. • Intelligibility is sometimes affected by inaccuracies in word-level pronunciation or stress/rhythm. • Limited range and accuracy of grammar and vocabulary noticeably restrict the precision and clarity of meanings.
2	A mostly unsuccessful response The response reflects an attempt to address the question, but it is not supported in a meaningful and/or intelligible way. A typical response exhibits the following: • The response is minimally connected to the interviewer's question, but it has little or no relevant elaboration or consists mainly of language from the question. • Intelligibility is limited; the speaker's intended meaning is often difficult to discern. • The response shows a very limited range of grammar and vocabulary.
1	An unsuccessful response The response minimally addresses the question, and it may demonstrate very limited control of language. A typical response exhibits the following: • The response is only vaguely connected to language in the interviewer's question. • The response is mostly unintelligible. • The response consists of mainly isolated words or phrases.
0	No response OR the response is entirely unintelligible OR there is no English in the response OR the content is entirely unconnected to the prompt (or consists only of phrases such as "I don't know").

Scored Sample Test Taker Responses for a Listen and Repeat Task

Listen and Repeat Task

To hear the audio of what test takers hear, download and play the corresponding files, which are provided online at <https://www.ets.org/toefl/ibt-workshop-materials.html>

[Audio: *Sample Listen and Repeat Grocery Prompt – Narrator.ogg*]

You are working a part-time job at a grocery store near campus. Your manager is training you to assist customers at the store. Listen to the manager and repeat what the manager says. Repeat only once.



Sample Responses With Annotations

The test taker responses represent benchmarks for each score point on the Scoring Guide. A transcript of the test taker’s audio appears in the table that follows. The annotations accompanying each benchmark describe the features of each response and explain the rating it was assigned when scored by ETS.

To better understand each of the performance levels on the Listen and Repeat task, refer to the Scoring Guide: Listen and Repeat as you listen to the **Benchmark Speaking Responses** (for the Listen and Repeat task), which are provided online at <https://www.ets.org/toefl/ibt-workshop-materials.html>

Question #	What test takers see	What test takers hear	Score	Scoring Guide Description	Test Taker Response (Benchmark)	Scoring Annotation
1	Listen and repeat only once. 	Produce is located near the entrance. [Audio: Sample Listen and Repeat Grocery Prompt – Sentence 1.ogg]	5	The response exactly repeats the prompt.	Produce is located near the entrance.	This response would receive a 5. The response exactly repeats the prompt. The response is fully intelligible and clear.
			4	The response captures the meaning expressed in the prompt, but it is not an exact repetition.	Produce are located in the entrance.	<i>This response would receive a 4. The response captures the meaning expressed in the prompt, but it is not an exact repetition. Two words are changed here. Minor changes in words—"in" versus "near"—or grammar—"produce is" versus "produce are"—occur but do not substantially change the meaning of the prompt. Pacing or pausing is not a factor in the Listen and Repeat prompts.</i>
			3	The response is essentially full, but it does not accurately capture the original meaning.	Produce is located website	This response would receive a 3. The response contains a majority of the content words "produce is located" but original meaning is changed. For a 3, several function words can be changed or missing and a content word can be substantively changed: "website" instead of "near the entrance." Original meaning is altered here since where the produce is located has changed significantly.
			2	The response is missing a significant part of the prompt and/or is highly inaccurate.	Produce locates in (unclear ?)	This response would receive a 2. The response is missing a significant part of the prompt and is highly inaccurate. Intelligibility is low; the response would be difficult to understand for a listener unfamiliar with the prompt. Additionally unclear pronunciation leaves this fragmentary since we cannot tell what the last word was: "Produce locates in (unclear ?)"
			1	The response captures very little of the prompt or is largely unintelligible.	Produce	This response would receive a 1. The response captures very little of the prompt and only one word is said, "Produce." This is recognizable as a beginning attempt.
2	Listen and repeat only once. 	Dairy products include milk, cheese, and yogurt. [Audio: Sample Listen and Repeat Grocery Prompt – Sentence 2.ogg]	5	The response exactly repeats the prompt.	Dairy products include milk, cheese, and yogurt.	This response would receive a 5. The response exactly repeats the prompt. The response is fully intelligible and clear.
			4	The response captures the meaning expressed in the prompt, but it is not an exact repetition.	Dairy products includes milk and cheese and yogurt.	This response would receive a 4. The response captures the meaning expressed in the prompt, but it is not an exact repetition. There is a word added - "and" that is not in the prompt. Additionally, the speaker says "includes" instead of "include" and therefore this is not an exact replica of the prompt.
			3	The response is essentially full, but it does not accurately capture the original meaning.	Dairy...Dairy drinks include cheese, milk and	This response would receive a 3. The response contains a majority of the content words—"dairy" and "includes cheese, milk and"—but original meaning is changed. For a score of 3, several function words or more can be changed or missing and a content word can be substantively changed: "drinks." Original meaning is changed by the substitution of the word "drinks" instead of "products." Additionally, the speaker omits the word "yogurt" from the response. The response is a full sentence.
			2	The response is missing a significant part of the prompt and/or is highly inaccurate.	Dairy product milk	This response would receive a 2. The response is missing a significant part of the prompt and is highly inaccurate. Intelligibility is low; the response would be difficult to understand for a listener unfamiliar with the prompt. Additionally, this is a fragment and is missing important prompt words.
			1	The response captures very little of the prompt or is largely unintelligible.	Dairy progress is like	This response would receive a 1. The response captures very little of the prompt and only one word is clear, "dairy." This is recognizable as a beginning attempt.
3		Freshly baked bread	5	The response exactly repeats the prompt.	Freshly baked bread and pastries are available every day.	This response would receive a 5. The response exactly repeats the prompt. The response is fully intelligible and clear.

	Listen and repeat only once. 	and pastries are available every day. [Audio: Sample Listen and Repeat Grocery Prompt - Sentence 3.ogg]	4	The response captures the meaning expressed in the prompt, but it is not an exact repetition.	Fresh baked breads and pastries are available every day.	This response would receive a 4. The response captures the meaning expressed in the prompt, but it is not an exact repetition. The speaker uses the word "fresh" instead of "freshly" and adds an "s" to the word "bread" and therefore this is not an exact replica of the prompt.
			3	The response is essentially full, but it does not accurately capture the original meaning.	Daily fresh product are available every day.	This response would receive a 3. The response contains a majority of the content words—"daily", "fresh" and "are available every day"—but original meaning is changed by the substitution of the general word "product" instead of "bread and pastries." Lastly, the response is a full sentence.
			2	The response is missing a significant part of the prompt and/or is highly inaccurate.	Freshly [unclear?] available every day	This response would receive a 2. The response is missing a significant part of the prompt and is highly inaccurate. Intelligibility is low; the response would be difficult to understand for a listener unfamiliar with the prompt. Additionally, this is a fragment and is missing important prompt words.
			1	The response captures very little of the prompt or is largely unintelligible.	freshly bakes	This response would receive a 1. The response captures very little of the prompt and only words we hear are, "freshly bakes." This is recognizable as a beginning attempt. This is a minimal response of a few words and most of the prompt is missing.
4	Listen and repeat only once. 	The back aisle is where you can find the frozen foods section. [Audio: Sample Listen and Repeat Grocery Prompt - Sentence 4.ogg]	5	The response exactly repeats the prompt.	The back aisle is where you can find the frozen foods section.	This response would receive a 5. The response exactly repeats the prompt. The response is fully intelligible and clear.
			4	The response captures the meaning expressed in the prompt, but it is not an exact repetition.	The back aisle is where you can find frozen food section.	This response would receive a 4. The response captures the meaning expressed in the prompt, but it is not an exact repetition. The speaker forgets the word "the" and removes the "s" to the word "food" and therefore this is not an exact replica of the prompt.
			3	The response is essentially full, but it does not accurately capture the original meaning.	The back area is where you can find fresh products.	This response would receive a 3. The response contains a majority of the content words—"The back" and "is where you can find"—but original meaning is changed by the substitution of the general word "product" instead of "frozen foods." Lastly, the response is a full sentence.
			2	The response is missing a significant part of the prompt and/or is highly inaccurate.	The back [yard?] is where you can find the fresh	This response would receive a 2. The response is missing a significant part of the prompt and is highly inaccurate. We are not sure where or what—"back yard?" and "fresh"—leaving out key information. Additionally, this is a fragment and is missing vital prompt words.
			1	The response captures very little of the prompt or is largely unintelligible.	food section	This response would receive a 1. The response captures very little of the prompt and only words we hear are, "food section." This is recognizable as a beginning attempt. This is a minimal response of a few words and most of the prompt is missing.
5	Listen and repeat only once. 	There are cashiers at the checkout counters near the exit. [Audio: Sample Listen and Repeat Grocery]	5	The response exactly repeats the prompt.	There are cashiers at the checkout counters near the exit.	This response would receive a 5. The response exactly repeats the prompt. The response is fully intelligible and clear.
			4	The response captures the meaning expressed in the prompt, but it is not an exact repetition.	There are cashiers near the checkout counters near the exit.	This response would receive a 4. The response captures the meaning expressed in the prompt, but it is not an exact repetition. The speaker says the word "near" instead of "at" and therefore this is not an exact replica of the prompt.
			3	The response is essentially full, but it does not accurately capture the original meaning.	There are cashier near at the checkout corner near the entrance.	This response would receive a 3. The response contains most of the words from the original sentence, but meaning is changed because of a couple of substitutions: "corner" instead of "counter" and "entrance" instead of "exit." The response is a full sentence, but there is some awkwardness when the speaker says "cashier near at."

		<i>Prompt – Sentence 5.ogg</i>	2	The response is missing a significant part of the prompt and/or is highly inaccurate.	The cashier near the- near the entrance.	This response would receive a 2. The response is missing a significant part of the prompt. We are told the cashier is near the entrance, not the exit, and the speaker omits "There are cashiers at the checkout counters," leaving out key information which makes this response highly inaccurate.
			1	The response captures very little of the prompt or is largely unintelligible.	Checkout counter ... the in	This response would receive a 1. The response captures very little of the prompt and only words we hear from the prompt are, "checkout counter." This is recognizable as a beginning attempt. This is a minimal response of a few words and most of the prompt is missing.
6	Listen and repeat only once. 	Our weekly discounts are posted throughout the store and updated regularly. <i>[Audio: Sample Listen and Repeat Grocery Prompt – Sentence 6.ogg]</i>	5	The response exactly repeats the prompt.	Our weekly discounts are posted throughout the store and updated regularly.	This response would receive a 5. The response exactly repeats the prompt. The response is fully intelligible and clear.
			4	The response captures the meaning expressed in the prompt, but it is not an exact repetition.	Our weekly discounts are posted throughout the stores and updated regularly.	This response would receive a 4. The response captures the meaning expressed in the prompt, but it is not an exact repetition. The speaker says the word "stores" instead of "store" and therefore this is not an exact replica of the prompt.
			3	The response is essentially full, but it does not accurately capture the original meaning.	Weekly discount rates for the products are updated every week.	This response would receive a 3. The response contains most of the content words ("weekly discounts" and "updated"), but original meaning is changed. Lastly, the response is a full sentence, but we are not told where the discounts are posted in the store.
			2	The response is missing a significant part of the prompt and/or is highly inaccurate.	Our weekly discounts are faster to other the stores [unclear?]	This response would receive a 2. The response is missing a significant part of the prompt. We hear the speaker mention the "weekly discounts" and the "store" but leaves out key information which makes this response highly inaccurate. The response is phrasal and fragmented with low intelligibility. The response would be difficult to understand for a listener unfamiliar with the prompt.
			1	The response captures very little of the prompt or is largely unintelligible.	Our price is the up to the regularly.	This response would receive a 1. The response captures very little of the prompt and only words we hear from the prompt are, "regularly." This is recognizable as a beginning attempt. This is a minimal response of a few words and most of the prompt is missing.
7	Listen and repeat only once. 	If you are unsure where to direct people, refer to this floorplan of the store. <i>[Audio: Sample Listen and Repeat Grocery Prompt – Sentence 7.ogg]</i>	5	The response exactly repeats the prompt.	If you are unsure where to direct people, refer to this floorplan of the store.	This response would receive a 5. The response exactly repeats the prompt. The response is fully intelligible and clear.
			4	The response captures the meaning expressed in the prompt, but it is not an exact repetition.	If you are unsure where to direct people, refer to this plan of the store.	This response would receive a 4. The response captures the meaning expressed in the prompt, but it is not an exact repetition. The speaker says the word "this plan" instead of "this floorplan" and therefore this is not an exact replica of the prompt.
			3	The response is essentially full, but it does not accurately capture the original meaning.	If you are unsure where to direct people, just tell them to follow the arrows on the ground.	This response would receive a 3. The response contains a majority of the content words—"If you are unsure where to direct people"—but original meaning is changed. Lastly, the response is a full sentence but we are not informed about the floorplan. Though the candidate paraphrases, there are too many missing prompt words.
			2	The response is missing a significant part of the prompt and/or is highly inaccurate.	If you are unsure to direct where the [unclear?] please check this food for a map.	This response would receive a 2. The response is missing a significant part of the prompt. We do hear several prompt words "if you are unsure", "direct" and "where" but the speaker leaves out key information which makes this response highly inaccurate. The response would be difficult to understand for a listener unfamiliar with the prompt.

			1	The response captures very little of the prompt or is largely unintelligible.	[unclear?] person in the store	This response would receive a 1. The response captures very little of the prompt and only words we hear from the prompt are, "the store." The response is recognizable as an attempt to repeat the prompt, but it is mostly unintelligible.
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Scored Sample Test Taker Responses for a Take an Interview Task

Take an Interview Task

To hear the audio of what test takers hear or view the video of what test takers see, download and play the corresponding files, which are provided online at <https://www.ets.org/toefl/ibt-workshop-materials.html>

[Audio: [Sample Interview Org Habits Prompt – Narrator.ogg](#)]

You have volunteered for a research study at your university about personal organization habits. You will have a short online interview with a researcher. The researcher will ask you some questions.



Sample Responses With Annotations

The test taker responses represent benchmarks for each score point on the Scoring Guide. A transcript of the test taker's audio appears in the table that follows. The annotations accompanying each benchmark describe the features of each response and explain the rating it was assigned when scored by ETS.

To better understand each of the performance levels on the Take an Interview task, refer to the Scoring Guide: Take an Interview as you listen to the **Benchmark Speaking Responses** (for the Take an Interview task), which are provided online at <https://www.ets.org/toefl/ibt-workshop-materials.html>

Question #	What test takers see/hear	Score	Scoring Guide Description	Test Taker Response (Benchmark)	Scoring Annotation
1	Thanks for volunteering to help us with this research. Today, I'd like to ask you some questions about your personal organization habits. Do you consider yourself to be an organized person? Why or why not? [Video: Sample Interview Org Habits Prompt - Q1.mp4]	5	A fully successful response The response fully addresses the question, and it is clear and fluent.	First of all, thank you for this question. That's a great question. I would definitely consider myself the high organized person. I have two important reasons for that. So, first of all, it's my life path. My life path was quite hard. I had to obtain my, ah, medical degree. And then I had to move to another country. I had to learn English from basically zero. After that, I had to go through several internship in the U.S., in Poland, in New Zealand, which was very hard and obviously requires many organizational skills. I always tend to plan my time. I always tend to make schedules for myself. I have a diary. I always do as much as I can to achieve the goals I need.	This response would receive a 5. The speaker fully addresses the question and is clear and fluid. Pronunciation is easily understandable and speaking pace is even throughout. This speaker uses a good range of vocabulary and expressions throughout: "I had to learn English from basically zero." Grammar is accurate and precise: "obviously requires many organizational skills" and "I always do as much as I can to achieve the goals I need." Overall, this response reaches the 5 level due to general comprehensibility and accuracy.
		4	A generally successful response The response addresses the question, and it is reasonably clear.	Hi, thanks for the question. I consider myself a really good in organizing things. I'm super organizing with my habit. I have a lot of habits to organize. Because when you're talking about studying or work, ah, we are talking about things that need to follow rules. And we're- and we need to organize in methods and things to do during the day or when you need to do something, some- some- some research or some activity in the university or also in the work, ah, with this- the work or	This response would receive a 4. The speaker addresses the question with elaboration and is reasonably clear. Some pausing and restarting minimally affects flow: "when you need to do something, some- some- some research." Grammar and vocabulary are adequate to express general meaning: "I'm super organizing with my habit."
		3	A partially successful response The response addresses the question but with limited elaboration or clarity.	I do not consider myself an organi- an organized person. First of all, I do not own an agenda, or something, a schedule where I write things I have to do or on my day. And, eh, sometimes I, ah, may forget things to do. (long pause) That's why I don't think I'm a really- I'm really good organized person.	This response would receive a 3. The speaker addresses the question but with limited elaboration and clarity. Frequent or lengthy pauses result in a choppy pace; filler words are frequent: "And, eh, sometimes I, ah, may forget things to do. (long pause) That's why I don't think I'm a really- I'm really good organized person." Intelligibility is sometimes affected by inaccuracies in word-level pronunciation like the word "organized" and: "a schedule where I write things I have to do or on my day."
		2	A mostly unsuccessful response The response reflects an attempt to address the question, but it is not supported in a meaningful and/or intelligible way.	I think that, eh, I am the- I have the organizing- organ- I have the personal or-organizations. It is because... I, I can ...ah, concentrate on do something in...in it. So, I think it is a good way.	This response would receive a 2. The speaker attempts to address the question but is unable to support statements in a meaningful or intelligible way. Intelligibility is limited due to long pausing and re-starting: "It is because... I, I can ...ah, concentrate on do something in...in it." Overall, the speaker's intended meaning is often difficult to discern and the response is unsupported.
		1	An unsuccessful response The response minimally addresses the question, and it may demonstrate very limited control of language.	I, I organized...I'm org- self organized person for two reasons. First- (long pause) I-	This response would receive a 1. This speaker minimally addresses the question and is unable to support the one statement presented. The response is mostly isolated fragments: "I'm org- self organized person for two reasons. First- (long pause) I- ". This response is extremely limited.

2	Got it. Now, would you say that your organization habits have changed or stayed the same over time? Why do you think that is? [Video: Sample Interview Org Habits Prompt – Q2.mp4]	5	A fully successful response The response fully addresses the question, and it is clear and fluent.	I can't say when I was young I was a very a organized person. I believe that my organization habits have developed and changed for the better over my growth. When I was a child I was generally very unorganized as I think each child is. My toys were all over my room. I was never organized about my thoughts, my studying, my education. Anything related to organization, I was clearly off the charts. However, as I grew older, I realized that having an organized life, including an internal clear mind, helps me in being able to effectively participate in society and to be able to engage with one another, in a full, capable mental state.	This response would receive a 5. The speaker fully addresses the question and is clear and fluid. Pronunciation is understandable and speaking pace is even throughout. This speaker uses a good range of vocabulary and expressions throughout: "I was clearly off the charts." Grammar is accurate and precise: "including an internal clear mind helps me in being able to effectively participate in society and to be able to engage with one another." Overall, this response reaches the 5 level due to clear comprehensibility and accuracy.
		4	A generally successful response The response addresses the question, and it is reasonably clear.	I would say that my organizational habits they have changed over time. They have definitely improved because when I was in high school I usually would me- miss, eh, some deadlines because I was not able to, um, to plan my day's ah- accordingly. So, after high school I started to work on this skill because I know how important it is for the- um, for my future life, especially in the- while working. And I, uh	This response would receive a 4. The speaker is on topic and reasonably clear. The speaker is able to elaborate some points but leaves out details that could enhance the response: "I started to work on this skill because I know how important it is for the- um, for my future life, especially in the- while working." Some pausing and restarting minimally affects flow: "I usually would me- miss, eh, some deadlines". Grammar and vocabulary are adequate throughout.
		3	A partially successful response The response addresses the question but with limited elaboration or clarity.	My organization habit hasn't been changed since I was a high school student because I- I found the best organization habit. And it was, I think- I believe it's the most effective way for me. I want to continue these habits in the future.	This response would receive a 3. The speaker addresses the question but with limited elaboration. Ideas are vague and general. The speaker never elaborates on the organization technique: "I found the best organization habit." Speech is clear overall, but pacing is slow and ideas are limited.
		2	A mostly unsuccessful response The response reflects an attempt to address the question, but it is not supported in a meaningful and/or intelligible way.	uh, I think the time is the most valuable things in, in one's life. So, to be prepared for doing something, the time, uh, is a very useful tool if you manage yourself in a schedule. So that we can, we can be mo- we can be (promoted?) like, if you schedule yourself in a perfect timing, you can (hand?) yourself...	This response would receive a 2. The speaker attempts to address the question but is unable to support statements in a meaningful or intelligible way. Intelligibility is limited; the speaker's intended meaning is often difficult to discern: "So that we can, we can be mo- we can be (promoted?) like, if you schedule yourself in a perfect timing, you can (hand?) yourself..."
		1	An unsuccessful response The response minimally addresses the question, and it may demonstrate very limited control of language.	I think organization habits change...mm, because...yeah, change all the time because organization habits is...? Especially...you can hear that.	This response would receive a 1. This speaker minimally addresses the question and is unable to support the one statement presented. The response is mostly isolated fragments: "because...yeah, change all the time because organization habits is...?" This response is extremely limited.
3	Very good. Next question. Do you think organizational skills should be taught in schools? Why or why not? [Video: Sample Interview Org Habits Prompt – Q3.mp4]	5	A fully successful response The response fully addresses the question, and it is clear and fluent.	Yes, I think organizational skills should be taught in schools to help students be more organized. Because I have seen in many schools that those skills weren't being taught and some people are naturally very organized. I think I'm one of them. But I have also many friends who are not very organized, especially when they are younger. And so it is detrimental to their school curriculum, to their grades, to their personal well-being and satisfaction with school. So yes, I think that at school and at university it would be very useful to have some basic organizational classes taught to every student, especially for those who have struggled the most with organization.	This response would receive a 5. The speaker fully addresses the question, and pronunciation is clear and fluid. Speaking pace is even throughout. This speaker uses a good range of vocabulary and expressions throughout: "detrimental" and "personal well-being and satisfaction." Grammar is accurate and precise: "it would be very useful to have some basic organizational classes taught to every student, especially for those who have struggled the most with organization." Overall, this response reaches the 5 level due to comprehensibility and accuracy.

		4	A generally successful response The response addresses the question, and it is reasonably clear.	I partially agree that organization skills should be taught in school... because it should be taught in school, but not mandatory. Take myself as an example. I have an- a or- like, kind of organization- like, organization skill class in my school but I don't take it. It might be helpful for some but it's definitely not helpful for me. And it's also very important to be organized at home so parents should also teach, not just the school.	This response would receive a 4. The speaker is on topic and reasonably clear. The speaker is able to elaborate on some points but leaves out details that could enhance the response: "It might be helpful for some but it's definitely not helpful for me." Some pausing and restarting minimally affects flow: "I have an- a or- like, kind of organization- like, organization skill class in my school". Grammar and vocabulary are adequate throughout.
		3	A partially successful response The response addresses the question but with limited elaboration or clarity.	I think it is- it need to be at the university in the school. And the reason is that this- the self organization tools could be improve- improve my- improve doing some- doing something in myself. And it will be help after I graduate at the school. For example, by learning about the submitting assignment in a time, in a time at, consitantly I can, I can use this skills at a at a company that some meetings works in a day or representing something day.	This response would receive a 3. The speaker addresses the question but with limited clarity. Intelligibility is sometimes affected by inaccuracies in pronunciation: "about the submitting assignment in a time, in a time at, consitantly". A limited range and accuracy of grammar and vocabulary noticeably restrict precision and clarity: "the reason is that this- the self-organization tools could be improve- improve my- improve doing some- doing something in myself."
		2	A mostly unsuccessful response The response reflects an attempt to address the question, but it is not supported in a meaningful and/or intelligible way.	Organizational skills...should be learned from school because... if someone don't told- doesn't told- tell you that we need organization or how to organize correctly,...or on purpose....we cannot....adequate	This response would receive a 2. This speaker attempts to answer the question but provides little elaboration, which limits meaning. Limited vocabulary and grammar hinder meaning: "if someone don't told- doesn't told- tell you that we need organization or how to organize correctly,...or on purpose....we cannot....adequate". Overall, there is one basic idea presented and it is difficult to discern exactly what the speaker means here.
		1	An unsuccessful response The response minimally addresses the question, and it may demonstrate very limited control of language.	Yes I do. The organization skills have changed at such (long pause) such computer device and smartphone... is ah, evolution provide more lap	This response would receive a 1. This speaker minimally addresses the question and is unable to support the idea presented. The response is mostly unintelligible due to long pauses and unclear pronunciation. The response is mostly isolated fragments: "organization skills have changed at such (pause) such computer device and smartphone is ah, evolution provide more lap."
4	Sounds good. And my final question. Some people believe that being organized can significantly reduce stress. Do you agree or disagree with this viewpoint? Why? [Video: Sample Interview Org Habits Prompt – Q4.mp4]	5	A fully successful response The response fully addresses the question, and it is clear and fluent.	I mean, I do agree with it fully, 100 percent, because if I was, uh, a more organized person and I studied every single day and I knew what I finished and what I have in front of me to study more, before the exams approach, I think I would be less scared of taking the exams. I would be, um- I would also make time for, like, leisure activities as well. Because my time is planned so I have time for studying, I have time for leisure activities, for hobbies. That would be better for me. But because I am not organized, I feel stressed all the time, because I'm all over the place. So, yeah, I do agree with that. It makes you less stressed if you're organized.	This response would receive a 5. The speaker fully addresses the question and is clear and fluid. Pronunciation is easily understandable and speaking pace is even throughout. This speaker uses a good range of vocabulary and expressions throughout: "leisure activities, because I'm all over the place, less stressed". Grammar is accurate and precise: "But because I am not organized, I feel stressed all the time..." Overall, this response reaches the 5 level due to comprehensibility, clarity and accuracy.

		4	A generally successful response The response addresses the question, and it is reasonably clear.	I agree with that kind of point. The reason is because when we have planned our day in the morning, or in the beginning of the day, we tend to know at what time what kind of activity that we'll do in near future. It's com- it's totally different if we compared to the one that just going like flow person. It might be improve chance to be stress in end of the day because a lot of things that should be done in that day, it's passed or it's missed. So, yeah, I totally align that organize system can reduce his or her stress.	This response would receive a 4. The speaker addresses the question in a relatively clear way and provides some elaboration of ideas: "we tend to know at what time what kind of activity that we'll do in near future." Pacing is minimally affected by some pausing and re-starts: "It's com- it's totally different if we compared". Although occasional words require minor effort to understand, intelligibility is not impeded.
		3	A partially successful response The response addresses the question but with limited elaboration or clarity.	I agree this idea. Some persons it's believed that in stress level it's associated with in organization level. In my opinion, in- if this have a in high rate in self disciplines, then it can regulate easily and directly in stress. Actually it's to reduce the stress level, we can do in different things. Planning is important part.	This response would receive a 3. The speaker addresses the question but with limited elaboration and clarity. Ideas are vague at times: "Actually it's to reduce the stress level, we can do in different things." A limited range and accuracy of grammar and vocabulary noticeably restrict the precision and clarity: "In my opinion, in- if this have a in high rate in self disciplines, then it can regulate easily and directly in stress."
		2	A mostly unsuccessful response The response reflects an attempt to address the question, but it is not supported in a meaningful and/or intelligible way.	I think organized people will, will be tired in the future because if they, if they. If they concentrate on doing something (organizedly?) They are, will be reluctant to do so and they cannot continue so that is why organi- organized event is not good.	This response would receive a 2. This speaker attempts to answer the question but provides little elaboration, which limits meaning. Although there is one good vocabulary word (reluctant) most words are vague and imprecise: "doing something organizedly" and "organized event is not good". Overall, there is one basic idea presented and detail and elaboration are very limited.
		1	An unsuccessful response The response minimally addresses the question, and it may demonstrate very limited control of language.	Yes I agree this statement. First, uh, organize, uh, organize, uh, may increase mental stress...uh, stress. And it, uh, it make people...ah...make people...	This response would receive a 1. This speaker minimally addresses the question and is unable to support the one idea presented. The response is mostly isolated fragments: "And it, uh, it make people...ah...make people..." Grammar and vocabulary are very limited.

Additional Scored Sample Test Taker Responses for Speaking

Additional Sample Speaking Responses are provided online at <https://www.ets.org/toefl/teachers-advisors-agents/ibt/teaching/preparing-students.html>.

Activities for Reading, Listening, Writing, and Speaking

At-a-Glance

Activity 1

Title		Syllable Sort
Target Skill	Reading	
Proficiency Level	Any	
Learning Objectives	☐ Process academic texts for meaning and form ☐ Identify vocabulary meaning	

Activity 2

Title		Paragraph Sequencing
Target Skill	Reading	
Proficiency Level	High Intermediate/Advanced	
Learning Objectives	☐ Make inferences based on what is implied in a passage ☐ Recognize the organization and purpose of a passage ☐ Recognize logical sequencing of text	

Activity 3

Title		Inferencing and Paraphrasing
Target Skill	Reading	
Proficiency Level	High Intermediate/Advanced	
Learning Objectives	☐ Identify the main idea of a passage ☐ Identify key facts and important information in a passage	

	☐ Make inferences based on what is implied in a passage ☐ Recognize and create accurate paraphrases of information from a text
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Activity 4

Title	Stress and Intonation
Target Skill	Listening
Proficiency Level	Intermediate/High Intermediate
Learning Objectives	☐ Recognize and use word/sentence stress and intonation to convey meaning ☐ Recognize a speaker's attitude and degree of certainty ☐ Understand meaning that is implied but not directly stated

Activity 5

Title	Note-Taking and Organization
Target Skill	Listening
Proficiency Level	High Intermediate/Advanced
Learning Objectives	☐ Identifying major points and important details of an academic talk ☐ Recognizing how a listening passage is organized, including identifying introductions and conclusions ☐ Take notes during an academic talk

Activity 6

Title	Signal Words
Target Skill	Listening
Proficiency Level	High Intermediate/Advanced
Learning Objectives	☐ Identifying major points and important details of an academic talk ☐ Identifying signal words

Activity 7

Title Using Grammar and Meaning Together	
Target Skill	Writing
Proficiency Level	Any
Learning Objectives	☐ Understand the <i>Build a Sentence</i> task ☐ Use grammar and meaning to construct appropriate responses in short interactions

Activity 8

Title Extending Invitations	
Target Skill	Writing
Proficiency Level	Intermediate/High Intermediate
Learning Objectives	☐ Understand the <i>Write an Email</i> task ☐ Extend invitations and support opinions ☐ Write emails

Activity 9

Title Writing and Supporting Opinions	
Target Skill	Writing
Proficiency Level	Intermediate/High Intermediate
Learning Objectives	☐ Understand the <i>Write for an Academic Discussion</i> task ☐ Express and support opinions ☐ Write for academic discussions

Activity 10

Title Processing Spoken English	
Target Skill	Speaking
Proficiency Level	Any
Learning Objectives	☐ Understand the <i>Listen and Repeat</i> task ☐ Reproduce speech accurately and intelligibly

Activity 11

Title Expressing Likes and Dislikes	
Target Skill	Speaking
Proficiency Level	Low Intermediate
Learning Objectives	☐ Express likes and dislikes ☐ Use appropriate expressions to express opinions ☐ Sustain speech at an even pace for a short time (45 seconds)

Activity 12

Title Speaking About Hypothetical Situations	
Target Skill	Speaking
Proficiency Level	Intermediate/High Intermediate
Learning Objectives	☐ Describe and substantiate hypothetical situations, events, and actions ☐ Use vocabulary effectively ☐ Use the verb tenses correctly ☐ Sustain speech at an even pace for a short time (45 seconds)

Activity 1: Instructor Directions

Title	Syllable Sort
Target Skill	Reading
Proficiency Level	Any
Learning Objectives	☐ Process academic texts for meaning and form ☐ Identify vocabulary meaning
Materials	Handout 1
Time	30 minutes

1. Give students Handout 1.
2. Ask students to skim Part 1. Ask students what they are expected to do as test takers. (In the *Complete the Words* tasks, test takers provide the missing letters. Highlight that both content words (nouns, verbs, and adjectives) and function words (prepositions, conjunctions, and articles) may have missing letters.)
3. Now have students complete Part 1 by providing the missing letters in the paragraph.
4. Together with the class, go over the correct answers.

Maps are tools that help us understand the world around us. They **show** the **locations** of **places** like **cities**, rivers, **and** mountains. **These** visual **guides** can **also** display different **types** of **information**, such as climate or population. There are many kinds, including physical, political, and thematic versions. The study of maps and cartography, the process by which they are made, can teach us about the geography of our planet and how people live in different regions.

5. Reflect on the strategies students used to complete this task. Ask some students to demonstrate how they used different strategies.
 - ☐ Using the beginning portion of the paragraph, which has no missing words, to establish the context for the entire paragraph
 - ☐ Looking for context clues
 - ☐ Using grammatical knowledge
 - ☐ Thinking about common word patterns
6. Have students work in groups of 3–4. Ask students to identify the meaning of the completed words. Then, have each group write sentences with each word (There will be 10 sentences total). The completed words are listed below.
 - ☐ show
 - ☐ locations
 - ☐ places

- ☐ cities
- ☐ and
- ☐ these
- ☐ guides
- ☐ also
- ☐ types
- ☐ information

7. Ask students to write the completed words in the appropriate column of the **Syllable Sort** table in Part 2. Check the answers with the whole class.

Correct answers:

1-Syllable Words	2-Syllable Words	3-Syllable Words	4-Syllable Words
☐ show ☐ and ☐ these ☐ guides ☐ types	☐ places ☐ cities ☐ also	☐ locations	☐ information

Activity 1: Student Directions

1. Skim the paragraph in Part 1 of Handout 1. What is the task asking you to do?
2. Now complete Part 1. Your instructor will then go over the correct answers together with the whole class.
3. Reflect on the strategies you used to complete this task.
 - ☐ Using the beginning portion of the paragraph, which has no missing words, to establish the context for the entire paragraph.
 - ☐ Looking for context clues.
 - ☐ Using grammatical knowledge.
 - ☐ Thinking about common word patterns.
4. Work in groups of 3-4. Identify the meaning of the completed words. As a group, write sentences with each word.
5. Write the completed words in the appropriate column of the **Syllable Sort** table in Part 2. Your instructor will then go over the correct answers together with the whole class.

Handout 1

Part 1:

Fill in the missing letters in the paragraph.
Maps are tools that help us understand the world around us. They sh__ the loca_____ of pla__ like cit___, rivers, a__ mountains. Th___ visual gu_____ can al__ display different ty___ of infor_____, such as climate or population. There are many kinds, including physical, political, and thematic versions. The study of maps and cartography, the process by which they are made, can teach us about the geography of our planet and how people live in different regions.

Part 2:

Look at the paragraph above and the 10 words you completed. Write these words in the appropriate columns below.

Syllable Sort			
1-Syllable Words	2-Syllable Words	3-Syllable Words	4-Syllable Words

Activity 2: Instructor Directions

Title Paragraph Sequencing	
Target Skill	Reading
Proficiency Level	High Intermediate/Advanced
Learning Objectives	☐ Make inferences based on what is implied in a passage ☐ Recognize the organization and purpose of a passage ☐ Recognize logical sequencing of text
Materials	Handout 2
Time	Part 1: 60 minutes Part 2: 60 minutes

Part 1:

- Before beginning the activity, ask students some pre-reading questions, such as:
 - ☐ Why do people move from rural areas to cities?
 - ☐ What problems might happen when cities grow very quickly?
 - ☐ How might building roads, houses, and buildings affect wildlife?
- Make several copies of Handout 2. Cut each copy of the article into its 3 paragraphs and mix each set of 3 paragraphs so that they are in a different order.
- Have students form groups of 2 to 3, and give 1 set of the mixed paragraphs to each group. (Students should not have read the article before this activity.)
- Ask students to put the 3 paragraphs in order and discuss why they chose that order.
- Ask a representative from each group to present the order his or her group has chosen and to give at least 2 reasons for the group's choice.
- With the whole class, discuss the main idea of each paragraph and how each idea builds on the next idea.
- Have students work in their groups to circle the main idea and underline the words and phrases that help them follow how the ideas are continued from one paragraph to the next.
- After students have completed their underlining task, hand out copies of Handout 2. Have students continue working in their groups. Have students discuss any additional cues students may have found.

Part 2:

- On another day, make several copies of the 2nd paragraph of Handout 2. Take each copy and cut the paragraph into separate sentences. Mix up the sentences in each set so that they are in a different order from the original.
- Have students form groups of 2 to 3 and give 1 set of the mixed sentences to each group.

3. Ask students to place the sentences in the correct order.
4. Show students the correct sentence order. Discuss what the main idea is and what the supporting ideas are.
5. Refer students to the chart of transitional words and phrases. Briefly discuss the use of each category listed.
6. Make several copies of the 3rd paragraph of Handout 2. Take each copy and cut that paragraph into separate sentences. Mix up the sentences.
7. Have students work in their groups to place the sentences in the correct order. Have them look for transitional words and phrases in the sentences to help find the logical sequence of the text.
8. Ask students to present their choice of the correct order of sentences to the class and to explain why they chose that order.

Activity 2: Student Directions

Title Paragraph Sequencing	
Target Skill	Reading
Proficiency Level	High Intermediate/Advanced
Learning Objectives	☐ Make inferences based on what is implied in a passage ☐ Recognize the organization and purpose of a passage ☐ Recognize logical sequencing of text

Part 1:

1. In your small group, look at the 3 separate paragraphs of the article you received. Place the paragraphs in logical order and discuss why you believe this is the correct order.
2. Have someone in your group present the order you have chosen to the class and give at least 2 reasons for your choice.
3. Your instructor will discuss with the class what the main ideas of each of the 3 paragraphs are. After this, work with your group to underline the words and phrases that help you follow how the ideas are continued from one paragraph to the next.
4. Discuss any additional cues you may have found.

Part 2:

1. In your small group, look at the separate sentences given to you by your instructor and place the sentences in the correct order.
2. After discussing the correct order with your instructor, look at the additional sentences given to you from a different paragraph. Place the sentences in the correct order.
3. Review the list of transitional words and phrases listed below with your instructor. Working in your group, locate any of these transitional words in the paragraph and underline them.
4. Use the transitional words to help you place the sentences into the correct order.
5. Present the order you chose to the class and refer to the underlined words that helped you make that choice.

Transitional Words and Phrases and Their Purpose

Sequence: to show order of information or events; logical development of ideas	again, also, and, and then, finally, first, second, third, next, still, too, and so forth, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently
To add information	besides, equally important, finally, further, furthermore, nor, lastly, what's more, moreover, in addition
To prove a point	because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is
To compare and contrast ideas, events, and points of view	whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, up against, balanced against, vis-à-vis, although, conversely, meanwhile, after all, in contrast, although this may be true, still, though, yet, despite, as opposed to
Time (sequence of events)	immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first (second, third, etc.), next, and then, as long as, as soon as
Cause and effect: what makes something happen (cause) and the result (effect)	as a result, because, consequently, for this purpose, so, then, therefore, to this end
Emphasis (of a point or idea)	definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, perennially, eternally, never, emphatically, unquestionably, without a doubt, certainly, undeniably, without reservation
Exception (to show an exception to rules, ideas, events, and so on)	yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes
Examples (to introduce examples of a point or idea)	for example, for instance, in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, as an illustration, such as
To summarize and conclude an explanation of ideas, points, or events	in brief, on the whole, summing it up, to conclude, in conclusion, as I have shown, hence, therefore, accordingly, thus, as a result, consequently, as has been noted, as we have seen

Handout 2

The Effects of Urbanization on Bird Populations

Urbanization has had a profound impact on bird populations worldwide. As cities expand, natural habitats are replaced with buildings, roads, and other infrastructure. This leads to a significant reduction in the availability of nesting sites and food sources for birds.

Some species, such as pigeons and sparrows, have adapted well to urban environments, taking advantage of the new resources and structures. However, many other species struggle to survive in these altered landscapes. Therefore, it is imperative to find solutions that help birds adapt to city life. One notable effect of urbanization is the change in bird song. Birds living in cities often sing at higher pitches and volumes than their rural counterparts. This adaptation helps them communicate over the noise of traffic and human activity. Additionally, the artificial lighting in cities can disrupt the natural circadian (daily time-related) rhythms of birds, affecting their breeding and feeding behaviors.

Conservationists are working to mitigate the negative effects of urbanization on birds. Initiatives such as creating urban green spaces, constructing bird-friendly buildings, and reducing light pollution are being implemented. These efforts aim to create a more hospitable environment for birds, allowing them to coexist with humans in urban settings.

Activity 3: Instructor Directions

Title Inferencing and Paraphrasing	
Target Skill	Reading
Proficiency Level	High Intermediate/Advanced
Learning Objectives	☐ Identify the main idea of a passage ☐ Identify key facts and important information in a passage ☐ Make inferences based on what is implied in a passage ☐ Recognize and create accurate paraphrases of information from a text
Materials	Handout 3
Time	60 minutes

- Before beginning the activity, ask students some pre-reading questions, such as:
 - ☐ Have you ever visited a large city? What did you notice?
 - ☐ What are some advantages of living in a city? What about the essentials like water?
- Discuss with the entire class the importance of making inferences (recognizing ideas that are implied but not directly stated) in a reading. (You can draw conclusions from the information provided in a reading.)
- Have students quickly read the entire passage (Handout 3) just to get a sense of the overall meaning and major points.
- Have students reread the passage. Ask students to circle the main idea and underline major points in the passage.
- Have students work in pairs. Ask students to share their answers with each other. Then discuss the answers with the whole class.
- Refer students to the 3rd paragraph. Ask what can be inferred about modern water management systems. (They are influenced by Roman engineering practices.)
- Encourage students to reflect on what strategies for answering Inference questions they used, such as using information stated in the text, looking for logical connections, avoiding answers that go too far beyond the text, or considering the author's tone and purpose.
- Have students reread the passage and create a list of additional inferences they can make.
- Have students read the following sentence from the passage: "They [aqueducts] supplied water to public baths, helping to maintain hygiene in densely populated urban areas."

Together with the entire class, paraphrase the sentence in multiple ways. Highlight that effective paraphrases can contain words that have the same or very similar meaning (synonyms) (e.g., "Aqueducts provided water to public baths, promoting cleanliness in cities with large populations.") or use completely different sentence structures from those used in the original text ("Aqueducts

made it possible for public baths to operate in dense urban areas, which contributed to the maintenance of hygiene.”).

10. Ask students to paraphrase the list of additional inferences they have written previously. Encourage students to paraphrase each additional inference using (a) synonyms and (b) different sentence structures.
11. Have students form groups of 3 to peer-review each other's paraphrases for accuracy and completeness.

Activity 3: Student Directions

Title Inferencing and Paraphrasing	
Target Skill	Reading
Proficiency Level	High Intermediate/Advanced
Learning Objectives	☐ Identify the main idea of a passage ☐ Identify key facts and important information in a passage ☐ Make inferences based on what is implied in a passage ☐ Recognize and create accurate paraphrases of information from a text

1. Read the passage (Handout 3) just to get a sense of the main topic and major points. Do not worry about understanding it completely, because you will read it again during this activity.
2. Reread the passage. Circle the main idea and underline the major points in the passage.
3. Work in pairs. Share your answers with each other. Then discuss them with the whole class.
4. In the 3rd paragraph, the author discusses modern water management systems. What can be inferred from this paragraph?
5. Reflect on the strategies you used to answer this Inference question.
 - ☐ Using information stated in the text
 - ☐ Looking for logical connections
 - ☐ Avoiding answers that go too far beyond the text
 - ☐ Considering the author's tone and purpose
6. Reread the passage and create a list of additional inferences that you can make.
7. Your instructor will discuss with the class what effective paraphrasing looks like. After this, paraphrase the list of additional inferences you made.
8. Gather in groups of 3. Review each other's paraphrases for accuracy and completeness.

Handout 3

Aqueducts

Aqueducts were designed to transport water from distant sources into cities and agricultural areas, and they were crucial engineering feats in ancient civilizations. This engineering marvel allowed civilizations to thrive in otherwise inhospitable environments.

The Romans, in particular, mastered the construction of aqueducts, building extensive networks that supplied water to urban centers. These structures used a combination of gravity and meticulously calculated gradients to ensure a steady flow of water. Some Roman aqueducts, like the Pont du Gard in France, are still standing today, showcasing the Romans' remarkable engineering skills. In addition to providing water for drinking and irrigation, aqueducts were integral to public health and sanitation. They supplied water to public baths, helping to maintain hygiene in densely populated urban areas. The availability of fresh water also supported the growth of cities and the expansion of the Roman Empire.

Building aqueducts was a complex and labor-intensive process. Workers had to carve channels through mountains and construct bridges over valleys. Despite these challenges, the benefits of aqueducts far outweighed the difficulties. The legacy of Roman aqueducts continues to influence modern water management systems, highlighting the importance of sustainable engineering practices.

Activity 4: Instructor Directions

Title Stress and Intonation	
Target Skill	Listening
Proficiency Level	Intermediate/High Intermediate
Learning Objectives	☐ Recognize and use word/sentence stress and intonation to convey meaning ☐ Recognize a speaker's attitude and degree of certainty ☐ Understand meaning that is implied but not directly stated
Materials	Handout 4
Time	30 minutes

1. Give students an overview of the Listening section, specifically how some questions require test takers to recognize a speaker's attitude and degree of certainty (Attitude questions) or to understand meaning that is implied but not directly stated (Inference questions).
2. Highlight that a speaker can express meaning through word stress or sentence stress.
3. Give students Handout 4.
4. Read the sentences in Part 1 aloud so that students can hear you stress a different word each time. Read the sentences aloud and ask students to repeat after you. Then discuss the differences in meaning for each. Give students time to ask questions.
5. Ask students to do Part 2 in pairs. Assist as needed. Check the answers together with the whole class.
6. Ask students to do Parts 3–4 in pairs. Assist as needed.
7. Follow up by showing students some questions from the Listening section of the Practice Tests available at <https://www.ets.org/toefl/teachers-advisors-agents/ibt/teaching/preparing-students.html>. Pay special attention to Attitude and Inference questions in the *Listen to a Conversation* tasks.

Activity 4: Student Directions

Title Stress and Intonation	
Target Skill	Listening
Proficiency Level	Intermediate/High Intermediate
Learning Objectives	☐ Recognize and use word/sentence stress and intonation to convey meaning ☐ Recognize a speaker's attitude and degree of certainty ☐ Understand meaning that is implied but not directly stated

1. Your instructor will discuss Attitude and Inference questions in the Listening section.
2. Complete Part 1 of Handout 4 together with your instructor.
3. Complete Part 2 in pairs. Check the answers together with the whole class.
4. Complete Parts 3–4 in pairs.
5. Your instructor will present some questions from the Listening section of practice TOEFL iBT tests. Complete them together with the whole class.

Handout 4

Stress and Intonation

Part 1:

Read each sentence. Stress the word in **bold**. Read the sentence in parentheses, indicating a slight difference in the meaning of each sentence. Notice how stressing a different word conveys a different meaning for the sentence each time.

I know how to make pizza. (I know how to make pizza, not someone else.)

I **know** how to make pizza. (I am sure I know.)

I know **how** to make pizza. (I know how to make pizza. I don't know why it's made.)

I know how to **make** pizza. (I can actually make it, not buy it or order it.)

I know how to make **pizza**. (Pizza, and not something else.)

Part 2:

Look at the sentences in column A. Stress the word in **bold**. Then choose the sentence in column B that best expresses the meaning for each sentence.

Column A	Column B
A. He likes to ride his bicycle in the park.	F. He likes to ride his bicycle, not do something else with it.
B. He likes to ride his bicycle in the park.	G. He likes to ride his bicycle, not loves/hates/wants/needs to ride it.
C. He likes to ride his bicycle in the park.	H. He, not someone else, likes to ride his bicycle.
D. He likes to ride his bicycle in the park.	I. He likes to ride his bicycle in the park, not somewhere else.
E. He likes to ride his bicycle in the park .	J. He likes to ride his bicycle, not ride something else.

Part 3:

Work with a partner. Practice saying each phrase or question below in several different ways.

3.1. Ask "**How are you?**" to:

- ☐ a close friend
- ☐ a small child
- ☐ a person you haven't seen in years
- ☐ a police officer

3.2. Ask "**Are we having pizza for dinner?**" as if:

- ☐ you love pizza
- ☐ you've had it 7 nights in a row and are disappointed
- ☐ you thought you were going to have pasta

3.3. Ask "**What is that smell?**" as if you smell:

- ☐ a rose
- ☐ your favorite food
- ☐ garbage

3.4. Say **“It’s cold in here.”** to express that:

- ☐ it feels great
- ☐ you are very uncomfortable
- ☐ you are surprised

Part 4:

Write out a number of sentences. Read each of them stressing a different word each time you read them.

Notice how the meaning changes depending on which word you stress. Don’t be afraid to exaggerate the stress.

Activity 5: Instructor Directions

Title Note-Taking and Organization	
Target Skill	Listening
Proficiency Level	High Intermediate/Advanced
Learning Objectives	☐ Identifying major points and important details of an academic talk ☐ Recognizing how a listening passage is organized, including identifying introductions and conclusions ☐ Take notes during an academic talk
Materials	Handout 5 Audio recording of “Academic Talk - The Four M’s of a Strong Advertising Plan” at https://www.ets.org/toefl/ibt-workshop-materials.html
Time	60 minutes

1. Before beginning the activity, ask students some pre-listening questions, such as:

- ☐ What are the reasons students listen to academic talks?
- ☐ What types of information do students listen for during academic talks?
- ☐ What do they need to do with the information from academic talks?
- ☐ What makes academic talks easy or difficult to understand?

Write students’ contributions on the board to facilitate the discussion.

2. Have students work in groups of 3-4. Ask students to discuss note-taking strategies they are aware of or have used before during the *Listen to an Academic Talk* tasks. Ask one volunteer from each group to present their ideas. Discuss the proposed note-taking strategies with the whole class.
3. Play the audio recording of a talk in a business class. (This step imitates the *Listen to an Academic Talk* task, so students will not see the text on their end.)

Your script:

I’m now going to play a talk in a business class. The title of the talk is, “The Four M’s of a Strong Advertising Plan.”

Transcript:

So we've talked about the need for advertising. Now, how do we make a good advertising plan? A good plan needs four things—the four “M”s. Let's look at them one by one.

The first M is Market. Who are your potential customers? How old are they? What do they like, or not like? It's important to know your Market.

The next M is Media. Let's say you have something that teachers will like. Teachers are your Market. Ask yourself: What newspapers or journals do most teachers read? Do they listen to a lot of radio? At what times of day? You need to find the best Media to tell people about your product or service.

Money is the third M. You need to spend money well. For example, maybe you want to advertise sports products. You might think that the winter holidays are a good time to advertise because people will buy each other gifts. But actually, this isn't true! If you study the facts, people don't like to buy sports products as gifts. People normally buy these things for themselves. So if you advertise in spring or summer, which are peak seasons for outdoor sports, you might be more successful.

The last M is your Message. What do you want to say about your product or service? Why should people buy it? Will it make their lives easier? Will it make their lives safer? Make sure you have a good message.

4. Ask students to work individually and answer the questions about the listening passage (Handout 5). Then, go over the correct answers together with the whole class. The correct answers are marked with an asterisk (*).

4.1. What is the main topic of the talk?

- A. To explain why advertising is not always effective
- B. To describe the key elements of a successful advertising plan *
- C. To compare different types of media used in advertising
- D. To discuss when people prefer to buy certain products

4.2. According to the talk, what should be considered when choosing the media?

- A. Deciding how much money to spend on advertising
- B. Identifying the age and interests of customers
- C. Choosing the best channels to reach the target audience *
- D. Creating a message about product benefits

4.3. How does the speaker organize the information in the talk?

- A. By presenting a general framework and explaining its components *
 - B. By introducing a theory and then arguing against it using evidence
 - C. By describing a sequence of events that led to a successful advertising campaign
 - D. By describing a problem and providing multiple solutions
5. Have students work in pairs. Ask them to share their notes and reflect on how effective their note-taking strategies were for answering the questions about the listening passage.

Activity 5: Student Directions

Title Note-Taking and Organization	
Target Skill	Listening
Proficiency Level	High Intermediate/Advanced
Learning Objectives	☐ Identifying major points and important details of an academic talk ☐ Recognizing how a listening passage is organized, including identifying introductions and conclusions ☐ Take notes during an academic talk

1. Work in groups of 3-4. Discuss note-taking strategies that you are aware of or have used before during the *Listen to an Academic Talk* tasks. Then, have one student from your group volunteer to present the ideas. Discuss the proposed note-taking strategies with the whole class.
2. Prepare to take notes on main ideas and supporting details.
3. Listen to a short talk in a business class. Take notes.
4. Answer the questions about the listening passage (Handout 5).
5. Work in pairs. Share your notes with your partner and reflect on how effective your note-taking strategies were for answering the questions about the listening passage.

Handout 5

The Four M's of a Strong Advertising Plan

1. What is the main topic of the talk?
 - A. To explain why advertising is not always effective
 - B. To describe the key elements of a successful advertising plan
 - C. To compare different types of media used in advertising
 - D. To discuss when people prefer to buy certain products

2. According to the talk, what should be considered when choosing the media?
 - A. Deciding how much money to spend on advertising
 - B. Identifying the age and interests of customers
 - C. Choosing the best channels to reach the target audience
 - D. Creating a message about product benefits

3. How does the speaker organize the information in the talk?
 - A. By presenting a general framework and explaining its components
 - B. By introducing a theory and then arguing against it using evidence
 - C. By describing a sequence of events that led to a successful advertising campaign
 - D. By describing a problem and providing multiple solutions

Activity 6: Instructor Directions

Title	Signal Words
Target Skill	Listening
Proficiency Level	High Intermediate/Advanced
Learning Objectives	☐ Identifying major points and important details of an academic talk ☐ Identifying signal words
Materials	Handout 6 Audio recording of “Academic Talk - Why Advertise” at https://www.ets.org/toefl/ibt-workshop-materials.html
Time	60 minutes

1. Before beginning the activity, ask students some pre-listening questions, such as:

- ☐ Have you ever bought something because of an advertisement?
- ☐ Where do you usually see or hear advertisements?
- ☐ Do you think advertising is important? Why or why not?

Write students' contributions to the last question on the board to facilitate the discussion.

2. Have students work in groups of 3-4. Ask students to pick 3-4 contributions written on the board and turn them into a short paragraph.
3. Then ask students to review the signal words in Part 1 of Handout 6. Have students edit their draft so that it contains some signal words from the provided handout. Encourage students to compare the two drafts and reflect on how signal words shaped the organization of ideas.
4. Play the audio recording of a talk in a business class. (This step imitates the *Listen to an Academic Talk* task, so students will not see the text on their end.)

Your script:

I'm now going to play a talk in a business class. The title of the talk is, “Why Advertise?”
While you listen, write down any signal words you hear.

Transcript:

Today, we're going to talk about why businesses need to advertise. However, some businesses don't feel that they need to advertise because of how long they've been around or because they have a great location. But, in reality, it's hard to have a successful business without advertising. Here are some reasons why.

First, businesses need to advertise in order to get new customers. For example, when new people move to the area, these are new potential customers. Also, people's income levels change. So when this happens, their buying habits change. Therefore, advertising is needed because it helps businesses reach possible new customers like these.

Second, advertising is profitable over a long period of time. Let me explain. People who see a business advertisement today, may not act on it for weeks or months. If a business continuously advertises over a five-year period, they will be more successful than their competitors who reduce or cancel advertising.

Third, advertising helps businesses make more sales. The most successful businesses are almost always strong, consistent advertisers.

So, to sum up what we talked about today, businesses need to advertise to get new customers, stay profitable, and increase sales. Even with a superior product or service, one of the key factors that can lead to a company losing competitiveness is failing to advertise effectively.

5. Ask students to share which signal words they heard. Lead a class discussion on the meaning of those signal words and how they help the listener understand the information in the talk.
6. Play the audio a second time. This time ask students to take notes on the main idea and supporting details they hear.
7. Ask students to work individually and answer the questions about the listening passage (Handout 6). Then, go over the correct answers together with the whole class. The correct answers are marked with an asterisk (*).

7.1. What is the main idea of the listening passage?

- A. Consistent advertising is essential for businesses. *
- B. Long-established companies do not need to advertise regularly.
- C. Advertising is unnecessary for businesses with a great location.
- D. Businesses should advertise only when their profits decrease.

7.2. Why does the speaker mention changes to people's income?

- A. To explain why advertising costs can increase over time
- B. To show that businesses should lower their prices to attract customers

- C. To compare different groups of customers
- D. To highlight that shifts in people's spending create new potential customers *

7.3. How does the speaker explain the profitability of advertising?

- A. By contrasting it with other business strategies
- B. By focusing on the role of competition in advertising
- C. By describing how the effects of advertising build up over time *
- D. By comparing advertising costs across industries

Activity 6: Student Directions

Title	Signal Words
Target Skill	Listening
Proficiency Level	High Intermediate/Advanced
Learning Objectives	☐ Identifying major points and important details of an academic talk ☐ Identifying signal words

1. Work in groups of 3–4. Select 3–4 contributions written on the board and turn them into a short paragraph.
2. Now review the signal words in Part 1 of Handout 6. Edit your draft so that it contains some signal words from the handout. Then, compare the two drafts and reflect on how signal words shaped the organization of ideas.
3. Listen to a talk in a business class. While you listen, write down any signal words you hear. Share with the class.
4. Listen to the talk again. Take notes on the main idea and support details.
5. Answer the questions about the listening passage (Handout 6).

Handout 6

Part 1:

Signal Words

Introducing a topic

- ☐ Today, we'll talk about...
- ☐ We're going to talk about...
- ☐ We're going to learn about...
- ☐ I'd like to tell you about...

Signaling main points

- ☐ First...Second...Third, etc.
- ☐ First...Next...Then...Last/finally
- ☐ Let me begin by...This leads me to my next point...Let's now turn to...

Signaling supporting details

Giving examples and illustrations

- ☐ For example...
- ☐ Let's take a closer look at...
- ☐ Let me explain.
- ☐ I'd like to expand on this point/idea by saying...
- ☐ A good illustration of this is...

Indicating contrasting ideas

- ☐ However, ...
- ☐ But....
- ☐ But actually...
- ☐ Even so...
- ☐ Although...

Concluding the lecture

- ☐ To conclude....
- ☐ To wrap up...
- ☐ In sum...
- ☐ To sum up what we talked about today...
- ☐ Let's take a moment to review what we've talked about.

Part 2:

Why Advertise?

1. What is the main idea of the listening passage?
 - A. Consistent advertising is essential for businesses.
 - B. Long-established companies do not need to advertise regularly.

- C. Advertising is unnecessary for businesses with a great location.
 - D. Businesses should advertise only when their profits decrease.
2. Why does the speaker mention changes to people's income?
- A. To explain why advertising costs can increase over time
 - B. To show that businesses should lower their prices to attract customers
 - C. To compare different groups of customers
 - D. To highlight that shifts in people's spending create new potential customers
3. How does the speaker explain the profitability of advertising?
- A. By contrasting it with other business strategies
 - B. By focusing on the role of competition in advertising
 - C. By describing how the effects of advertising build up over time
 - D. By comparing advertising costs across industries

Activity 7: Instructor Directions

Using Grammar and Meaning Together	
Title	
Target Skill	Writing
Proficiency Level	Any
Learning Objectives	☐ Understand the <i>Build a Sentence</i> task ☐ Use grammar and meaning to construct appropriate responses in short interactions
Materials	Handout 7
Time	30 minutes

1. Give students Handout 7.
2. Ask students to skim Part 1. Ask students what they are expected to do as test takers. (In the *Build a Sentence* Tasks, test takers need to rearrange words or phrases to complete the second sentence in short interactions so that it is both grammatically correct and contextually appropriate.) Highlight that, in some questions, there is an extra word or phrase that students will NOT use.
3. Now have students complete Part 1.
4. Together with the class, go over the correct answers for Part 1.
 1. He wanted to know when it ended.
 2. It was moved to a time when everyone could attend.
 3. I am curious if he mentioned any specific requirements.
5. Reflect on the strategies students used to complete this task. Ask students to demonstrate how they used different strategies.
 - ☐ Identifying the sentence type
 - ☐ Locating the subject and verb
 - ☐ Using clues from the first sentence
 - ☐ Rearranging words logically
 - ☐ Eliminating extra words
 - ☐ Reading the sentence aloud
 - ☐ Practice common patterns
6. Have students complete Part 2. Then go over the correct answers together with the whole class.
 4. My friend Jenna is wondering when it is going to open.

5. I think Sally knows how to get there.
 6. I don't know what I'm going to do yet.
 7. He wanted to know if you need help with it.
 8. He wanted to know where he could find a plumber to fix a leak.
 9. She wanted to know when we expect the project to finish.
 10. I'm hoping you can tell me where I might find some reliable sources.
7. Have students work in groups of 3–4. Ask students to annotate the sentences in Parts 1 and 2 by noting different categories. (You can choose some or all of the categories, or you can expand the list.)
- ☐ Subject
 - ☐ Verb/verb phrase
 - ☐ Object
 - ☐ Interrogative word
 - ☐ Conjunction

Activity 7: Student Directions

Title Using Grammar and Meaning Together	
Target Skill	Writing
Proficiency Level	Any
Learning Objectives	☐ Understand the <i>Build a Sentence</i> task ☐ Use grammar and meaning to construct appropriate responses in short interactions

1. Skim Part 1 of Handout 7. What is the task asking you to do?
2. Now complete Part 1. Your instructor will then go over the correct answers with the whole class.
3. Reflect on the strategies you used to complete this task.
 - ☐ Identifying the sentence type
 - ☐ Locating the subject and verb
 - ☐ Using clues from the first sentence
 - ☐ Rearranging words logically
 - ☐ Eliminating extra words
 - ☐ Reading the sentence aloud
 - ☐ Practice common patterns
4. Now Complete Part 2. Your instructor will then go over the correct answers with the whole class.
5. Work in groups of 3–4. Annotate the sentences in Parts 1 and 2 by noting different categories.
 - ☐ Subject
 - ☐ Verb/verb phrase
 - ☐ Object
 - ☐ Interrogative word
 - ☐ Conjunction

Handout 7

Part 1:

Make an appropriate sentence.

1. What did Andre ask you at the party?

_____ .

wanted / does / he / ended / when / to know / it

2. Why was the meeting rescheduled?

_____ .

was moved / to / when / it / a time / could attend / everyone

3. I just spoke with the boss about applying for the open position.

I am _____ .

curious / he / mentioned / any specific requirements / because / if

Part 2:

Make an appropriate sentence.

4. Why are you asking about the new restaurant?

My _____ .

is wondering / it / when / is going / to open / she / friend / Jenna

5. Do you know anyone who can give me directions to the Big Tree Bistro?

_____ Sally _____ .

there / to get / how / think / I / where / knows

6. What are your plans for the summer?

_____ yet.

I / don't / I'm / where / to do / going / know / what

7. What did Raul ask about the new software?

He wanted _____ .

help / however / if / it / to know / with / need / you

8. Why did Gustavo call you this morning?

He wanted _____ .

where / a leak / could find / he / to know / a plumber / to fix / is

9. I heard that the supervisor was looking for you.

She _____ .

we / wanted / to finish / finished / to know / when / the project / expect

10. Julio said you had a question about the research paper.

I'm hoping _____ I might _____ .

me / you / can / tell / where / some reliable sources / find

Activity 8: Instructor Directions

Title Extending Invitations	
Target Skill	Writing
Proficiency Level	Intermediate/High Intermediate
Learning Objectives	☐ Understand the <i>Write an Email</i> task ☐ Extend invitations and support opinions ☐ Write emails
Materials	Handout 8
Time	90 minutes

1. Before beginning the activity, ask students some questions, such as:
 - a. Why do people write emails?
 - b. How often do you write emails? Who do you usually write them to?
 - c. Have you ever received an email that was confusing or unclear? What made it difficult to understand?
 - d. How can you tell if an email is too informal?

Write students' contributions on the board to facilitate the discussion.

2. Have students work in groups of 3–4. Ask students to answer the following questions:
 - a. Think of the last time you invited someone to a movie. Who did you invite? How did you invite them?
 - b. Think about communication at a university. Why would someone send an email to a friend instead of just texting them?

Ask a few students to volunteer their answers.

3. Explain that one reason why emails may be more useful than texting is when the message has a lot of details or contains important information. For example, if you are sharing information about a group project, attaching files, or explaining something step by step, email helps keep everything organized and easy to refer back to. In addition, students are more likely to send emails when they are just getting to know each other. At a university, you might meet someone in a class or club, and you do not know them very well yet. In that case, email can feel more appropriate because it is a bit more polite and structured than texting. It also gives you time to think about what you want to say and how you want to say it.
4. Have students work in pairs. Ask students to read the email (Handout 8, Part 1) and answer the questions.
 - ☐ What two movies does Xiaole want to see? What are the movies about?
 - ☐ What are Xiaole's opinions of the movies?
 - ☐ Which movie does Xiaole want to see more? What support does she give for her opinion?
5. Have students annotate the email and identify its structural parts.

- a. Subject line
 - b. Greeting
 - c. Purpose of a message
 - d. Main body (e.g., giving explanations, asking questions, or providing details)
 - e. Closing/Sign off
6. Have students review the phrases to express and support opinions (Handout 8, Part 2).
 7. Ask students to continue working on annotations by completing the following tasks.
 - a. Circle all the phrases used to express opinions.
 - b. Underline the reasons Xiaole gives for her opinions.
 - c. Highlight or use a different color pen to underline the sentences used to ask others for their opinions.
- Review the email annotations together with the whole class.
8. Explain that in *Write an Email* tasks, successful responses are emails that (a) meet the intended goal and follow the expected social rules, (b) are well-supported, and (c) are easy to understand, grammatically accurate, and utilize a range of vocabulary.
 9. Have students read the prompt (Handout 8, Part 3) and write their own email. Then have them work with a partner, trade emails, and provide feedback (1 compliment and 1 tip for improvement).

Activity 8: Student Directions

Title		Extending Invitations	
Target Skill		Writing	
Proficiency Level		Intermediate/High Intermediate	
Learning Objectives		☐ Understand the <i>Write an Email</i> task ☐ Extend invitations and support opinions ☐ Write emails	

- Work in groups of 3–4. Answer the following questions.
 - ☐ Think of the last time you invited someone to a movie. Who did you invite? How did you invite them?
 - ☐ Think about communication at a university. Why would someone send an email to a friend instead of just texting them?
- Work in pairs. Read the email (Handout 8, Part 1) and discuss the answers to the questions.
- Annotate the email and identify its structural parts.
 - ☐ Subject line
 - ☐ Greeting
 - ☐ Purpose of a message
 - ☐ Main body (e.g., giving explanations, asking questions, or providing details)
 - ☐ Closing/Sign off
- Review the phrases to express and support opinions (Handout 8, Part 2).
- Continue working on annotations by completing the following tasks.
 - ☐ Circle all the phrases used to express opinions.
 - ☐ Underline the reasons Xiaole gives for her opinions.
 - ☐ Highlight or use a different color pen to underline the sentences used to ask others for their opinions.

Then, review the email annotations together with the whole class.

- Review the email prompt (Handout 8, Part 3). Use this information to write an email.
- Work with a partner. Read each other's emails and share one compliment and one tip for improvement.

Handout 8

Part 1:

Email Inviting a Friend to a Movie

Subject: Movies this Saturday?

Hi Jiaqi,

I hope this note finds you well! I had a quick question for you. Are you free Saturday? Would you like to go to the movies? If so, what would you like to see?

For me, there are two movies I'm interested in. First, there is a movie called *Time Traveler*. It's about a guy called Bill Lake who can travel back in time. When he does, he changes the past to benefit his future. I think I'd enjoy this movie because the cast is awesome! Also, most critics appreciated the moving story, and from what I've read, I share their view.

There's another movie that I've already seen. Still, because of the fast-paced action, I liked it a lot. I'd love to see it again! It's called *The Legend of King Edward*. The story is really exciting! It starts with Edward's childhood when his devious uncle, Vortigern, kills Edward's father and makes himself king. Most of the story is about how Edward defeats his uncle and becomes the rightful king of England. Critics didn't like the movie at all, but I don't agree with them. I appreciated that the main character was so courageous.

Still, in my opinion, I think I would prefer to see *Time Traveler* because I believe time travel sounds cool, and I like romantic movies. What about you? Which one would you rather see?

All the Best,

Xiaole

Questions:

- ☐ What two movies does Xiaole want to see? What are the movies about?
- ☐ What are Xiaole's opinions of the movies?
- ☐ Which movie does Xiaole want to see more? What support does she give for her opinion?

Part 2:

Phrases to Express and Support Opinions

Expressing your opinion

phrases to use before stating your opinion

- ☐ I believe horror movies are terrible!
- ☐ For me, I'd like to watch a rom-com tonight.
- ☐ In my opinion, *Expedition!* is the best movie ever made.
- ☐ I think it's more fun to watch movies with friends than by myself.

Expressing agreement

- ☐ I agree.
- ☐ I share her/his/your/their view.

Expressing disagreement

- ☐ I disagree.
- ☐ I don't agree.

Questions to ask someone about their opinion

- ☐ What about you?

- ☐ Which one would you rather see?

Supporting your opinions about movies

opinion + because + reason

- ☐ I think we should see the movie again because the story was moving.

- ☐ In my opinion, that was the best movie of the year because it was so funny!

because + reason + opinion

- ☐ Because the main character was resourceful, I believe I can learn a lot from this movie.

- ☐ Because the cast was awful, I didn't like the movie at all!

Part 3:

Write an Email

You recently met a classmate, Luisa, during your first week of classes, and you had a great conversation. You would like to get to know her better and invite her to join you and your friends for a movie night happening on campus this weekend.

Write an email to Luisa. In your email, do the following:

- ☐ Remind her where you met and what you talked about.
- ☐ Invite her to the movie night on campus with you and your friends, and provide basic details.
- ☐ Explain why you think it would be fun to go together and join your friend group.

Write as much as you can and in complete sentences.

Your Response:

To: Luisa

Subject: Movie Night Invitation

Activity 9: Instructor Directions

Title Writing and Supporting Opinions	
Target Skill	Writing
Proficiency Level	Intermediate/High Intermediate
Learning Objectives	☐ Understand the <i>Write for an Academic Discussion</i> task ☐ Express and support opinions ☐ Write for academic discussions
Materials	Handout 9
Time	90 minutes

1. Tell students to think about their dream job and fill in the “My Dream Job” table (Handout 9, Part 1) based on their thoughts.
2. Ask a few students to volunteer their answers.
3. Ask students if they have any experience in contributing to discussion boards in any classes they have taken.
4. Explain to the students that online discussion boards are a standard component of university courses and an opportunity to explore the course content beyond the classroom. The professor provides a prompt, usually an open-ended question, and the students engage in a written discussion. A successful response (or thread) on a discussion board has three parts.
 - ☐ State your opinion, recommendation, or thought.
 - ☐ Explain why you have that opinion. Be sure to include details and examples to support your opinion.
 - ☐ Further the discussion by adding a new perspective or asking your own question.
5. Ask students to work in groups of 4. They will need the discussion strips (Handout 9, Part 2) and to ensure that each student in the group has a different part. Tell students to independently read their part and prepare to play that role.
6. Tell students to speak their part to the group. Encourage students to ask each other questions and make up answers.
7. Tell the students to work with their group to come up with a list of advantages and disadvantages of self-employment (Handout 9, Part 3).

Possible answers:

Self-Employment Advantages	Self-Employment Disadvantages
☐ Freedom ☐ Independence ☐ Work from home ☐ Control ☐ Follow your passion ☐ Tax breaks	☐ Inconsistent income ☐ No paid time off ☐ No pension / retirement account ☐ Total responsibility ☐ Challenges finding clients/customers ☐ No health insurance subsidy

8. Explain that in *Write for an Academic Discussion* tasks, successful responses are (a) relevant to the discussion, (b) well-supported, and (c) easy to understand, grammatically accurate, and utilize a range of vocabulary.
9. Have students read the professor's prompt and the two student responses (threads) and then write their own responses (Handout 9, Part 4). Then have them work with a partner, trade responses, and provide feedback (1 compliment and 1 tip for improvement).

Activity 9: Student Directions

Title Writing and Supporting Opinions	
Target Skill	Writing
Proficiency Level	Intermediate/Advanced
Learning Objectives	☐ Understand the <i>Write for an Academic Discussion</i> task ☐ Write and support opinions ☐ Write for academic discussions

1. Consider: If you could have any job, what would you choose? What is your dream job? Fill in the table (Handout 9, Part 1) with your preferences for the job characteristics listed.
2. Your instructor will discuss with the class the *Write for an Academic Discussion* task requirements.
3. Work in a group of 4 to select a part to read from the discussion strips (Handout 9, Part 2). Read your part independently and be prepare to play the role.
4. In your group, take turns speaking your parts to each other to start a discussion. Ask your group members questions and make up answers to the questions they ask you.
5. Work with your group to come up with a list of advantages and disadvantages of self-employment. Record your ideas in the table (Handout 9, Part 3).
6. Review the academic discussion prompt (Handout 9, Part 4). Use this information to write a response.
7. Work with a partner. Read each other's responses and share one compliment and one tip for improvement.

Handout 9

Part 1:

My Dream Job	
Job Characteristics	Your Preferences
Industry	
Duties/Tasks	
Location	
Wage	
Hours/Schedule	
Benefits (e.g., paid time off, pension)	

Part 2:

Discussion Strips

Tiffany: I love being my own boss! I used to be an employee at a large accounting firm and now I work as an independent contractor. The freedom and independence of working for myself has improved my quality of life. For example, because I make my own schedule, I am able to do other important activities like helping care for my elderly father and going to the gym.

Scott: I'm also an accountant and proud to be an employee of a large firm. My work schedule is not flexible, and I don't have much free time. However, I receive a consistent paycheck and other benefits like paid time off for vacation and illness. For example, last winter I became quite ill and missed three weeks of work. Fortunately, I still received my paycheck during that time.

Rose: What I really like about being self-employed is being able to choose which projects I want to work on, and who I want to work with. At my old job, my boss assigned my projects and I had to do the work even if it was uninteresting or a waste of time. It was boring and unfulfilling. Now I feel motivated and excited about my work projects.

David: I have been self-employed and worked as an employee, and I can say there are advantages and disadvantages to both situations. I became self-employed when the firm I was working for downsized. It was scary and also exciting to build my own business. After many years of hard work, and very little time off, I sold my business and got a job working as an employee again. Working for myself was very rewarding, but a lot of responsibility.

Part 3:

Self-Employment Advantages	Self-Employment Disadvantages

Part 4:

Write for an Academic Discussion

Your professor is teaching a business class on self-employment. Write a post responding to the professor's question. In your response you should:

- ☐ Express and support your opinion
- ☐ Make a contribution to the discussion

Professor Walker: Self-employment is steadily growing in popularity. Independence and flexibility are two main reasons self-employment is an attractive option for many. With self-employment you have more control over how you spend your time. Because you're not forced to work a certain number of hours and days each week, you can spend more time giving attention to other priorities like caring for your family. But is self-employment really the best option? What do you think? Why?

Jay: I believe self-employment is not the best option for most people because there is a lot of risk. When you are self-employed you are directly responsible for generating a profit. This means your pay is not guaranteed. Businesses are often seasonal and income fluctuates. How do you feed your family when your business isn't turning a profit?

Monica: In my opinion, being your own boss is best. It's true that income can be inconsistent when you're self-employed, so you need to budget carefully and think ahead. However, as Professor Walker noted, you have more control over your time when you're self-employed. Time is more precious than money. You can find ways to make more money, but you can't make more time. Isn't the freedom of being your own boss worth the risk?

Activity 10: Instructor Directions

Title Processing Spoken English	
Target Skill	Speaking
Proficiency Level	Any
Learning Objectives	☐ Understand the <i>Listen and Repeat</i> task ☐ Reproduce speech accurately and intelligibly
Materials	Audio recordings for “Activity 10” at https://www.ets.org/toefl/ibt-workshop-materials.html
Time	30 minutes

1. Give students Handout 10.
2. Ask students to skim the handout. Ask students what they are expected to do as test takers. (In the *Listen and Repeat* tasks, test takers need to understand spoken language, then accurately and intelligibly repeat it.) Highlight that partial credit is awarded for accurate repetition of any part of the sentence.
3. Explain to students how you will practice the *Listen and Repeat* task in class. State that you will play audio for the scenario (also displayed in Handout 10). Then, you will play audio for the first sentence. Students need to repeat what was said. After that, you will play the second sentence. Students then repeat what was said again. Students will not see or read the sentences on their end.
4. Play the **Activity 10 – Narrator** audio recording.

Transcript:

You are training to assist visitors at a university orientation event.
Listen to the speaker and repeat what she says. Repeat only once.

5. Play the **Activity 10 – Sentence 1** and **Activity 10 – Sentence 2** audio recordings. Make sure to give students time to repeat the first sentence before playing the second audio recording.

Transcripts:

1. Welcome to our orientation.
2. Get your name badge at the registration desk.

6. Reflect on the strategies students used to complete this task. Ask students to demonstrate how they used different strategies.
 - ☐ Waiting for the speaker to finish the sentence before repeating it
 - ☐ Repeating the sentence only one time; it is OK to have extra time at the end
 - ☐ Continuing to the end of the sentence even if you are aware of making an error, such as a mispronunciation
7. Play each of the remaining **Activity 10** audio recordings. Explain that you will follow the same pattern as

before, yet there will be 5 sentences to repeat this time, and they will gradually get longer. Then reflect on this experience with the whole class.

Transcripts:

3. The event will begin in the auditorium.
 4. Please see the information desk if you need an agenda.
 5. Snacks can be found in the vending area throughout the event.
 6. For small group sessions, we will be in the breakout rooms in the other building.
 7. If you want to check session times and locations, please use the schedule provided.
8. Have students work in groups of 3–4. Ask students to brainstorm additional strategies that could help them better prepare for the *Listen and Repeat* task. Then ask a few volunteers to share their ideas with the whole class.

Possible strategies:

- ☐ Try matching the rhythm of what is being said, not just the words.
- ☐ Watch how your mouth moves for tricky sounds (e.g., /v/ and /w/ sounds).
- ☐ Visualize the context and sequence of actions.

Activity 10: Student Directions

Title Processing Spoken English	
Target Skill	Speaking
Proficiency Level	Any
Learning Objectives	☐ Understand the <i>Listen and Repeat</i> task ☐ Reproduce speech accurately and intelligibly

1. Skim Handout 10. Be prepared to answer the question: What is the task asking you to do?
2. Complete part of the *Listen and Repeat* task together with your instructor.
3. Reflect on the strategies you used to complete this task.
 - ☐ Waiting for the speaker to finish the sentence before repeating it
 - ☐ Repeating the sentence only one time; it is OK to have extra time at the end
 - ☐ Continuing to the end of the sentence even if you are aware of making an error, such as a mispronunciation
4. Complete another part of the *Listen and Repeat* task together with your instructor.
5. Work in groups of 3–4. Brainstorm additional strategies that could help you better prepare for the *Listen and Repeat* task.

Handout 10

You will listen as someone speaks to you. Listen carefully and then repeat what you have heard.

No time for preparation will be provided.

Narrator: You are training to assist visitors at a university orientation event. Listen to the speaker and repeat what she says. Repeat only once.

Activity 11: Instructor Directions

Title		Expressing Likes and Dislikes
Target Skill		Speaking
Proficiency Level		Low Intermediate
Learning Objectives		☐ Express likes and dislikes ☐ Use appropriate expressions to express opinions ☐ Sustain speech at an even pace for a short time (45 seconds)
Materials		Handout 11
Time		30 minutes

(Note to instructor: You can choose some or all of the categories, or you can substitute any of the categories and their contents as appropriate for your students. These topics are to help students practice their language skills, so use topics you think will work well with your students.)

1. Divide the class into groups of 3 to 5 people.
2. Have each group select a category from the 6 categories listed in Handout 11 (food, types of films, activities, music genres, areas of study, travel destinations) and choose 1 person in each group to facilitate the discussion that will follow. If possible, print the 6 categories, cut them apart and affix them to separate cards, and give the cards to the facilitators of each group.
3. Give each student 2 index cards (or pieces of paper) of different colors: 1 color card with the phrase “Like It” printed/written on it and the other with the phrase “Dislike It” printed/written on it.
4. The facilitator chooses 1 of the 6 categories and reads each of the items on the list.
5. Each group member must hold up his or her “Like It” or “Dislike It” card in reaction to each item on the list.
6. Then each person in the group must explain why he or she likes or dislikes each of the items in the chosen category. The person can refer to the examples of expressions for offering opinions or make up their own sentence. The most important thing is that everyone expresses an opinion quickly and justifies it.
7. Allow about 45 seconds for each person to a group to explain his or her opinion. Thus, allocate approximately 5 minutes per group to discuss a category.
8. Have the groups change facilitators, have the new facilitators choose another 1 of the 6 categories and repeat the steps.
9. You can have up to 6 rounds of this activity (since there are 6 categories).

Activity 11: Student Directions

Title		Expressing Likes and Dislikes
Target Skill	Speaking	
Proficiency Level	Low Intermediate	
Learning Objectives	☐ Express likes and dislikes ☐ Use appropriate expressions to express opinions ☐ Sustain speech at an even pace for a short time (45 seconds)	

- As a group, decide which person will be the group's facilitator. More facilitation rounds will follow, and you will choose a new facilitator each time.
 - The facilitator chooses 1 of the 6 categories (Handout 11).
 - Each group member should have 2 colored index cards (or 2 pieces of colored paper): 1 with "Like It" on it and the other with "Dislike It."
 - The facilitator reads the items listed under the chosen category one by one to the group.
 - Each group member must hold up his or her "Like It" or "Dislike It" card, depending on each person's individual reaction to each item. Each person must also quickly explain why she or he likes or dislikes each of the items in the chosen category. Each member has 45 seconds to speak. As the group members give their opinions, refer to the expressions for offering opinions.
- ☐ Personally, I believe/think that it...because...
 - ☐ From my point of view, I think it's...because...
 - ☐ As far as I'm concerned...
 - ☐ I like/don't like _____ because...

Positive	Negative
☐ It's fun. ☐ It's interesting. ☐ ____ makes me happy. ☐ ____ is great. ☐ ____ is exciting because ... ☐ ____ is interesting because ... ☐ It tasted strange/bad.	☐ It's not much fun. ☐ It's not interesting. ☐ It makes me uncomfortable. ☐ ____ makes me sad/depressed. ☐ ____ is awful/horrible. ☐ ____ is boring because ... ☐ ____ is not good because

- Next, your group chooses a new facilitator and repeats the exercise by using a second category. Continue until you have discussed all categories.

Handout 11

Category 1: Food	Category 2: Types of films	Category 3: Activities
Rice Cheese Fish Pizza Sushi	Romance Action Animation Science Fiction Comedy	Playing tennis Reading a book Going dancing Watching a movie Going to a concert
Category 4: Music genres	Category 5: Areas of study	Category 6: Travel destinations
Rock and roll Country Classical Popular music Jazz	Science Mathematics History Languages Technology	Large city Mountains Seashore Foreign country Desert

Activity 12: Instructor Directions

Title Speaking About Hypothetical Situations	
Target Skill	Speaking
Proficiency Level	Intermediate/High Intermediate
Learning Objectives	☐ Describe and substantiate hypothetical situations, events, and actions ☐ Use vocabulary effectively ☐ Use the verb tenses correctly ☐ Sustain speech at an even pace for a short time (45 seconds)
Materials	Handout 12
Time	30 minutes

1. Begin with a class discussion about speaking. Introduce the concept of an evaluation checklist. Ask students to express what they think should be on an evaluation checklist for speaking. Write their ideas on the board.
2. Show students a copy of the Speaking Scoring Guide for the *Take an Interview* task. Explain the 3 dimensions of the rubric: delivery, language use, and topic development.
3. Explain that in class, students will use an evaluation checklist as a simplified version of the scoring guide.
4. Ask students to read the following sentences (these sentences will be featured in **Student Directions** too).
 - ☐ How do you think schools will evolve in the future? Why?
 - ☐ If you were asked to lead a group project, what would you do first? Why?

Ask students whether they see any similarities between the questions. Highlight that these questions encourage one to either speculate about the future (“How do you think schools will evolve in the future? Why?”) or answer a hypothetical question (“How do you think schools will evolve in the future? Why?”).

5. Ask students to write down 1-sentence responses to the provided questions. Elicit a few answers and write them on the board. Together with students, analyze the grammatical structures used to speculate about the future or answer hypothetical questions.
 - ☐ Use future forms (will, going to) for making predictions. For example, “*People are going to use more public transportation.*”
 - ☐ Use conditionals for hypothetical situations: If I were..., I would.... For example, “*If I were a group leader, I would set up a meeting first.*”
 - ☐ Include modal verbs (might, could) for uncertainty. For example, “*Schools might end up having more computers.*”
 - ☐ Maintain a clear subject–verb agreement.

- Use signal words (e.g., first, then, also, etc.) to organize ideas.
6. Give each student Handout 12. Ask students to work with a partner to take turns answering the questions. Each student should try to speak for 45 seconds. As each student takes a turn answering the questions, the other student should evaluate the response using the evaluation checklist. Each student should also provide two pieces of feedback—1 compliment and 1 tip for improvement—after their partner finishes speaking.

Activity 12: Student Directions

Title Speaking About Hypothetical Situations	
Target Skill	Speaking
Proficiency Level	Intermediate/High Intermediate
Learning Objectives	☐ Describe and substantiate hypothetical situations, events, and actions ☐ Use vocabulary effectively ☐ Use the verb tenses correctly ☐ Sustain speech at an even pace for a short time (45 seconds)

1. Participate in a class discussion about speaking and using an evaluation checklist.
2. Write down 1-sentence responses to the following questions.

- ☐ How do you think schools will evolve in the future? Why?

Your answer:

- ☐ If you were asked to lead a group project, what would you do first? Why?

Your answer:

3. Discuss with your teacher and the class how you responded to these questions.
4. Work with a partner. Take turns answering the questions on Handout 12, Part 1. Try to speak for 45 seconds each time. As your partner answers the question, evaluate their answer using the evaluation checklist (Handout 12). Once they finish their response, provide two pieces of feedback—1 compliment and 1 tip for improvement.

Handout 12

Part 1:

1. What do you think schools will be like 20 years from now? Why?
2. How do you think cities will handle environmental challenges in the future? Why?
3. How do you think people's lifestyles will be different in the future? Why?
4. How might technology change the way people work in the future? Why?
5. If you were given unlimited resources for one project, what would you create? Why?
6. If you were a teacher for a day, how would you run your class? Why?
7. If you were able to change one thing in your community, what would it be? Why?
8. If you were given the chance to live in any country, where would you go? Why?

Part 2:

Evaluation Checklist: Student _____			
What to listen for	Always	Sometimes	Never
Speech was clear			
Used accurate vocabulary			
Used the tenses correctly			
Provided a reason in the explanation			
Spoke for the full 45 seconds			
Comments:			

Evaluation Checklist: Student _____			
What to listen for	Always	Sometimes	Never
Speech was clear			
Used accurate vocabulary			
Used the tenses correctly			
Provided a reason in the explanation			
Spoke for the full 45 seconds			
Comments:			

Evaluation Checklist: Student _____			
What to listen for	Always	Sometimes	Never
Speech was clear			
Used accurate vocabulary			
Used the tenses correctly			
Provided a reason in the explanation			
Spoke for the full 45 seconds			
Comments:			

Evaluation Checklist: Student _____			
What to listen for	Always	Sometimes	Never
Speech was clear			
Used accurate vocabulary			
Used the tenses correctly			
Provided a reason in the explanation			
Spoke for the full 45 seconds			
Comments:			

More Skills & Activities

At-a-Glance

Activity 1	Title	Note-Taking: Listening for Signal Words
	Target Skills	☐ Listening, Writing Speaking ☐ Listening for details ☐ Listening for basic comprehension ☐ Connecting, synthesizing, and/or summarizing information
	Proficiency Level	Intermediate/Advanced
	Learning Objectives	☐ Take notes on major points and important details ☐ Use these notes to organize information before writing or speaking

Activity 2	Title	Paraphrasing: Recognizing and Creating Accurate Paraphrases
	Target Skills	Reading
	Proficiency Level	Intermediate
	Learning Objective	☐ Recognize and create accurate paraphrases of information in a text

Activity 3	Title	Summarizing: Writing a Concise Summary
	Target Skills	☐ Reading, Listening, Writing, Speaking ☐ Connecting, synthesizing, and/or summarizing information
	Proficiency Level	Intermediate/Advanced
	Learning Objectives	☐ Use notes to summarize major points and important details of a lecture ☐ Express information from sources accurately in organized, coherent prose

Note-Taking: A Key Skill

An average student in an English-speaking academic environment may spend up to 14 hours a week listening to class lectures and discussions. In most academic classes, professors deliver information to students in the form of lectures. And although many classes today now use a more collaborative or small-group learning process, they include lectures on a regular basis. Consequently, note-taking is an essential skill, because it is probably the most useful tool students have for sorting, organizing, and remembering what is presented in lectures.

While good note-taking skills will help students succeed academically, no single note-taking method works for every lecture or for every student. So it is important for students to discover the style of note-taking that works best—for the particular situation and for the student's individual learning style.

One of the most important skills for good note-taking is good listening. Here are some general strategies for good listening:

- **Focus on the content, not the delivery:** Do not be distracted by the lecturer's presentation style; focus on the flow of the material.

- **Avoid distractions:** Do not be distracted by the person next to you coughing or shuffling papers.

Sit in the front of the room or in a location where you can see and hear well and where distractions are limited.

- **Anticipate what you will hear:** You can think faster than the lecturer can speak. Begin to anticipate what the professor is going to say as a way to stay focused.
- **Stay active by asking mental questions:** This is called active listening. Ask questions to yourself as you listen. For example: What key point is the professor making? How does this fit with what the professor said in previous lectures? How does this fit with the reading assignment? How is this lecture organized?

Signal Words and Phrases

Good speakers often use signal words to help the listener follow the information presented. To improve listening and develop good note-taking skills, students need to listen for and understand signal words and phrases. They should also **be ready to take notes on the key information that comes after** the signal words. "For example" is a very common signal phrase that speakers use to introduce an example. **The instructor may use common signals**

including:

- "There are three reasons why ..."
- "First ... Second ... Third ..."
- "What I want to talk about is ..."
- "And most important, ..."
- "A major development ..."
- "Why it was so important ..."

Note:

While note-taking is an important academic skill and may be useful in the TOEFL iBT test, note-taking skills are not tested and not required for the test takers to do well in the test.

The instructor may signal supporting details with phrases such as:

- “On the other hand, ...”
- “Last time ...”
- “On the contrary, ...”
- “For example, ...”
- “Just like ...”
- “Similarly, ...”
- “In contrast, ...”
- “Also, ...”
- “So ...”
- “And in fact, ...”
- “Further, ...”
- “A term for ...”
- “Furthermore, ...”
- “As an example, ...”
- “For instance, ...”
- “But ...”

The instructor may signal conclusion or summary with:

- “Therefore, ...”
- “In conclusion, ...”
- “In other words, ...”
- “As a result, ...”
- “Finally, ...”
- “In summary, ...”
- “From this we see that ...”

The speaker may signal important information very directly with:

- “Now this is important ...”
- “The thing about ...”
- “Remember that ...”

Note-Taking Methods

There are many methods for taking good notes. The best style depends on the type of lecture or listening activity, as well as the personal preference of the student. Below are descriptions of 4 note-taking methods. It is important to note that none of these methods will work in all types of academic listening situations. Students may even need to combine 2 or more methods during the same lecture to effectively record the essential information.

Method 1	The Key-Word Method
Description	• Write down single words or phrases, focusing on technical terms, names, dates, and numbers. • Utilize abbreviations and symbols to record information quickly.
Advantage	• Allows for taking notes very quickly, especially in fast-paced settings • Can help you remember other parts of the lecture and can evoke images and associations with other words
Disadvantage	• May be difficult to remember enough of the content related to the key words when reviewing • May be challenging to organize the notes in a way that also captures the connections between ideas
When to use	• When the goal is to capture main ideas rather than detailed explanations • When the material is straightforward and does not require a complex structure

Method 2 The Charting Method	
Description	• Determine the steps or categories to be covered in the lecture. • Prepare note-taking paper in advance by creating a table. Do this by drawing columns or rows and labeling appropriate column or row headings based on the steps or categories that will be covered in the lecture. • As you listen to the lecture, record important information (words, phrases, main ideas, etc.) in the appropriate step or category.
Advantages	• Reduces the amount of writing necessary • Reduces repetition by grouping similar information into one structured format • Makes it easy to review facts and compare information across different steps and categories
Disadvantages	• May be difficult to organize if the material does not follow a clear and consistent structure • May miss nuanced information while trying to decide where it fits in the chart • Due to its rigid structure, may be challenging to adjust the chart if new or unexpected information appears
When to use	• When the lecture presents information in clear steps or categories • When the topics involve comparisons, classifications, etc. • When you want to reduce the amount of time spent editing your notes

Method 3 The Outlining Method	
Description	• Organize information in a hierarchical structure, recording major points, subpoints, and supporting details. • Place major points farthest to the left. • Use indentation to show relationships between ideas, starting with broad concepts and breaking them down into more specific points. • Indent each specific point to the right. Indentation can be as simple as, or as complex as, labeling the indentations with Roman numerals (eg, I=1, VI=6, X=10, etc.) or decimals (e.g., 1, 1.1., 1.2., etc.). • Write in short phrases instead of full sentences to save time and stay focused. • See an example below.
Advantages	• Records content as well as relationships between ideas • Efficient for capturing large amounts of information quickly
Disadvantages	• May be challenging if the material does not follow a clear organized format • May end up with messy notes if you add too many levels during fast-paced listening
When to use	• When the material follows a clear outline • When there is enough time in the lecture for listeners to think about what is being said and to make organization decisions as they are needed

Sample Template of the Outlining Method

Major Point

Subpoint

Subpoint

Supporting detail

Supporting detail

Major Point

Subpoint

Supporting detail

Supporting detail

Subpoint

Subpoint

Supporting detail

Supporting detail

More detail

More detail

Method 4	The Cornell Method
Description	- Before taking notes, divide your page into three sections. - Draw a vertical line about 2 inches (5 cm) from the left edge of your paper to create the Cue column. This column will take roughly 30% of the space. - Label the wider area on the right as the Notes column. This column will take roughly 70% of the space. - Leave about 2 inches (5 cm) at the bottom of the page for the Summary section, drawing a horizontal line across the page to separate it from the Cues and Notes above. - During the lecture, write down information in the Notes section on the right, using short phrases, abbreviations, or symbols. - When the lecture is over, review your notes and fill out the remaining sections. - Fill in the Cue column on the left with keywords and/or questions about the material. - In the Summary section at the bottom of the page, write a summary of the main ideas in your own words. - See an example below.
Advantages	- Organizes your notes into clearly defined sections, which makes them easier to read and review later - Encourages you to actively review and organize your notes by filling out the Cue and Summary sections. You can also cover the Notes section and use the Cue column to test your recall.
Disadvantage	- Requires time after class to complete the Cue column and Summary - May require extra practice to use the note-taking method effectively
When to use	- When you want to regularly review your notes over time since this note-taking method supports quick revision - When studying topics that require both detail and big-picture understanding - When you take your own notes while reading or studying independently, not just during lectures

Sample Template of the Cornell Method

Cue	Notes
Summary	

ACTIVITY

1

Instructor

Title		Note-taking: Listening for Signal Words
Target Skills		• Listening, Writing, Speaking • Listening for details • Listening for basic comprehension • Connecting, synthesizing, and/or summarizing information
Proficiency Level		Intermediate/Advanced
Learning Objectives		• Take notes on major points and important details • Use these notes to organize information before writing or speaking
Materials		1 or 2 sheets of paper with the following notes by the student: • A 2- to 5-minute listening passage, such as the Biology Lecture on the next page. • Additional suggested sources include any intermediate-to-advanced ESL/EFL textbook on listening skills. Before class, divide the selected passage into 3 to 4 appropriate sections based on content. • Copies of the “Note-Taking: A Key Skill” information on the previous 5 pages
Time		1 hour

Instructor Directions

Part 1:

1. Distribute copies of the “Note-Taking: A Key Skill” information on the previous 5 pages.
2. Introduce the importance of note-taking skills.
3. Briefly review the 4 note-taking methods with the class.
4. Review the signal words and phrases. Elicit from the students any additional examples of signal words and phrases and write them on the board.

Part 2:

1. Before beginning the activity, develop some pre-listening questions for the listening passage. Ask open-ended questions starting with “Why,” “When,” etc.
2. Play the selected listening passage.
3. Ask the students to listen for any signal words or phrases and to write them down when they hear them. (Have several preselected examples available.) Remind students that these words and phrases will signal important information they should take notes on.
4. Have the students pair up with partners and compare the signal words they heard.
5. Have all the pairs share their signal words. As the signal words are given, write them on the board and discuss the purpose of each.

Part 3:

1. Allow each student to choose a note-taking method and prepare their note paper.
2. Play the listening passage again and have the students use their selected note-taking methods to take notes on it. Remind them to listen for the signal words and then take notes on the information that follows those words. Have them write “Section 1” at the top of the page before they begin to take notes. Then stop the lecture after the first section, have the students write “Section 2” on the next line, and continue playing the lecture. Stop after the second section and have the students write “Section 3” on the next line and continue playing the lecture. If there is a fourth section, stop the recording and have the students write “Section 4” on the next line. Then continue playing the lecture. In the end, students will have their notes divided into 3 to 4 sections. This is because the students will summarize each section later in the summarizing activity on page 152.
3. Pair each student with a partner who chose a different note-taking method. Have them compare the information in their notes and decide which method had better results. The partners should also discuss which of the 4 note-taking methods they personally prefer and explain why.

Biology Lecture

Following is a transcript of a Biology Lecture with some signal words and phrases highlighted in **bold**. To listen to the audio for this lecture, download the **Biology Lecture Audio File.mp3** file, which is provided online at <https://www.ets.org/toefl/ibt-workshop-materials.html>

Section 1

Professor

So when you think of animal migration, you probably— you know, you picture birds flying south for the winter, or wildebeest crossing the Serengeti, right? **But today we're actually going to talk** about a— a lesser-known phenomenon, and that's vertical migration in the ocean. **So** this is a daily movement— it's called diel vertical migration— and it involves billions of marine organisms traveling up and down through the water column. And we're not talking small distances here, they're often covering hundreds of meters. Every. Single. Day.

[End of section 1]

Section 2

Professor

So what happens is, at dusk— so as the sun's going down— tiny creatures like zooplankton, shrimp, uh, some fish, they rise from the deep, dark waters up to the ocean's surface to feed on microscopic algae. **And then** by dawn, they just— they retreat back down to the depths, essentially escaping predators that, you know, rely on daylight to hunt. **And here's the thing that really gets me**— this massive migration is considered the largest animal movement on Earth by biomass. And yet most people have never heard of it. It's just— it happens mostly unnoticed, right, beneath the waves.

[End of section 2]

Section 3

Professor

So why— why do these organisms go to such lengths? Like, that's a lot of energy to expend every day. **And the answer**, really, lies in survival. By feeding at the surface under the cover of darkness and then hiding in the depths during the day, they— they **basically** reduce their risk of being eaten. It's a trade-off, right? Energy cost versus not getting, uh, consumed. **But here's where it gets really interesting** from an ecological standpoint. This behavior also plays a— a crucial role in the ocean's carbon cycle. **Because** as these animals feed near the surface and then, you know, excrete waste at depth, they're essentially transporting carbon from the surface to deeper waters. And that actually helps regulate the planet's climate, which is— I mean, that's pretty remarkable when you think about it.

[End of section 3]

Section 4

Professor

Now, this migration isn't without its challenges, though. Changes in ocean temperature, um, light pollution from ships— which is something people don't always think about— and declining oxygen levels, these can all disrupt these patterns. And the consequences for marine ecosystems are, frankly, we don't— we don't fully know yet. **So** studying vertical migration, it not only reveals these kind of hidden rhythms of the ocean, but it **also really highlights** the— the delicate balance that sustains life on our planet.

[End of section 4]

1

ACTIVITY

Student

Note-Taking

Title	Note-taking: Listening for Signal Words
Target Skills	• Listening, Writing, Speaking • Listening for details • Listening for basic comprehension • Connecting, synthesizing, and/or summarizing information
Proficiency Level	Intermediate/Advanced
Learning Objectives	• Take notes on major points and important details • Use these notes to organize information before writing or speaking

Student Directions

Part 1:

1. Read the information on note-taking skills provided by your instructor. Listen to your instructor talk about this topic and participate in a class discussion.
2. Review the signal words and phrases provided. Tell your instructor about other examples of signal words and phrases you have heard.

Part 2:

1. Listen to the listening passage your instructor plays for the class.
2. Listen for any signal words or phrases and write them down when you hear them.
3. Working with a partner, compare the signal words each of you heard and discuss why the instructor might have used each signal word. Share the words you heard with your instructor.

Part 3:

1. Choose a note-taking method. Think about your method and prepare your note paper before listening to the lecture.
2. Listen to the lecture a second time. Remember to listen for the signal words to help you anticipate important information and to be prepared to take notes on that information. Your instructor will play the lecture in 3 to 4 sections. Write "Section 1," "Section 2," "Section 3", and possibly "Section 4" when the instructor indicates you should do so.
3. Pair up with a student who chose a different note-taking method from yours. Compare notes and discuss which method got better results. Also discuss which of the note-taking methods you personally prefer and explain why.

Paraphrasing

A **paraphrase** is a restatement of what someone else has written or said, using one's own words. A paraphrase is a more detailed restatement than a summary, which focuses concisely on the major points of written or spoken source material.

Paraphrasing skills are used very frequently in academic settings. For example, students must often paraphrase information from articles when writing papers. Or, during classroom discussions, they must restate orally what they have heard in a lecture or read in a textbook.

Students must be able to paraphrase quickly and frequently, so it is important for students to practice this skill whenever possible. As students practice their paraphrasing skills, they will probably find that their overall comprehension skills will improve.

It is important that students develop a broad vocabulary and be able to use a wide range of sentence structures to effectively paraphrase a text. They must quickly **find other words that have the same or very similar meaning (synonyms) to restate the information** provided in the original source material. They must also restate the information **by using completely different sentence structures** from those used in the original text.

Example of a short reading passage and its paraphrased version

Original Text

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. (51 words)

Lester, James D. *Writing Research Papers*. 2nd ed., 1976, pp. 46-47.

Paraphrased Text

In research papers, students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim. (34 words)

This example is quoted from the Online Writing Lab of Purdue University (emphasis added):
https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/paraphrasing.html

In this example, the word “frequently” in the original text is restated as “often” in the paraphrased text. In addition, the word “overuse” is rephrased as “excessively”; “exact transcribing” is restated as “verbatim”; and the phrase “strive to limit” is paraphrased as “minimize.”

Effective paraphrasing also requires students to be able to change word forms easily. For example, in the above example, “overuse direct quotation” changes to “quote excessively,” shifting from a verb-noun combination to a verb-adverb structure. In addition, students must be able to simplify phrases, such as rephrasing “strive to limit the amount of” as simply “minimize” and “source materials” as “the material.”

However, it is critical that students understand it is not enough just to switch vocabulary and change word forms. The sentence structures of a paraphrase must also be completely different from those used in the original text, as shown in the example above.

One of the reasons paraphrasing is such an important skill is that universities are concerned about plagiarism, which is the unacknowledged use of another person's words or ideas. Expectations around citing sources can vary across educational systems, but in higher education globally, failure to document sources is widely considered a serious academic offense. . Some universities even use software to detect possible plagiarism in student work. If students are found responsible for plagiarism, they may face serious consequences, ranging from failing grades, disciplinary measures, or even expulsion.

Paraphrasing Methods

The first step in paraphrasing or summarizing is always to read the text several times so it is fully understood. Then students can use 1 of these methods:

1. Write the paraphrase or summary without looking at the original text; this will mean the mind has a chance to process the information and put it into completely different words. Students should check the paraphrased version with the original text to make sure it is factually accurate and that they have used different words and sentence structures.
2. Reread the text, taking abbreviated notes this time (for example, using the key-word method of note-taking described early in this chapter).
3. Think about how to explain the information to someone who is completely unfamiliar with the subject—such as a friend, your classmate, or your roommate—and then write the paraphrase or summary by using those simplified words.

Successful Paraphrasing

The paragraphs below are examples of paraphrases; 2 are not successful, and 1 is successful. They are quoted from the Writing Center Web site at the University of Wisconsin–Madison at <https://writing.wisc.edu/handbook/quoting/sources/> and are printed here with permission.

Example

The student wanted to include some material that compares how experts and non-experts are used in several professions, drawing from a paper on the concept of professional “experts.”

Original Published Source

Critical care nurses function in a hierarchy of roles. In this open heart surgery unit, the nurse manager hires and fires the nursing personnel. The nurse manager does not directly care for patients but follows the progress of unusual or long-term patients. On each shift a nurse assumes the role of resource nurse. This person oversees the hour-by-hour functioning of the unit as a whole, such as considering expected admissions and discharges of patients, ascertaining that beds are available for patients in the operating room, and covering sick calls. Resource nurses also take a patient assignment. They are the most experienced of all the staff nurses. The nurse clinician has a separate job description and provides for quality of care by orienting new staff, developing unit policies, and providing direct support where needed, such as assisting in emergency situations. The clinical nurse specialist in this unit is mostly involved with formal teaching in orienting new staff. The nurse manager, nurse clinician, and clinical nurse specialist are the designated experts. They do not take patient assignments. The resource nurse is seen as both a caregiver and a resource to other caregivers. . . . Staff nurses have a hierarchy of seniority. . . . Staff nurses are assigned to patients to provide all their nursing care. (Chase, 1995, p. 156)

References

Chase, S. K. (1995). The social context of critical care clinical judgment. *Heart and Lung*, 24, 154-162.

Word-for-word plagiarism

This paragraph would be considered plagiarism because the words were taken from the original text and not acknowledged. The **bolded** words were taken (plagiarized) from the original published source without quotation marks. In addition, the original source was not acknowledged. Therefore, this is considered plagiarism.

Critical care nurses have a hierarchy of roles. The nurse manager hires and fires nurses. S/he does not directly care for patients but does follow unusual or long-term cases. On each shift a resource nurse attends to the functioning of the unit as a whole, such as making sure beds are available in the operating room, and also has a patient assignment. The nurse clinician orients new staff, develops policies, and provides support where needed. The clinical nurse specialist also orients new staff, mostly by formal teaching. The nurse manager, nurse clinician, and clinical nurse specialist, as the designated experts, do not take patient assignments. The resource nurse is not only a caregiver but a resource to the other caregivers. Within the staff nurses there is also a hierarchy of seniority. Their job is to give assigned patients all their nursing care.

Another unsuccessful paraphrase

This is an attempt at a paraphrase, but the student still took a number of phrases (**bolded**) from the original source without signaling that they are quoted. Most of these phrases could be easily reworded, but the student might want to keep a quote like “hierarchy of seniority” in the paraphrase to acknowledge that these are Chase’s words directly.

Chase (1995) describes how nurses in a critical care unit **function in a hierarchy** that places **designated experts** at the top and the least senior staff nurses at the bottom. The experts—the nurse manager, nurse clinician, and clinical nurse specialist—are not involved directly in patient care. The staff nurses, in contrast, **are assigned to patients** and **provide all their nursing care**. Within the staff nurses is a hierarchy of seniority in which the most senior can become resource nurses: they are assigned a patient but also serve as a resource to other caregivers. The experts have administrative and teaching tasks such as selecting and **orienting new staff, developing unit policies**, and giving hands-on **support where needed**.

A successful paraphrase

In this paraphrase, the student uses his or her own words, appropriately acknowledges a phrase that is directly quoted from Chase (“hierarchy of seniority”), and cites the page number where these words can be found.

In her study of the roles of nurses in a critical care unit, Chase (1995) also found a hierarchy that distinguished the roles of experts and others. Just as the educational experts described above do not directly teach students, the experts in this unit do not directly attend to patients. That is the role of the staff nurses, who, like teachers, have their own “hierarchy of seniority” (p. 156). The roles of the experts include employing unit nurses and overseeing the care of special patients (nurse manager), teaching and otherwise integrating new personnel into the unit (clinical nurse specialist and nurse clinician), and policymaking (nurse clinician). In an intermediate position in the hierarchy is the resource nurse, a staff nurse with more experience than the others, who assumes direct care of patients as the other staff nurses do but who also takes on tasks to ensure the smooth operation of the entire facility.

Citing Paraphrased Sources

Even if students use their own words to paraphrase someone else’s words or ideas, they must acknowledge the original source. Listed below are some helpful tips about citing paraphrased sources:

- Students should begin a paraphrase or summary with a statement that gives credit to the original source—for example, “According to Roger Ebert, ...”
- If there are some unique words or phrases they cannot put into their own words or do not want to change, students must put them in quotation marks—for example, “Stephanie Zacharek believes the movie is a travesty for the following reasons.”

Quoting Sources

According to the Writing Center of the University of Wisconsin, in general, students should avoid quoting sources directly unless it is really necessary. They should quote from a source to show that an authority supports a point, to provide a position or argument on which to comment, or to provide a passage whose meaning would be changed if it were paraphrased or summarized. When quoting directly is called for, here is some advice students should follow:

- Mention the quoted person's name at the beginning, in the middle, or at the end of the quote, and include the complete reference in the reference list of the paper.
- Put quotation marks (" ") around the quoted text if there are fewer than 40 words. For quotations with 40 or more words, omit the quotation marks and start the quotation on a new line, indented 5 spaces from the left margin.
- Use an ellipsis (...) to indicate some words have been omitted within a quotation, and use brackets ([]) (not parentheses) to add their own comments or corrections.

Example of a short quotation

According to Stephanie Zacharek (1997), "There's nothing wrong with using real-life tragedy as a background for a made-up story. But the story has to serve the event, not the other way around."

Example of a long quotation:

In her 1997 review of the movie *Titanic*, Stephanie Zacharek stated the following:

There's nothing wrong with using real-life tragedy as a background for a made-up story. But the story has to serve the event, not the other way around. It's obvious, though, that Cameron wasn't thinking in those terms. *Titanic* puts two lovers (Kate Winslet and Leonardo DiCaprio) at center stage and sketches in all the other details sloppily.

Reference

Zacharek, S. (1997). James Cameron's *Titanic* New Disaster Movie Deserves a Watery Grave. Salon website
<http://www.salon.com/1997/11/30/titanic/>

Citing unknown sources

If students are citing a source that has no author, no date, and no page numbers, they should use the first few words from the title and add the abbreviation "n.d." (for "no date").

Example of a quotation

The author of the dance article states, "There was virtually no way to practice the art of dance, either as a dancer or a choreographer outside the large ballet companies" (n.d.).

Example of a paraphrase

For more information about paraphrasing, plagiarism, and citing sources, visit the Writing Center of the University of Wisconsin at <http://writing.wisc.edu/handbook/quoting/sources/>

Dancers could only practice dance as an art by working from one of the established ballet companies as a dancer or choreographer.

ACTIVITY

2

Instructor

Paraphrasing

Title		Paraphrasing: Recognizing and Creating Accurate Paraphrases
Target Skill		Reading
Proficiency Level		Intermediate
Learning Objective		Recognize and create accurate paraphrases of information in a text
Materials		2 Confucius articles from <i>Mosaic 1 Reading</i> , 4th edition, by Brenda Wegmann and Miki Knezevic, Chapter 7: "Remarkable Individuals," pages 109-110. Published by McGraw-Hill. Reprinted with permission.
Time		Part 1: 15 minutes Part 2: 30 minutes Part 3: 15 minutes Part 4: 15 minutes

Instructor Directions

Part 1:

Identifying and using synonyms are essential components of effective paraphrasing. This activity focuses on finding synonyms for words that appear in the passage on page 145. (Students should first try to answer without using their dictionaries.)

- Have the students refer to the Confucius article and look at the underlined words in the lines listed below, which came from the second paragraph of the article.
- Have the students pair up with partners. Each pair should spend the next 5 minutes working together to find synonyms for the underlined words.
- Have students share and discuss their synonyms with the class. Among the questions they should ask themselves are, which synonyms are best and why?
 - Line 5 [Confucius] was reared in poverty ____
 - Line 6 [He became] a learned man ____
 - Line 7 ... he soon resigned that position ____
 - Line 8 ... which was compiled by ____
 - Line 8 [His] disciples ____
- For lower-level students, provide the answers in the box below in random order. Students can then match the underlined word with the synonym.

quit

followers

educated

raised

put together

Part 2:

1. Provide the students with a copy of the information on paraphrasing (pages 138–141) and discuss the importance of this skill and the consequences of plagiarism.
2. Have the students read the following paraphrase of the second paragraph of the Confucius article. Ask them to notice the use of synonyms (**bolded**) in the paraphrased text.

Original Text

There was little in his childhood background to predict the remarkable prestige that Confucius eventually achieved. He was born in a small principality in northeastern China, was reared in poverty, and had no formal education.

Through diligent study, however, he educated himself and became a learned man. For a while he held a minor government post, but he soon resigned that position and spent most of his life as an instructor. Eventually his most important teachings were gathered together into a book, *The Analects*, which was compiled by his disciples. (88 words)

Paraphrased Text

Confucius achieved **great status** and prestige in his life. He was **raised in a poor family** in northeastern China and **did not go to school**. He became an **educated** man by **disciplined** self-study. After **quitting a low-level job** in government, he became a teacher. His **followers put together** his most important teachings in a book called *The Analects*. (58 words)

Have students discuss the paraphrase in pairs. Ask them to look at the **bold** words in the original text and find the synonymous words or phrases in the paraphrased text. Then have them discuss the following questions.

- How could they paraphrase the text differently?
- Does the paraphrase contain different words and different sentence structures from those used in the original text?
- Was any important information left out?
- Did the paraphrased text change the author's meaning in any way?

Part 3:

Have the students review the 2 original sentences from the Confucius article below. Then have each student partner with another student and, while working in pairs, decide which of the 3 paraphrase options is best and explain why. Finally, discuss the best paraphrases with the entire class.

1. Original text

At the time of his death, Confucius was a respected, but not yet greatly influential, instructor and philosopher. Gradually, though, his ideas became widely accepted throughout China.

Choose the best paraphrase:

- a. Confucius was an influential teacher and philosopher whose ideas were widely accepted in China when he died.
- b. Confucius was a respected teacher and philosopher when he died, but it was after his death that, over time, his ideas were accepted throughout China.
- c. Confucius was a very influential and respected teacher.

2. Original text

Confucius did not claim to be an innovator, but always said that he was merely urging a return to the moral standards of former times. In fact, however, the reforms which he urged represented a change from—and a great improvement over—the governmental practices of earlier days.

Choose the best paraphrase:

- a. Confucius said his ideas weren't new but were a return to older moral standards. However, his ideas were new and were much better than the practices of earlier governments.
- b. Confucius had many new ideas and wanted to change the government practices with these reforms.
- c. Confucius didn't have new ideas but wanted to reform the government with old ideas from past governments.

Part 4:

Now ask the students to work in pairs to create their own paraphrases of the following portions of the Confucius article.

1. Paraphrase 1 sentence.

Original text from line 21

At the time of his death, Confucius was a respected, but not yet greatly influential, instructor and philosopher. (18 words)

Paraphrase 3 sentences, combining them into 1 or 2 sentences.

Original text from line 14

Confucius believed that respect and obedience are owed by children to their parents, by wives to their husbands, and by subjects to their rulers. But he was never a defender of tyranny. On the contrary, the starting point of his political outlook is that the state exists for the benefit of the people, not the rulers. (56 words)

2. Choose any other paragraph from the Confucius article and paraphrase it.

Confucius, 551 B.C.E.– 479 B.C.E.

Michael H. Hart

Mosaic 1 Reading, 4th edition, by Brenda Wegmann and Miki Knezevic, Chapter 7: “Remarkable Individuals,” pages 109-110.

Published by McGraw-Hill. Reprinted with permission.

1 No other philosopher in the world has had more enduring influence than Confucius. For over two thousand years his concept of government, and his ideas about personal conduct and morality, permeated Chinese life and culture. Even today, his thoughts remain influential

5 There was little in his childhood background to predict the remarkable prestige that Confucius eventually achieved. He was born in a small principality in northeastern China, was reared in poverty, and had no formal education. Through diligent study, however, he educated himself and became a learned man. For a while he held a minor government post, but he soon resigned that position and spent most of his life as an instructor. Eventually, his most important teachings were gathered together into a book, *The Analects*, which was compiled by his disciples.

10 The two cornerstones of his system of personal conduct were Jen and Li. “Jen” might be defined as “benevolent concern for one’s fellow men.” “Li” is a term less easily translated: it combines the notions of etiquette, good manners, and due concern for virtue rather than wealth (and in his personal life he seems to have acted on that principle). In addition, he was the first major philosopher to state the Golden Rule, which he phrased as “Do not do unto others that which you would not have them do unto you.”

15 Confucius believed that respect and obedience are owed by children to their parents, by wives to their husbands, and by subjects to their rulers. But he was never a defender of tyranny. On the contrary, the starting point of his political outlook is that the state exists for the benefit of the people, not the rulers. Another of his key political ideas is that a leader should govern primarily by moral example rather than by force.

20 Confucius did not claim to be an innovator but always said that he was merely urging a return to the moral standards of former times. In fact, however, the reforms which he urged represented a change from—and a great improvement over—the governmental practices of earlier days.

At the time of his death, Confucius was a respected, but not yet greatly influential, instructor and philosopher. Gradually, though, his ideas became widely accepted throughout China. Then, in the third century B.C., Shih Huang Ti united all of China under his rule, and decided to reform the country entirely and make a complete break with the past. Shih Huang Ti therefore decided to suppress Confucian teachings, and he ordered the burning of all copies of Confucius’ works. (He also ordered the destruction of most other philosophical works.)

25 Most Confucian books were indeed destroyed, but some copies survived the holocaust, and a few years later, after the dynasty founded by the “First Emperor” had fallen, Confucianism re-emerged. Under the next dynasty, the Han, Confucianism became the official state philosophy, a position it maintained throughout most of the next two millennia. Indeed, for much of that period, the civil service examinations in China were based primarily on knowledge of Confucian classics.

30 Since those examinations were the main route by which commoners could enter the administration and achieve political power, the governing class of the largest nation on Earth was largely composed of men who had carefully studied the works of Confucius and absorbed his principles.

Word count—582

ACTIVITY

Paraphrasing

2

Student

Title		Paraphrasing: Recognizing and Creating Accurate Paraphrases
Target Skill		Reading
Proficiency Level		Intermediate
Learning Objective		Recognize and create accurate paraphrases of information in a text

Student Directions

Part1:

1. Refer to the Confucius article and look at the underlined words in the following lines, which come from the second paragraph of the article.
2. Find a partner and think of a synonym for each word (without using your dictionary if you can). You have 5 minutes to complete this part of the activity.
 - Line 5 [Confucius] was reared in poverty _
 - Line 6 [He became] a learned man _____
 - Line 7 ... he soon resigned that position ____
 - Line 8 ... which was compiled by _
 - Line 8 [His] disciples _

Part2:

1. Read the information on paraphrasing provided by your instructor. With the entire class, discuss why paraphrasing is so important.
2. Read the following paraphrase of the second paragraph of the Confucius article. Notice the use of synonyms (**bolded**) in the paraphrased text

Original Text

There was little in his childhood background to predict the remarkable prestige that Confucius eventually achieved. He was born in a small principality in northeastern China, was reared in poverty, and had no formal education.

Through diligent study, however, he educated himself and became a learned man. For a while he held a minor government post, but he soon resigned that position and spent most of his life as an instructor. Eventually his most important teachings were gathered together into a book, *The Analects*, which was compiled by his disciples. (88 words)

Paraphrased Text

Confucius achieved **great status** and prestige in his life. He was **raised in a poor family** in northeastern China and **did not go to school**. He became an **educated** man by **disciplined** self-study. After **quitting a low-level job** in government, he became a teacher. His **followers put together** his most important teachings in a book called *The Analects*. (58 words)

1. With a partner, look at the underlined words in the original text and find the synonymous words or phrases in the paraphrased text. Then discuss the following questions:
 - Does the paraphrase use completely different words and sentence structures from those used in the original text?
 - How could you paraphrase the text differently?
 - Was any important information left out?
 - Did the paraphrased text change the author's meaning in any way?

Part 3:

Look at 2 of the original sentences from the Confucius article. With your partner, decide which of the 3 paraphrase options is best, and explain why. Your instructor will ask you to share your ideas with the entire class during a class discussion.

1. Original text

At the time of his death, Confucius was a respected, but not yet greatly influential, instructor and philosopher. Gradually, though, his ideas became widely accepted throughout China.

Choose the best paraphrase:

- a. Confucius was an influential teacher and philosopher whose ideas were widely accepted in China when he died.
- b. Confucius was a respected teacher and philosopher when he died, but it was after his death that, over time, his ideas were accepted throughout China.
- c. Confucius was a very influential and respected teacher.

2. Original text

Confucius did not claim to be an innovator, but always said that he was merely urging a return to the moral standards of former times. In fact, however, the reforms which he urged represented a change from—and a great improvement over—the governmental practices of earlier days.

Choose the best paraphrase:

- a. Confucius said his ideas weren't new but were a return to older moral standards. However, his ideas were new and were much better than the practices of earlier governments.
- b. Confucius had many new ideas and wanted to change the government practices with these reforms.
- c. Confucius didn't have new ideas but wanted to reform the government with old ideas from past governments.

Part 4:

Work with your partner to create some paraphrases from the Confucius article.

1. Paraphrase 1 sentence.

Original text from line 21

At the time of his death, Confucius was a respected, but not yet greatly influential, instructor and philosopher. (18 words)

Your paraphrase: _____

Paraphrase 3 sentences, combining them into 1 or 2 sentences.

Original text from line 14

Confucius believed that respect and obedience are owed by children to their parents, by wives to their husbands, and by subjects to their rulers. But he was never a defender of tyranny. On the contrary, the starting point of his political outlook is that the state exists for the benefit of the people, not the rulers. (56 words)

Your paraphrase: _____

2. Choose any other paragraph from the Confucius article and paraphrase it.

Your paraphrase: _____

Summarizing

Summarizing Methods

A **summary** is a concise description of the major points of something read or listened to. A summary, unlike paraphrasing, should not focus on details and examples or present a point-by-point account of the source material. Rather, it focuses only on the major points of the source material.

A paraphrase may be as long as the original text, but an effective summary should be more concise—and significantly shorter—than the original source material.

A summary should:

- Answer the question, “What is the author or speaker really saying?”
- Convey the speaker’s or author’s original intent and meaning.
- Read like a coherent, unified paragraph.

Students can use their notes on the major points and important details of a lecture or of reading material, such as a textbook or article, when creating a summary. The outline and notes of a lecture about extrasensory perception, shown below, illustrate this outlining method of note-taking. (This approach is also described on page 131.)

Extrasensory perception

- **Definition: means of perceiving without use of sense organs**
 - **3 kinds**
 - Telepathy: sending messages
 - Clairvoyance: forecasting the future
 - Psychokinesis: perceiving events external to situation
- **Current status**
 - **No current research to support or refute**
 - Few psychologists say impossible
 - Door open to future study

Here is a written summary based on the information in the outline: Extrasensory perception is a means of perceiving without using sense organs. There are 3 kinds of extrasensory perception: telepathy, clairvoyance, and psychokinesis. The door is open to further study because there is no current research to support or refute extrasensory perception, and few psychologists say it is impossible.

3

Instructor

Title Summarizing: Writing a Concise Summary	
Target Skills	• Reading, Listening, Writing, Speaking • Connecting, synthesizing, and/or summarizing information
Proficiency Level	Intermediate/Advanced
Learning Objectives	• Use notes to summarize major points and important details of a lecture • Express information from sources accurately in organized, coherent prose
Materials	• Student notes from Activity 1 • Copies of the Summarizing information on page 150
Time	1 hour

Instructor Directions

Part1:

1. Hand out copies of the Summarizing information on page 150 and discuss the importance of summarizing skills.
2. Discuss how outlining and other methods of taking organized notes can help build a good summary.

Part2:

1. Ask students to compare their notes from the note-taking activity with their partners'. Have them discuss what the major points and important details of the listening passage were.
2. Ask students to use their notes to write a summary of the first section of the listening passage.
3. Have students work with partners to compare their summaries.
4. Have students revise their summaries and combine them into 1 written summary.

Part3:

Repeat the steps described in Part 2 for each of the next 2 to 3 sections of the lecture.

Part4:

1. Have students take the 3 to 4 section summaries and combine them into 1 written summary.
2. Have students revise their combined summaries at least once. In each revision, the students should try to streamline the summary, reducing words where possible, while still keeping the major points intact.

3

Student

Title Writing a Concise Summary	
Target Skills	• Reading, Listening, Writing, Speaking • Connecting, synthesizing, and/or summarizing information
Proficiency Level	Intermediate/Advanced
Learning Objectives	• Use notes to summarize major points and important details of a lecture • Express information from sources accurately in organized, coherent prose

Student Directions

Part 1:

1. Read the handout on the importance of summarizing skills.
2. Discuss how outlining and other methods of taking organized notes can help build a good summary.

Part 2:

1. Compare your notes from the note-taking activity with a partner's. Discuss what the major points and important details of the listening passage were.
2. Use your notes to write a summary of the first section of the listening passage.
3. Compare your summary with your partner's summary.
4. Revise your summary if you wish.

Part 3:

Repeat the steps described in Part 2 for each of the next 2 to 3 sections of the lecture.

Part 4:

1. Combine the 3 to 4 section summaries into 1 written summary.
2. Revise your combined summaries at least once. In each revision, try to streamline the summary, reducing words where possible, while keeping the major points intact.

Build Your Own Activity

Use the space that follows to build your own activity.

Title	
Target Skill(s)	
Proficiency Level	
Learning Objective(s)	
Materials	
Time	
Description	

Appendix: TOEFL iBT Performance Descriptors

The performance descriptors in this appendix are adapted from the Common European Framework of Reference for Languages (CEFR, 2001, 2020) and aligned to TOEFL iBT section scores. They describe the knowledge, skills, and abilities that test takers typically demonstrate at each score level across the four sections: **Reading**, **Listening**, **Writing**, and **Speaking**. Test takers receiving higher scores are also expected to be able to demonstrate the performance described at lower scores.

How These Descriptors Can Support Your Teaching

While the earlier chapters of this manual describe *what* the TOEFL iBT test measures and *how* each task type works, these performance descriptors describe *what learners can actually do* at different proficiency levels. Together, they can help you connect test preparation to meaningful language development in your classroom.

Here are some ways you might use these descriptors:

- ☐ **Identify where your students are.** Read across a row to build a profile of what a student at a given level can typically do in each skill area. For example, a student performing at the B1 level can generally understand the main points of clear, standard speech on familiar topics (Listening) and write basic emails of a factual nature (Writing) — skills that correspond to tasks like *Listen to an Announcement* and *Write an Email* on the test.
- ☐ **Set learning goals.** Compare what your students can do now with what the next level describes. The gap between levels highlights the specific skills your students need to develop. For instance, moving from B1 to B2 in Reading means progressing from understanding everyday texts to being able to recognize viewpoints and distinguish fact from argument — the kind of critical reading required in *Read an Academic Passage* tasks.
- ☐ **Connect descriptors to task types.** The descriptors use language that mirrors the learning objectives and scoring criteria presented throughout this manual. A B2-level Writing descriptor such as "can develop a clear description or narrative, expanding and supporting main points with relevant supporting detail and examples" directly reflects what is expected in a successful *Write for an Academic Discussion* response. Making these connections explicit can help you design classroom activities that build the underlying skills your students need.
- ☐ **Differentiate instruction.** In a class with mixed proficiency levels, the descriptors can help you identify which students are ready for more challenging tasks and which need more scaffolding. A student at A2 may benefit from focused work on *Complete the Words*, *Listen and Choose a Response*, and *Build a Sentence* tasks before moving on to the extended academic tasks that require B2-level skills.

The descriptors are not meant to replace the Scoring Guides in the Writing and Speaking chapters, which describe how individual responses are evaluated. Rather, they offer a broader view of communicative ability at each level, helping you understand the full range of what your students can—and cannot yet—do in English.

CEFR	Section Score	Listening	Reading	Writing	Speaking
C2	6	Can make appropriate inferences when links or implications are not made explicit in a listening sample.	Can understand a broad range of long and complex texts, appreciating subtle distinctions of style and identifying both implicit and explicit meaning.	Can use a comprehensive & unrestricted mastery of a wide range of language to formulate thoughts precisely, give emphasis, and eliminate ambiguity. Can convey finer shades of meaning by using, with reasonable accuracy, a wide range of qualifying devices (e.g., adverbs showing degree or clauses showing limitations). Has strong command of a broad lexical repertoire, including idiomatic expressions. Shows awareness of connotative levels of meaning.	Can express themselves at length with a natural, effortless, smooth flow. Pauses only to reflect on precisely the right words or find an appropriate example. Can use a full and reliable mastery of a broad range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what they want to say. Can provide clear, smoothly flowing, elaborate and often memorable descriptions.

CEFR	Section Score	Listening	Reading	Writing	Speaking
C1	5–5.5	Skilled at using contextual, grammatical and lexical cues to infer attitude, mood & intentions and anticipate what's next. Can recognize a wide range of idiomatic expressions, but may need to confirm occasional details, especially if the accent is unfamiliar. Can follow most lectures and discussions with ease.	Skilled at using contextual, grammatical and lexical cues to infer attitude, mood & intentions and anticipate what's next. Can understand lengthy, complex texts from social, professional or academic life, identifying finer points of detail, including attitudes & implied and stated opinions.	Can use a broad range of complex grammatical structures appropriately and with flexibility. Layout, paragraphing and punctuation are consistent and helpful. Can precisely qualify opinions in relation to degrees of certainty / uncertainty. Can express strong disagreement diplomatically.	Can express themselves fluently and spontaneously, almost effortlessly. Only a difficult subject can hinder a smooth flow of language. Can use a broad range of complex grammatical structures and less common vocabulary appropriately. Can use the full range of phonological features in the target language with sufficient control to ensure intelligibility.

CEFR	Section Score	Listening	Reading	Writing	Speaking
B2	4–4.5	Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar and the argument is guided by explicit markers. Can distinguish main themes from asides, as long as the lecture is delivered in standard or familiar language. Can recognize the point of view expressed and distinguishes this from facts being reported. Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard or familiar language.	Can use several strategies, including identifying main points and using context clues. Can adapt style and speed of reading to different texts and using appropriate reference sources selectively. Has a broad active vocabulary, but may have some difficulty with uncommon idioms. Can understand articles concerned with contemporary problems in which specific viewpoints are adopted. Can recognize when a text provides factual information and when it makes an argument.	Can produce text that is well-organized and coherent, using a range of linking expressions and devices. Has a good command of simple language structures and some complex grammatical forms, although tends to use complex structures rigidly with some inaccuracy. Can develop a clear description or narrative, expanding and supporting main points with relevant supporting detail and examples. Lexical accuracy is generally high; occasional incorrect word choice doesn't hinder communication.	Can produce stretches of language with an even tempo, but can be hesitant while searching for patterns and expressions. Few noticeably long pauses. Shows a fairly high degree of grammatical control. Does not make mistakes that lead to misunderstanding; intelligible throughout, despite a few systematic mispronunciations. Can explain a viewpoint on a topical issue, giving the pros and cons of various options. Can develop a clear description or narrative, expanding and supporting main points with relevant detail and examples.

CEFR	Section Score	Listening	Reading	Writing	Speaking
B1	3–3.5	Can understand the main points made in clear standard language on familiar matters. Can extrapolate the meaning of unknown words from the context and deduces sentence meaning, if the topic is familiar. Can understand clear factual information about common topics, identifying general messages and specific details, if speaker articulates clearly in a familiar manner. Can follow a lecture within their own field, if the subject matter is familiar and clearly structured. Can follow much of everyday conversation, if clearly articulated in standard language.	Can follow a line of argumentation or the sequence of events in a story by focusing on common logical and temporal connectors. Can deduce the probable meaning of unknown words by identifying their parts (e.g., roots, lexical elements, suffixes and prefixes). Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that use everyday language. Can find and understand relevant information in everyday material (letters, brochures and short official documents).	Can write basic emails/ letters of a factual nature (e.g., to request information or ask for and give confirmation). Can use a wide range of simple language to flexibly express most intended meanings. Can express the main point comprehensibly. Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	Can speak comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. Can express a main point comprehensibly. Is generally intelligible, despite regular mispronunciation of individual sounds and less familiar words. Can give brief explanations for opinions, plans and actions. Has sufficient vocabulary to express themselves with some circumlocutions on most topics relevant to everyday life, like family, hobbies and interests, work, travel and current events.

CEFR	Section Score	Listening	Reading	Writing	Speaking
A2	2–2.5	Can understand phrases related to areas of immediate priority (e.g., basic personal and family information, shopping, local geography, jobs), if speaker articulates clearly and slowly. Can understand the essential information from short, recorded passages dealing with predictable everyday matters. Can use their recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine contexts.	Can understand texts describing people, places, everyday life etc., if given in simple language. Can find specific, predictable information in everyday material, like advertisements, menus, reference lists and timetables. Can use recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine contexts. Can understand short, simple texts on familiar matters of a concrete type, which consist of common or job-related language.	Can write brief, everyday expressions to satisfy simple needs of a concrete type (e.g., personal details, daily routines, wants and needs, requests for information). Can use some simple structures correctly, but still makes basic mistakes; nevertheless, it is usually clear what they are trying to communicate. Has sufficient vocabulary for the expression of basic communicative needs.	Can construct phrases on familiar topics with enough ease to handle short exchanges, despite noticeable hesitation and false starts. Pronunciation is generally intelligible when communicating in simple everyday situations. Can give short, basic descriptions of events and activities. Can explain likes or dislikes about something and why they prefer one thing over another, making simple, direct comparisons.

CEFR	Section Score	Listening	Reading	Writing	Speaking
A1	1–1.5	Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided the information is delivered slowly and clearly. Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. Recognizes familiar names, words and very basic phrases on simple notices in the most common everyday situations. Finds and understands simple, important information in short texts.	Can compose a short, very simple message (e.g., a text message) to friends to give them a piece of information or ask them a question. Has a very basic range of simple expressions about personal details and needs of a concrete type. Can produce simple isolated phrases and sentences.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words and repair communication. Has a very basic range of simple expressions about personal details and needs of a concrete type. Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by those used to dealing with speakers of the language group.

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