

Introduction to the TOEFL® iBT

What is the TOEFL® test?

The TOEFL® iBT test (Test of English as a Foreign Language Internet-based test) is designed to assess English proficiency in non-native speakers who want to achieve academic success as well as effective communication. It is not meant to test academic knowledge or computer ability; therefore, questions are always based on material found in the test.

The TOEFL® iBT test is divided into four sections:

- Reading
- Listening
- Speaking
- Writing

TOEFL® Scores

TOEFL® scores can be used for:

- Admission into university or college where instruction is in English
- Employers or government agencies who need to determine a person's English ability
- English-learning institutes who need to place students in the appropriate level of English instruction

It is estimated that about 4,400 universities and other institutions require a certain TOEFL® test score for admission.

The exact calculation of a TOEFL® test score is complicated and not necessary for the student to understand. However, it is helpful to know that:

- Each section in the Internet-based test is worth 30 points
- The highest possible score on the iBT is 120 points
- Each institution will have its own specific score requirements

* It is very important to check with each institution individually to find out what its admission requirements are.

Registering for the TOEFL® iBT

Students who wish to take the TOEFL® test must get registration information. Registration information can be obtained online at the ETS website. The Internet address is www.ets.org/toefl.

The website provides information such as:

- testing locations
- costs
- identification requirements
- other test preparation material
- registration information
- test center locations

This information will vary depending on the country in which you take the test. Be sure to follow the requirements carefully. If you do not have the proper requirements in order, you may not be able to take the test. Remember that if you register online, you will need to have your credit card information ready.

Introduction to the Listening Section of the TOEFL® iBT

In the listening section of the TOEFL® test, you will hear a variety of conversations and lectures, each of which lasts from 3–6 minutes. A total of six listening passages will be presented. After each passage, you will then be asked to answer 5–6 questions about what you heard. These questions are designed to test your ability to

- recognize and understand the main idea
- determine factual information
- determine inference

You will not be asked questions regarding vocabulary or sentence structure. You will not be permitted to see the questions until after you have listened to the conversation or lecture. Although some questions will replay part of the conversation or lecture, you cannot choose to listen to it again while answering the questions. You do not need any previous knowledge on the topic in order to answer the questions correctly.

Passage Types

1. Conversations—two people discussing a campus-related problem, issue, or process
2. Lectures—a professor speaking a monologue, presenting information related to an academic topic
3. Classroom interaction—similar to the lecture passage type, but with some interaction between the professor and one or more students

Listening Question Types

Most questions will be normal multiple-choice. However, the other types are

- multiple-choice questions with more than one answer
- replay questions where the test taker will listen to part of the conversation again before choosing the correct answer
- questions that ask the test taker to put events or steps of a process in order
- questions that require the test taker to match text or objects to a category

The following list explains the types and number of each question per listening passage on the TOEFL® iBT test. Questions may not appear in this order.

Question Type	Number	Description
Main Idea	1	Choose the best phrase or sentence
Detail	1-2	Choose the statement that is true according to the listening passage
Function	1-2	Choose the answer that explains why the speaker has said something
Attitude	1-2	Choose the answer that describes the speaker's emotion, attitude, or opinion
Organization	0-1	Explain how or why the speaker communicated certain information
Content	0-1	Select the answers that feature points from the listening passage

Most questions are worth 1 point each; however, some may be worth more.

Test management:

- A visual image will be given on the screen to allow test takers to recognize each speaker's role and the context of the conversation.
- Before you begin the listening section, listen to the headset directions. Pay particular attention to how you change the volume. It is very important that you be able to hear clearly during the listening section of the test.
- If you miss something that is said in a conversation or lecture, do not panic. Forget about it, and simply keep listening. Even native speakers do not hear everything that is said.
- Note-taking during the lecture is permitted. Paper will be provided by the test supervisor. These notes can be studied while answering the questions.
- Like the reading section, questions cannot be viewed until after the lecture/conversation has been completed.
- You must answer each question as it appears. You can NOT return to any questions later.
- Do not leave any question unanswered. You are NOT penalized for guessing an answer.

Introduction to the *Basic Skills for the TOEFL® iBT* series

Basic Skills for the TOEFL® iBT is a 3-level, 12-book test preparation series designed for beginning-level students of the TOEFL® iBT. Over the course of the series, students build on their current vocabulary to include common TOEFL® and academic vocabulary. They are also introduced to the innovative questions types found on the TOEFL® iBT, and are provided with practice of TOEFL® iBT reading, listening, speaking, and writing passages, conversations, lectures, and questions accessible to students of their level.

Basic Skills for the TOEFL® iBT enables students to build on both their language skills and their knowledge. The themes of the passages, lectures, and questions cover the topics often seen on the TOEFL® iBT. In addition, the independent topics, while taking place in a university setting, are also accessible to and understood by students preparing to enter university. The academic topics are also ones that native speakers study.

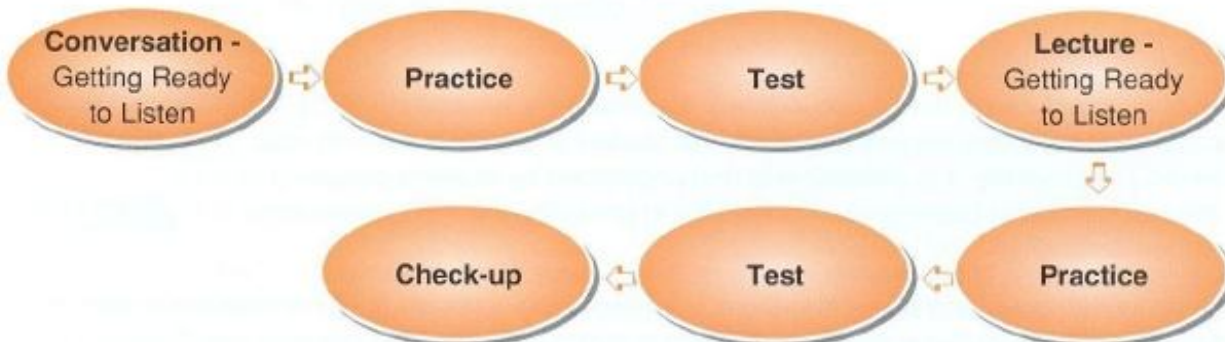
Students accumulate vocabulary over the series. Vocabulary learned at the beginning of the series will appear in passages and lectures later in the book, level, and series. Each level gets progressively harder. The vocabulary becomes more difficult, the number of vocabulary words to be learned increases, and the passages, conversations, and lectures get longer and increase in level. By the end of the series, students will know all 570 words on the standard Academic Word List (AWL) used by TESOL and have a solid foundation in and understanding of the TOEFL® iBT.

Not only will *Basic Skills for the TOEFL® iBT* start preparing students for the TOEFL® iBT, but it will also give students a well-rounded basis for either further academic study in English or further TOEFL® iBT study.

Introduction to the *Basic Skills for the TOEFL® iBT* Listening Book

This is the first listening book in the *Basic Skills for the TOEFL® iBT* series. The student will listen to two conversations and two lectures in each unit. The conversations will be between either a student and a university employee or a student and a professor. The lectures will be on the topics that the student was introduced to in the first reading book.

Each unit is separated into seven sections:



The following will outline the activities and aims of each section.

Conversation - Getting Ready to Listen

Key Vocabulary and TOEFL® Vocabulary

Students begin by studying the vocabulary they will encounter in the following passage.

TOEFL® Vocabulary is the words that have been found to appear most often in TOEFL® preparation materials or are Academic Word List (AWL) words. TOEFL® Vocabulary is the most important words for the student to learn in order to build their vocabulary before further TOEFL® study. **Key Vocabulary** is the other words that are important for the student to know in order to understand the conversation that will follow.

TOEFL® Question Types

In this part, students will become familiar with

- one of the question types that appear in the TOEFL® iBT listening section
- the common wording of this question type in the conversation section
- the aims of the question type
- the strategy for identifying the question type

Becoming familiar with the question types is important for the student, as it will help them answer the questions appropriately. Therefore, the student will be less likely to get confused or distracted by the wording of TOEFL® questions.

Over the course of the book, all the listening question types will be covered.

Practice

Conversation

Students listen to the first part of the first conversation. They then answer two multiple-choice questions, which help the student to identify the main idea and purpose of the conversation. Listening to only the first part of the conversation enables the students to practice listening for main ideas without having to focus on the details.

Note-taking

Students now listen to the full conversation. It contains the vocabulary words learned on the previous page, so there should be very few words that student is unfamiliar with. Although the conversation is based in a university, it is accessible to and understood by students preparing to enter university. This helps students become used to listening to university-situated conversations but at a level they can understand.

Students take notes as they listen to the conversation. The notes are guided so that the student only has to fill in the parts that are missing. This introduces the students to a common way of conversation note-taking. This enables them to become used to thinking about not only the passage in general but also specific details and how the main idea is developed throughout the conversation.

TOEFL® Questions

The next page gives students the opportunity to practice the question types they were introduced to in this unit and the previous unit. There will be two of the question type learned in this unit and one from the previous unit. They will be worded in the same way as they are in the real TOEFL® test.

TOEFL® Vocabulary Practice

The next part is sentences using the TOEFL® vocabulary the student learned at the beginning of the section. This helps students practice the words in context.

Test

The test contains the second conversation of the unit. It is similar to the real TOEFL® test, but at an appropriate level for the student. It gives the student the opportunity to practice many question types at the same time. The test passage also uses many of the vocabulary words learned at the beginning of the section.

Lecture - Getting Ready to Listen

Key Vocabulary and TOEFL® Vocabulary

This is the Key Vocabulary and TOEFL® Vocabulary they will encounter in following lecture. See the conversation description for further details.

TOEFL® Question Type

In this part, students will become familiar with

- one of the question types that appear in the TOEFL® IBT Listening section
- the common wording of this question type in the lecture section
- the aims of the question type
- the strategy for identifying the question type

See the conversation description for further details.

Practice

Lecture

Students listen to the first part of the first lecture. They then answer three multiple-choice questions, which help the student to identify the main idea, purpose, and organization of the lecture. The fourth multiple-choice question asks the student to identify the best note-taking diagram to use for the lecture. Students can look at the answers to the previous three multiple-choice questions to help them decide. Listening to only the first part of the lecture enables the students to practice listening for main ideas and structure without having to focus on the details.

Note-taking

Students now draw the note-taking diagram they chose in the previous question. They can then insert the information from questions 1 and 2. They will then listen to the full lecture and fill in the rest of the notes. The lecture contains the vocabulary words learned on the previous page, so there should be very few words that student is unfamiliar with.

Using the designated note-taking diagram introduces the students to a common way of note-taking for the type of lecture. This enables them to become used to different ways to take notes and how to identify the lecture's specific details and how its main idea is developed and organized.

TOEFL® Questions

The next page gives students the opportunity to practice the question types they were introduced to in this unit and the previous unit. There will be two of the question type learned in this unit and one from the previous unit. They will be worded in the same way as they are in the real TOEFL® test.

TOEFL® Vocabulary Practice

The next part is sentences using the TOEFL® vocabulary learned at the beginning of the lecture section. This helps students practice the words in context.

Test

The test contains the second lecture of the unit. It is longer than the first lecture, but it will build on its content. This test is similar to the real TOEFL® test, but at an appropriate level for the student. It gives the student the opportunity to practice many question types at the same time. The test passage also uses many of the vocabulary words learned at the beginning of the lecture section.

Check-up

Question Type Review

These questions check the student understands the aim of question type that was focused on throughout the unit.

Key Vocabulary Practice

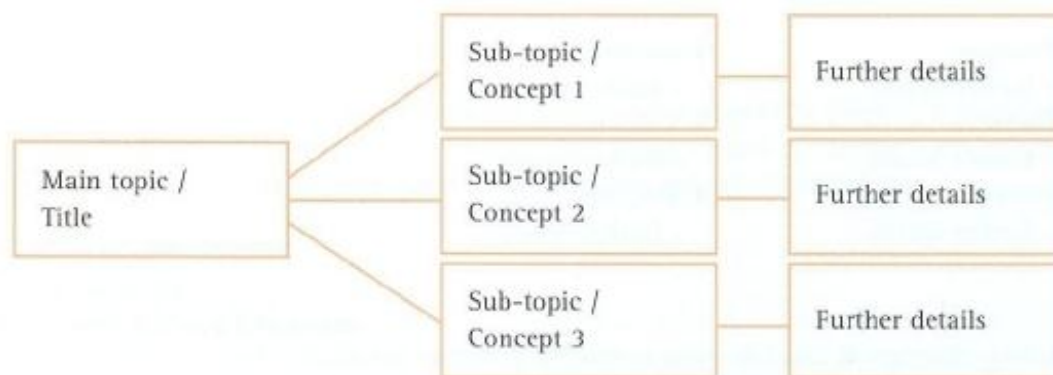
This part is sentences using the Key vocabulary the student learned over the course of the unit. This helps students practice the words in context.

Introduction to Note-taking Diagrams for Listening Lectures

The note-taking diagrams shown below are used throughout the book. This explains the diagrams a little further.

Units 1 and 7

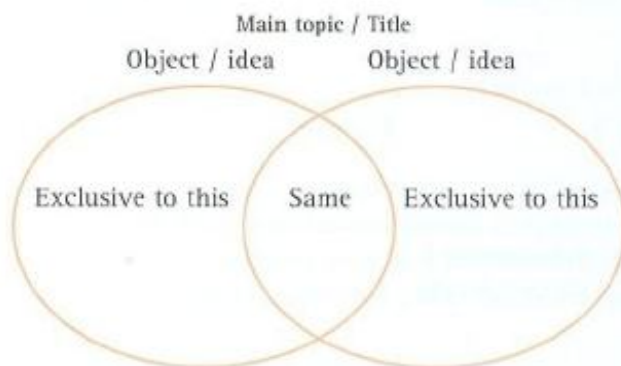
Concept Defining Diagram



This note-taking diagram is used to define the concepts of an overall topic. There can be many or only a few boxes coming off the main topic. There may also be another level that contains further details. In this book, there will only be a few subtopics / concepts and a few further details.

Units 2 and 8

Venn Diagram



This note-taking diagram is used to compare and contrast objects and ideas. They are usually related under a common heading. There can be two or three circles. In this book, there will only be two things compared, thus only two circles will be needed.

Units 3 and 9

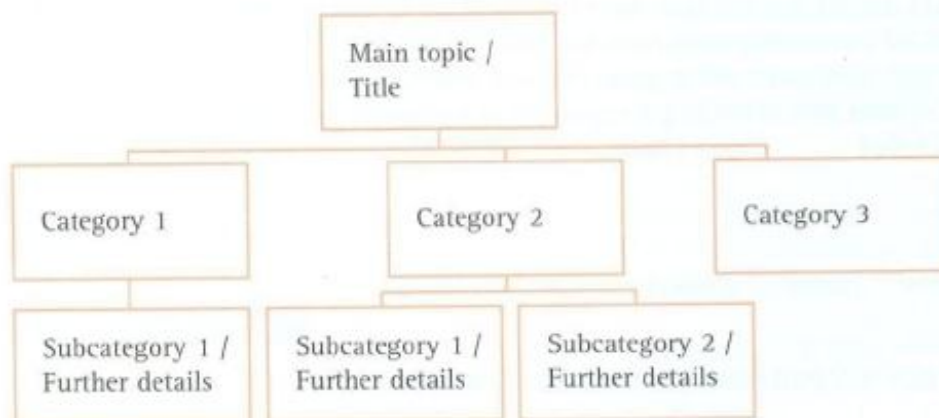
Problem and Solution Diagram



This note-taking diagram is used to show problems and their solutions. There may be many problems with many solutions or there may be one overall problem that has different solutions. In this book, there will only be a few problems with up to a couple of solutions each.

Units 4 and 10

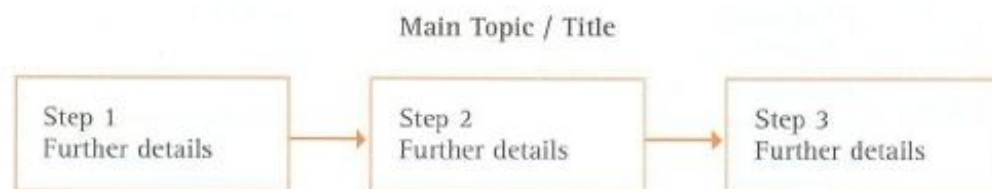
Categorizing Diagram



This note-taking diagram is used to show problems and their solutions. There may be many problems with many solutions or there may be one overall problem that is experienced by many things and therefore has different solutions. In this book, there will only be a few problems with up to a couple of solutions each.

Units 5 and 11

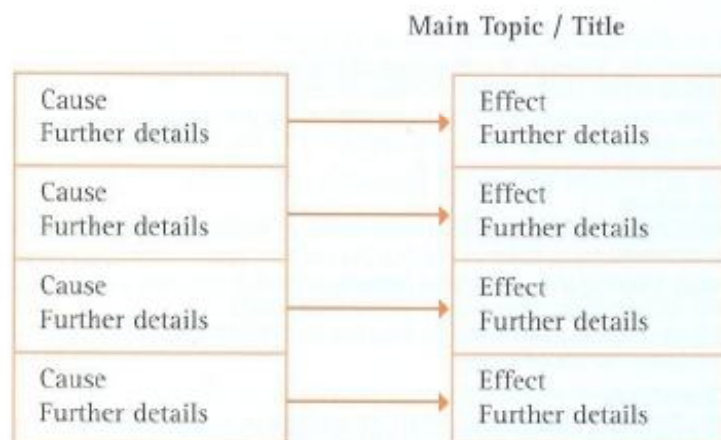
Ordering Diagram



This note-taking diagram is used to show the sequence of events or steps in a process. There can be many or only a few boxes and many or only a few details about each step. In this book, there will only be a few steps with each containing only a few further details.

Units 6 and 12

Cause and Effect Diagram



This note-taking diagram is used to show what happens when something changes or is created. Each cause and effect can be completely independent from, or related to, the one above or below it. There can be many or only a few cause and effects with many or only a few details about each. In this book, there will either be many boxes with few details, or a few boxes with many details.

Basic Skills for the TOEFL® iBT

Sample Listening Lesson Plan - 50 minutes

Homework Check	5 min.	<ul style="list-style-type: none"> • Talk about any homework questions that the students did not understand. A combination of both teacher and peer explanations should be used.
Review	5 min.	<ul style="list-style-type: none"> • Review the strategies discussed in the previous lesson and talk about other strategies students might have employed when they did homework.
Main Lesson	35 min.	<p>* Students often find conversations easier, so they should complete it for homework. The conversations and lectures could also be alternately taught in the classroom.</p> <p>Lecture - Getting Ready to Listen</p> <p>A. Learn the words</p> <ul style="list-style-type: none"> • Preview the vocabulary and have students read the words aloud. • Talk about what parts of speech of the words belong to. <p>* Vocabulary preview can also be done immediately before the first lecture.</p> <p>B. Learn the question type</p> <ul style="list-style-type: none"> • Discuss how the wording of the lecture version of the question type differs from the conversation version. (The strategies for the question type should have been learned at the end of the previous lesson and reviewed at the beginning) <p>Practice</p> <p>A. Lecture</p> <ul style="list-style-type: none"> • Ask the students to listen to the first part of the lecture and answer the first three questions either on their own or with a partner. • Talk about the main points and the organization of the passage as a class. • Do the fourth question as a class and explain why the note-taking diagram is most appropriate and how to use it. <p>B and C. Note-taking</p> <ul style="list-style-type: none"> • Have students draw the diagram and fill in some of the notes. Then check as a class that students have filled in the first part of the notes in the same way. • Have students listen to the rest of the lecture and fill in the rest of the notes. • Ask students to compare their notes with a classmate. • Emphasize that each student's notes may be written differently but that they should all include the same points. <p>D. TOEFL® Questions</p> <ul style="list-style-type: none"> • Ask students to do the questions. Then as a class or in pairs talk about the strategies they used to answer the questions. • In pairs or by themselves, ask the students to make another question using the target question type. When finished have the students ask their classmates their question. <p>E. TOEFL® Vocabulary Practice</p> <ul style="list-style-type: none"> • Ask students to complete the sentences and check their answers in pairs. <p>Test</p> <ul style="list-style-type: none"> • Students should complete the test individually. • Compare notes and discuss as a class what strategies were used. <p>Conversation - Getting Ready to Listen (Next unit)</p> <p>A. Learn the words</p> <ul style="list-style-type: none"> • Preview the vocabulary and have students read the words aloud • Talk about what parts of speech of the words belong to. <p>B. Learn the Question Type</p> <ul style="list-style-type: none"> • Introduce the TOEFL® question type. • Discuss strategies that can be applied to the question type.
Wrap-up	5 min.	<ul style="list-style-type: none"> • Give homework (the rest of the conversation section.) * The lecture test section and check-up section can also be given as homework.

Teaching Tips

- It is strongly recommended to go through the target vocabulary prior to listening.
- It is a good idea to have students make their own vocabulary list on their PC or notebook. Putting the words under thematic categories (categories of subjects) would be an effective way to study the words.
- It is important to emphasize understanding of the main idea of the conversations and lectures. Students often listen without constructing the framework, which could cause problems understanding the main points later.
- It is important to emphasize understanding of the organization of the lectures. Understanding this enables students to choose the most appropriate note-taking diagram for the type of lecture.
- The first class should take time to introduce the note-taking diagrams. Then when students are asked to use the diagrams, they are familiar and, therefore, not as intimidating.
- In the beginning, note-taking practice needs to be done in class with the teacher's assistance because not many students are familiar with note-taking. Gradually, have students take notes in groups, pairs, and then individually.
- At least one lecture and the following questions should be done as an in-class activity; otherwise, students will not be able to understand the strategies and the new information.
- Timed question taking is an effective activity. Teachers can change the time limit as students' understanding increases.
- Encourage students to do timed activities even when they do their homework. It is a good idea to record the time they take to do the tests in their book and how many times they replayed the listening passages.
- Written and oral summaries of the lectures and conversations are recommended in order to help students understand the main point, the overall meaning, and the structure. It is also a useful exercise to prepare for the speaking and writing sections.
- Students can use the definitions and synonyms in the vocabulary section when they summarize or paraphrase the passages.
- Use the test at the end of each unit as a progress check by recording the scores of the tests, the time taken to complete the test, and the number of times the listening passage was replayed.