

<b>CHAPTER 1</b>	<b>Chapter 1—Introducing the <i>TOEFL</i>® <i>ITP</i> Test</b> .....	1
	Test Purpose .....	1
	Test Format.....	2
	Test Content.....	2
	Section 1—Listening Comprehension.....	2
	Section 2—Structure and Written Expression .....	2
	Section 3—Reading Comprehension .....	2
	Test Topics and Settings .....	3
	How to Use this Book/Audio Package .....	4
	About <i>TOEFL ITP</i> Test Scores .....	4
<b>CHAPTER 2</b>	<b>Listening Comprehension Section</b> .....	9
	Listening Tasks in Academic Settings.....	9
	Listening Tasks on the <i>TOEFL ITP</i> Test .....	10
	Part A: Short Conversations.....	10
	Parts B and C: Extended Conversations and Short Talks.....	11
	Basic Strategies for the Listening Section .....	12
	How to Improve Your Listening Skills .....	13
	Listening Comprehension Practice Sets .....	14
	Practice Set 1—Part A: Short Conversations .....	15
	Practice Set 1—Script and Explanations .....	17
	Practice Set 2—Part B: Extended Conversations .....	19
	Practice Set 2—Script and Explanations .....	20
	Practice Set 3—Part C: Short Talks .....	22
	Practice Set 3—Script and Explanations .....	24

---

---

<b>CHAPTER 3</b>	<b>Structure and Written Expression Section</b> .....	25
	Structure Questions .....	25
	Written Expression Questions .....	25
	Strategies for Preparing for the Structure and Written Expression Section.....	26
	Structure and Written Expression Tips.....	26
	Structure and Written Expression Practice Sets.....	27
	Practice Set 1—Structure.....	27
	Practice Set 1—Answers and Explanations .....	29
	Practice Set 2—Written Expression.....	30
	Practice Set 2—Answers and Explanations .....	32
<b>CHAPTER 4</b>	<b>Reading Comprehension Section</b> .....	33
	Reading Tasks in Academic Settings .....	33
	Reading Tasks on the <i>TOEFL ITP</i> Test .....	33
	Types of Questions .....	34
	Strategies for Increasing Reading Proficiency .....	35
	Reading for Basic Comprehension.....	36
	Reading Comprehension Practice Sets.....	36
	Practice Set Directions .....	36
	Practice Set 1 .....	38
	Practice Set 1—Answers and Explanations .....	40
	Practice Set 2 .....	41
	Practice Set 2—Answers and Explanations .....	43
<b>CHAPTER 5</b>	<b>Sample Test Sections</b> .....	45
<b>CHAPTER 6</b>	<b>Complete <i>TOEFL ITP</i> Practice Test</b> .....	99
<b>CHAPTER 7</b>	<b>Frequently Asked Questions</b> .....	149

---

# Introducing the *TOEFL*<sup>®</sup> *ITP* Test

This Official Guide has been created to help you understand and prepare for the *TOEFL ITP* test. By preparing for the test, you will also be building the skills you need to succeed in an academic setting and achieve your English language learning goals.

## TEST PURPOSE

The *TOEFL ITP* test is administered by your institution for a variety of purposes, including

- **Placement** in intensive English-language programs requiring academic English proficiency at a college or graduate level.
- **Progress monitoring** in English-language programs stressing academic English proficiency.
- **Exiting** English-language programs by demonstrating proficiency in English listening and reading.
- **Admissions to short-term, non-degree programs in English-speaking countries** where the sending and receiving institutions agree to use *TOEFL ITP* scores.
- **Admissions to undergraduate and graduate degree programs in non-English speaking countries** where English is not the dominant form of instruction.
- **Admissions and placement in collaborative international degree programs** where English-language training will be a feature of the program.
- **Scholarship programs**, as contributing documentation for academic English proficiency.

Your institution can choose when and where to administer the *TOEFL ITP* test. Many institutions also score the test on-site. Each section of the test is scored separately, and there is also a total score. Section scores will help you understand which specific skills need improvement and help you plan your further study of English. Your institution will determine minimum acceptable scores.

Your *TOEFL ITP* scores are valid for two years. However, scores are generally only valid at the institution where the test was administered.

---

# TEST FORMAT

The test consists of three sections and takes about two hours.

Section	Number of Questions	Admin. Time	Score Scale
Listening Comprehension	50	35 minutes	31–68
Structure and Written Expression	40	25 minutes	31–68
Reading Comprehension	50	55 minutes	31–67
TOTAL	140	115 minutes	310–677

## TEST CONTENT

The *TOEFL ITP* test has three sections: Listening Comprehension, Structure and Written Expression, and Reading Comprehension. All questions are multiple choice.

### ***SECTION 1—LISTENING COMPREHENSION***

The Listening section contains recorded material that includes the vocabulary, idiomatic expressions, and grammatical constructions typical of spoken English. The section tests comprehension of both short and long conversations and talks.

### ***SECTION 2—STRUCTURE AND WRITTEN EXPRESSION***

Section 2 consists of sentences that test knowledge of structural and grammatical elements of standard written English. These sentences include a variety of topics and give no advantage to students in specific fields of study. When topics have a national context, they may refer to United States or Canadian history, culture, art or literature. However, knowledge of these contexts is not needed to answer questions concerning the structural or grammatical points.

### ***SECTION 3—READING COMPREHENSION***

The Reading section contains reading passages and questions about the passages. After you read a passage, you will be asked about main ideas and important details. You will also be asked to make inferences based on given information, identify textual organization, figure out unfamiliar vocabulary based on context, and recognize referential relationships of pronouns and abstract nouns.

---

## TEST TOPICS AND SETTINGS

The *TOEFL ITP* test uses topics and settings that you will find relevant in an academic environment—appropriate for both classrooms and campus life.

### *Academic Topics*

**Arts:** fine arts, crafts, theater, dance, architecture, literature, music, film, photography

**Humanities:** history, political science, government, philosophy, law

**Life sciences:** biology, paleontology, biochemistry, animal behavior, ecology, anatomy, physiology, genetics, health science, agriculture, botany

**Physical sciences:** geology, astronomy, chemistry, Earth science, engineering, meteorology, energy, technology, oceanography, physics

**Social sciences:** anthropology, sociology, education, geography, archaeology, psychology, economics, business, management, marketing, communications

### *Campus-Life Topics*

**Classes:** class schedules, class requirements, library procedures, assignments (papers, presentations, readings), professors, studying, field trips

**Campus administration:** registration, housing on and off campus, studying abroad, internships, university policies

**Campus activities:** clubs, committees, social events

### *General Topics*

**Business:** management, offices, official documents, law

**Environment:** weather, nature, climate, environment

**Food:** types of food, restaurants, planning meals

**Language and communication:** mail, email, telephone use, messages, requests for information

**Media:** TV, newspapers, Internet

**Objects:** descriptions of objects, equipment

**Personal:** family members, friends, health, emotions, physical characteristics, daily routines

**Planning and time management:** future events, invitations, personal schedules

**Purchases:** clothing, shopping, banking, money

**Recreation:** sports, games, concerts, plays, art, books, photography, music, parties and gatherings, public lectures

**Transportation:** travel, driving, parking, public transportation, travel reservations

**Workplace:** applying for a job, on-campus employment, work schedules

---

## HOW TO USE THIS BOOK/AUDIO PACKAGE

Use this package to familiarize yourself with the appearance, length, and format of the *TOEFL ITP* test. It provides you with instruction, practice, and basic strategies for increasing your English-language proficiency.

Chapter 1 provides an overview of the test, information about test scores, and general test-taking suggestions.

Chapters 2, 3, and 4 provide in-depth discussions of the kinds of questions that appear in each part of the test. Each chapter also includes practice questions and explanations of correct answers so that you will understand the skills that are being tested in each section.

Chapters 5 and 6 provide actual test questions to familiarize you with the test; Chapter 6 is a full-length authentic *TOEFL ITP* practice test that will give you an estimate of how you might perform on the actual test.

The CD-ROM packaged with this book provides the audio for the Listening Comprehension practice sets and test sections.

## ABOUT TOEFL ITP TEST SCORES

### *Score Scales*

The *TOEFL ITP* score report provides scores for each section of the test. There is also a total score.

Section	Score Scale
Listening Comprehension	31–68
Structure and Written Expression	31–68
Reading Comprehension	31–67
TOTAL	310–677

### *Score Reports*


*TOEFL ITP* score reports provide valuable information to help you achieve your English language learning goals. Score reports include:

- three skill scores
- a total score

Additional information on your score report provides details about specific English language skills reflected by your scores. Your scores are also linked to performance levels of the Common European Framework of Reference (CEFR), an internationally recognized description of language ability. *TOEFL ITP* test scores are reported in relation to four CEFR levels:

- A2-elementary
- B1-intermediate
- B2-upper intermediate
- C1-advanced

It is the responsibility of your institution to give you your personal copy of your score report. You will receive your score report approximately seven days after answer sheets are submitted for scoring. Your scores are valid for two years.



**ETS TOEFL ITP**  
Quality Beyond Measure.

**TOEFL® ITP Official Score Report**


**Student Name:** Saito Tomiko

**Student Number:** 001235\*\*\*\*\*

**Date of Birth:** 1985-02-28    **Gender:** Female

**Test Date:** 2014-01-10

**YOUR TOTAL SCORE**




583

**Listening Comprehension**

Test takers who score between 64 and 68 may have the following strengths:

- Can understand a wide range of demanding, longer texts, and recognize implicit meaning.
- Can express him/herself fluently and spontaneously without much obvious searching for expressions.
- Can use language flexibly and effectively for social, academic and professional purposes.
- Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.



64


CEFR Level  
**C1**

**Structure and Written Expression**

Test takers who score between 53 and 63 may have the following strengths:

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.



56


CEFR Level  
**B2**

**Reading Comprehension**

Test takers who score between 48 and 55 may have the following strengths:

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Can produce simple connected text on topics which are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.




55

CEFR Level  
**B1**

776467



100621-100621 • S1013E500 • Printed in U.S.A. • I.N. 776467

## How to Interpret Your Score Report

The *TOEFL® ITP* test measures the English proficiency of test takers whose native language is not English and assesses their ability to use the language in an academic setting.

TOEFL ITP scores can be used to make placement decisions, to monitor progress, and to inform end-of-course decisions. TOEFL ITP scores can also be used for admissions to programs and institutions where English is not the dominant language of instruction. Learn more at [www.ets.org/toefl\\_itp/use](http://www.ets.org/toefl_itp/use).

The TOEFL ITP score report provides both section and total scores.

Sections	Scaled Scores
Listening Comprehension	31–68
Structure and Written Expression	31–68
Reading Comprehension	31–67
<b>Total Score</b>	<b>310–677</b>

The section scores are based on the number of correctly answered test questions, converted to a scaled score between 31 and 68 (or 67 for Reading Comprehension). The total score is calculated by adding the three section scaled scores, multiplying the sum by 10, and then dividing by 3. For example, if the scaled score for Listening Comprehension is 60, Structure and Written Expression is 60, and Reading Comprehension is 60, the total score is  $(60+60+60)*10/3 = 600$ .

To help you interpret the scores, a mapping of TOEFL ITP scores to the Common European Framework of Reference (CEFR) was conducted in 2011. Results of this study provide the minimum TOEFL ITP score for four of the levels defined in the CEFR (A2, B1, B2, C1).

In addition, The TOEFL ITP Program offers test takers the option to obtain certificates of achievement indicating the CEFR level that corresponds to their TOEFL ITP scores: a Gold certificate for scores at the C1 level, a Silver certificate for the B2 level, and a Bronze certificate for the B1 level.

TOEFL ITP scores are valid for two years. Because language proficiency may change in a relatively short period of time, scores that are more than two years old cannot be reported or verified.



Copyright © 2014 by Educational Testing Service. All rights reserved. ETS, the ETS logo and TOEFL are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. TOEFL ITP is a trademark of ETS.



# Listening Comprehension Section

The Listening Comprehension section is designed to measure your ability to understand spoken English in a variety of settings, both inside and outside of the classroom. These settings include lecture halls and classrooms, libraries, dormitories, offices, cafeterias, recreation facilities, and other public settings. Topics discussed are either academic topics or general topics that a university student might encounter at an English-language university, college, or institution. The section contains 50 questions divided into three parts and takes approximately 40 minutes to complete.

## **LISTENING TASKS IN ACADEMIC SETTINGS**

Students in English-language universities, colleges, and institutions need English listening skills for understanding classroom lectures, of course. But students also need to interact with fellow students, administrative employees and professors in offices, libraries, cafeterias and recreation centers. The different types of listening tasks on the *TOEFL ITP* test reflect these various interactions and settings by including both academic and nonacademic topics.

In classroom and interpersonal interactions, it is necessary to understand the main topic being discussed as well as important details about that topic. But it is also important to recognize the purpose and attitude of other speakers and make inferences based on information you hear. The range of questions on the *TOEFL ITP* test reflects these different listening skills.

---

# LISTENING TASKS ON THE *TOEFL ITP* TEST

The Listening Comprehension section is divided into three parts: short conversations, extended conversations, and short talks. Each conversation or talk is followed by one or more questions. You will hear the conversation or talk only once. You will then hear each question once and will have time to read and choose the correct answer from four written answer choices. The conversations, talks, and questions are not written anywhere for you to read; only the four answer choices are printed.

## PART A: SHORT CONVERSATIONS

Part A consists of 30 short conversations. Each of these conversations consists of a two-line exchange between two speakers. The exchange is followed by a question about what was stated or implied by the speakers. The topics are typical of life on a university campus. For example, the speakers might talk about returning a book to a library, completing a homework assignment, or taking a bus. In addition, the speakers have many different purposes for talking to each other; for example, describing an event, offering advice, or extending an invitation.

### Types of Questions in Part A

The questions following these conversations may ask you to identify the main topic or an important detail. You may also be asked to make an inference or a prediction based on what the speakers said. Other questions ask for the meaning of common idiomatic expressions or about the purpose of the exchange.

#### *Type 1: Gist questions*

Gist questions ask about the main idea of the conversation. The gist may or may not be clearly stated in the exchange.

#### Typical gist questions

- What does the man/woman mean?
- What does the woman/man say about X?

#### *Type 2: Inference questions*

Inference questions generally test information that is not explicitly stated in the dialogue. They often ask you to make connections between what the two speakers said.

#### Typical inference questions

- What does the woman/man imply?
- What does the man/woman imply about X?
- What can be inferred about the woman/man?

# Structure and Written Expression Section

The Structure and Written Expression section is designed to measure your ability to recognize language that is appropriate for standard written English. It is intended as an indirect measure of your ability to write in an academic style rather than as a simple test of grammar. Nevertheless, to communicate clearly in academic writing, familiarity with correct grammar and word usage is essential. It is also important in listening and reading comprehension as well as speaking, especially in a university setting.

The Structure and Written Expression section contains 40 questions and takes 25 minutes to complete. There are two types of questions, with special directions for each type.

## **STRUCTURE QUESTIONS**

Questions in the Structure part of this section are designed to test your ability to construct complete and grammatically correct sentences. In this section, you will be given sentences from a variety of academic or reference sources. Each sentence has a blank. The blank indicates where a part of the sentence is missing. You are also given four answer choices. Each choice consists of one or more words. You must identify the one choice that could be put into the blank to complete the sentence correctly.

Structure questions deal, in general, with the proper use of sentence elements to create complete sentences. The questions especially focus on larger units of syntax, such as clauses and phrases. Specific points tested include (but are not limited to) the correct formation and use of regular and irregular verbs; agreement between subjects and verbs; the correct formation and use of nouns, adjectives, and adverbs; comparisons; proper word order; and the appropriate use of pronouns, prepositions, articles, and conjunctions.

## **WRITTEN EXPRESSION QUESTIONS**

Questions in the Written Expression part of this section are designed to test your ability to detect errors in academic writing. The questions consist of individual sentences adapted from academic or reference sources. Each sentence contains an error that might be made by a nonnative learner of English. Four parts of the sentence are underlined. You must choose the one part that must be changed to make the sentence correct in standard written English.

---

Some of the errors reflect grammatical problems related to agreement, parallel structure of words in a series, the formation or combination of words, or the use of articles, prepositions, and conjunctions. Others may involve the incorrect choice of a noun, pronoun, adjective, adverb, preposition, conjunction, or article. Sometimes a necessary word is missing or an extra word is wrongly inserted. Errors in word order might be included to test awareness, for example, that an adverb or adjective is out of place. Questions in the Structure and Written Expression section do **not** test your ability to recognize word-level punctuation errors, such as errors in the use of hyphens, apostrophes, or capitalization. These questions are also **not** designed to test knowledge of English spelling.

## **STRATEGIES FOR PREPARING FOR THE STRUCTURE AND WRITTEN EXPRESSION SECTION**

The aspects of English that are tested in the Structure and Written Expression section must be understood within a larger context. This section tests the intermediate point between grammar knowledge and the skill of writing. Therefore, if you have the ability to write fluently and correctly in English, you will generally perform better on this section than if you simply memorize grammar rules but are unable to use those rules for communication.

In other words, knowledge of grammar rules does not, in itself, equal an ability to communicate in a language. Being able to recite a rule is not helpful if you are not able to make practical use of the rule. Rather, it is essential to be able to **use** grammatical rules accurately. Without accurate grammatical usage, meaning can be obscured or lost.

Therefore, to prepare for the Structure and Written Expression section, it is necessary to go beyond a mere understanding of grammar rules. In order to improve both your test scores and your skills in English, you should practice using these structures and rules in active communication.

In particular, to perform better on this section, you will need to use the grammar you have learned in a variety of writing activities involving communication. A variety of reading, speaking, and listening activities can also help you perform better. As you become increasingly proficient in communicating in English, your use of the grammatical structures that you have practiced will typically become more automatic, and your performance on this section will improve.

## **STRUCTURE AND WRITTEN EXPRESSION TIPS**

Use English every day.

- Follow the tips provided in the Reading and Listening sections of this book.
- Set aside time each day to communicate only in English.
- Listen, read, and write in English every chance you get.

# Complete *TOEFL ITP* Practice Test

## General Directions

This is a test of your ability to understand and use the English language. The test is divided into three sections, and each section or part of a section begins with a set of specific directions. The directions include sample questions. Before you begin to work on a section or part, be sure that you understand what you will need to do.

The supervisor will tell you when to start each section and when to stop and go on to the next section. You should work quickly but carefully. Do not spend too much time on any one question. If you finish a section early, you may review your answers **on that section only**. You may **not** go on to a new section, and you may **not** return to a section that you have already left.

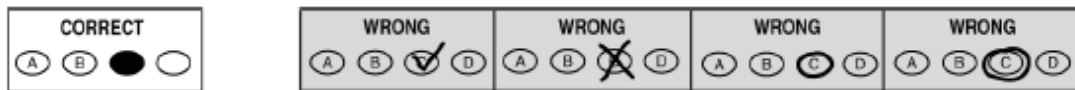
You will find that some of the questions are more difficult than others, but you should try to answer every one. Your score will be based on the number of **correct** answers you give. If you are not sure of the correct answer to a question, make the best guess you can. It is to your advantage to answer every question, even if you have to guess the answer.

---

Do not mark your answers in the test book. **You must mark all of your answers on the separate answer sheet** that the supervisor will give to you. When you mark your answer to a question on your answer sheet, you must:

- Use a medium-soft (#2 or HB) black lead pencil.
- Check the number of the question, and find that number on your answer sheet. Then, after that number, find the oval with the letter of the answer you have chosen.
- Carefully make a dark mark that completely fills the oval so that you cannot see the letter inside the oval.
- Mark **only one** answer to each question.
- Erase all extra marks completely. If you change your mind about an answer after you have marked it on your answer sheet, erase your old answer completely, and mark your new answer.
- After the supervisor tells you to stop your work, you will not be permitted to make any additional corrections.

The examples below show you the **correct** way and **wrong** ways of marking an answer sheet.



Be sure to fill in the ovals on your answer sheet the **correct** way.

Use the answer sheet on the next page to record your answers for all three sections of the Complete Test.



BLANK PAGE



---

**1****1****1****1****1****1****1**

## Section 1

### Listening Comprehension

Now set your audio player to Track 5.

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speaker in this test. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

#### Part A

**Directions:** In Part A, you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On your recording, you hear:

**Sample Answer**

(A)  (B)  (C)  (D)

In your test book, you read:

- (A) He does not like the painting either.
- (B) He does not know how to paint.
- (C) He does not have any paintings.
- (D) He does not know what to do.

You learn from the conversation that neither the man nor the woman likes the painting. The best answer to the question “What does the man mean?” is (A), “He does not like the painting either.” Therefore, the correct choice is (A).



---

**1****1****1****1****1****1****1**

1. (A) Go to the movies with the man  
(B) Take her brother to the movies  
(C) Eat at her brother's home  
(D) Cook dinner with Lois
2. (A) The man should have offered his assistance earlier.  
(B) She does not need the man's help.  
(C) She did not realize the boxes were empty.  
(D) She wants the man to move the boxes.
3. (A) He would like to have the windows open.  
(B) He rarely leaves the windows open.  
(C) He thinks the air is polluted.  
(D) He will help her close the windows.
4. (A) The results might be ready tomorrow.  
(B) The man needs another test tomorrow.  
(C) The results were called in last night.  
(D) The doctor called the lab again.
5. (A) She does not remember much about Portland.  
(B) She has never been to Portland.  
(C) She knows someone else who could help him.  
(D) She would be happy to talk to the man later.
6. (A) Turn down the volume  
(B) Help the man study for a test  
(C) Play a different kind of music  
(D) Speak louder
7. (A) She forgot when the report was due.  
(B) She would like the man to help her with the report.  
(C) She needs more time to finish the report.  
(D) She has not included any data in her report.
8. (A) The cat is causing him problems.  
(B) The cat is quite friendly.  
(C) He does not get along with Debbie.  
(D) He is glad Debbie gave him the cat.
9. (A) Try to get a seat next to the window  
(B) Find another passenger going to Cleveland  
(C) Ask for information about the departure time  
(D) Find out if there are any seats left on the bus
10. (A) She forgot to stop at the store.  
(B) The man should not eat the fish.  
(C) The fish is safe to eat.  
(D) The food should not be reheated.

**Go on to the next page** 