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*Preparation for the  
TOEFL® and GRE® Tests*

**Studying in English**

**IATEFL Besig 2012**

**Franziska Rühl – ETS Global – Berlin, Germany**

**TOEFL iBT® • TOEFL® ITP • TOEFL® Junior™**

# Overview

- **Educational Testing Service (ETS)**
- ***TOEFL iBT***®
- **GRE**®
- **Questions and Answers**

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# Educational Testing Service (ETS)

- ETS: 1947 - Henry Chauncey (Vice Dean - Harvard University)
- Support : **American Council on Education,**  
**Carnegie Foundation on Education and**  
**College Entrance Examination Board**
- Values:
  - **Social Responsibility**
  - **Fairness**
  - **Quality**

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# Educational Testing Service (ETS)

- **Non-profit organisation with more than 2800 employees: psychologist, information scientists, sociologists, teachers and statisticians**
- **Research: more than 250 researchers**
- **Valid, reliable and fair**
- **ETS Global: „Feet on the Street“ Program: France, Spain, Turkey, Poland => contact person for Germany**

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## Why do universities value the *TOEFL*<sup>®</sup> test?

**“It is truly an international test of English, because the coordination of marking for all tests [is] done centrally, rather than in individual countries.”**

**Jeffrey Smart**

Director of International Admissions  
Swinburne University of Technology  
Melbourne, Australia

TOEFL Board Member

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# TOEFL iBT® Test

- **Reading, Listening, Speaking, Writing**
- **study in English: Bachelor, Master, PhD**
- **immigration, licensing, scholarships**

*Go anywhere from here*

# TOEFL iBT® Test

- **fair and objective:**
  - several raters, not only one person
  - Scoring separately to ensure fairness
- **many test centers worldwide:**
  - 4.500 places in 165 countries
- **communicative English:**
  - use of English
- **integrated questions:**
  - authentic English at universities and colleges

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# The TOEFL iBT<sup>®</sup> Test Format

Section	Description	Testing Time	Score Scale
<b>Reading</b>	3–4 passages from academic texts; 12 -- 14 questions per passage	60–80 min.	0–30
<b>Listening</b>	4–6 lectures, some with classroom discussion, 6 questions each; 2–3 conversations, 5 questions each	60–90 min.	0–30
Break	-	10 min.	-
<b>Speaking</b>	2 tasks to express an opinion; 4 tasks to speak based on reading and listening passages	20 min.	0–30
<b>Writing</b>	1 integrated task (write based on what is read and listened to); 1 independent task (support an opinion on a topic)	50 min.	0–30
<b>Total</b>	-	<b>about 4 hours</b>	<b>0–120</b>

**Note-taking is allowed throughout the test.**

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# TOEFL® iBT Test: (1) Reading - #1

The word **pose** in the passage is closest in meaning to

- claim
- model
- assume
- present

Click on an oval to select your answer. To choose a different answer, click on a different oval.

Beginning

## Meteorite Impact and Dinosaur Extinction

There is increasing evidence that the impacts of meteorites have had important effects on Earth, particularly in the field of biological evolution. Such impacts continue to **pose** a natural hazard to life on Earth. Twice in the twentieth century, large meteorite objects are known to have collided with Earth.

If an impact is large enough, it can disturb the environment of the entire Earth and cause an ecological catastrophe. The best-documented such impact took place 65 million years ago at the end of the Cretaceous period of geological history. This break in Earth's history is marked by a mass extinction, when as many as half the species on the planet became extinct. While there are a dozen or more mass extinctions in the geological record, the Cretaceous mass extinction has always intrigued paleontologists because it marks the end of the age of the dinosaurs. For tens of millions of years, those great creatures had flourished. Then, suddenly, they disappeared.

The body that impacted Earth at the end of the Cretaceous period was a meteorite with a mass of more than a trillion tons and a diameter of at least 10 kilometers. Scientists first identified this impact in 1980 from the worldwide layer of sediment deposited from the dust cloud that enveloped the planet after the impact. This sediment layer is enriched in the rare metal iridium and other elements that are relatively abundant in a meteorite but very rare in the crust of Earth. Even diluted by the terrestrial material excavated from the crater, this component of meteorites is easily identified. By 1990 geologists had located the impact site itself in the Yucatán region of Mexico. The crater, now deeply buried in sediment, was originally about 200 kilometers in diameter.

This impact released an enormous amount of energy, excavating a crater about twice as large as the lunar crater Tycho. The explosion lifted about 100 trillion tons of dust into the atmosphere, as can be determined by measuring the thickness of the sediment layer formed when this dust settled to the surface. Such a quantity of material would have blocked the sunlight completely from reaching the surface, plunging Earth into a period of cold

*Go anywhere from here*

## TOEFL® iBT Test: (1) Reading - #2

Look at the four squares [■] that indicate where the following sentence can be added to the passage.

**This is the criterion emphasized by Darwin's theory of evolution by natural selection.**

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage. To select a different location, click on a different square.

More Available

This impact released an enormous amount of energy, excavating a crater about twice as large as the lunar crater Tycho. The explosion lifted about 100 trillion tons of dust into the atmosphere, as can be determined by measuring the thickness of the sediment layer formed when this dust settled to the surface. Such a quantity of material would have blocked the sunlight completely from reaching the surface, plunging Earth into a period of cold and darkness that lasted at least several months. The explosion is also calculated to have produced vast quantities of nitric acid and melted rock that sprayed out over much of Earth, starting widespread fires that must have consumed most terrestrial forests and grassland. Presumably, those environmental disasters could have been responsible for the mass extinction, including the death of the dinosaurs.

Several other mass extinctions in the geological record have been tentatively identified with large impacts, but none is so dramatic as the Cretaceous event. But even without such specific documentation, it is clear that impacts of this size do occur and that their results can be catastrophic. What is a catastrophe for one group of living things, however, may create opportunities for another group. Following each mass extinction, there is a sudden evolutionary burst as new species develop to fill the ecological niches opened by the event.

Impacts by meteorites represent one mechanism that could cause global catastrophes and seriously influence the evolution of life all over the planet. ■ According to some estimates, the majority of all extinctions of species may be due to such impacts. ■ Such a perspective fundamentally changes our view of biological evolution. ■ The standard criterion for the survival of a species is its success in competing with other species and adapting to slowly changing environments. ■ Yet an equally important criterion is the ability of a species to survive random global ecological catastrophes due to impacts.

Earth is a target in a cosmic shooting gallery, subject to random violent events that were unsuspected a few decades ago. In 1991 the United States Congress asked NASA to investigate the hazard posed today by large impacts on Earth. The group conducting the study concluded from a detailed analysis that impacts from meteorites can indeed be hazardous.

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# TOEFL® iBT Test: (1) Reading - #3

**Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Drag your choices to the spaces where they belong. To review the passage, click on **View Text**.

**Scientists have linked the mass extinction at the end of the Cretaceous with a meteorite impact on Earth.**

- 
- 
- 

Scientists had believed for centuries that meteorite activity influenced evolution on Earth.

The site of the large meteorite impact at the end of the Cretaceous period was identified in 1990.

There have also been large meteorite impacts on the surface of the Moon, leaving craters like Tycho.

An iridium-enriched sediment layer and a large impact crater in the Yucatán provide evidence that a large meteorite struck Earth about 65 million years ago.

Large meteorite impacts, such as one at the end of the Cretaceous period, can seriously affect climate, ecological niches, plants, and animals.

Meteorite impacts can be advantageous for some species, which thrive, and disastrous for other species, which become extinct.

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## TOEFL® iBT Test: (2) Listening





What are the speakers mainly discussing?

- How the woman should prepare for the next game
- The woman's responsibilities as team captain
- Things that happened while the woman was away
- The style of the new team uniforms

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# TOEFL® iBT Test: (3) Speaking

## independent question

TOEFL Speaking  

Question 2 of 6

Some universities require first-year students to live in dormitories on campus. Others allow students to live off campus. Which policy do you think is better for first-year students and why? Include details and examples in your explanation.

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Preparation Time: 15 Seconds  
Response Time: 45 Seconds

**RESPONSE TIME**

00 : 00 : 34

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## TOEFL® iBT Test: (4) Writing

### b) integrated question

In many organizations, perhaps the best way to approach certain new projects is to assemble a group of people into a team. Having a team of people attack a project offers several advantages. First of all, a group of people has a wider range of knowledge, expertise, and skills than any single individual is likely to possess. Also, because of the numbers of people involved and the greater resources they possess, a group can work more quickly in response to the task assigned to it and can come up with highly creative solutions to problems and issues. Sometimes these creative solutions come about because a group is more likely to make risky decisions that an individual might not undertake. This is because the group spreads responsibility for a decision to all the members and thus no single individual can be held accountable if the decision turns out to be wrong.

Taking part in a group process can be very rewarding for members of the team. Team members who have a voice in making a decision will no doubt feel better about carrying out the work that is entailed by that decision than they might doing work that is imposed on them by others. Also, the individual team member has a much better chance to "shine," to get his or her contributions and ideas not only recognized but recognized as highly significant, because a team's overall results can be more far-reaching and have greater impact than what might have otherwise been possible for the person to accomplish or contribute working alone.

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# TOEFL® iBT Test: (4) Writing

## b) integrated question



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# TOEFL® iBT Test: (4) Writing

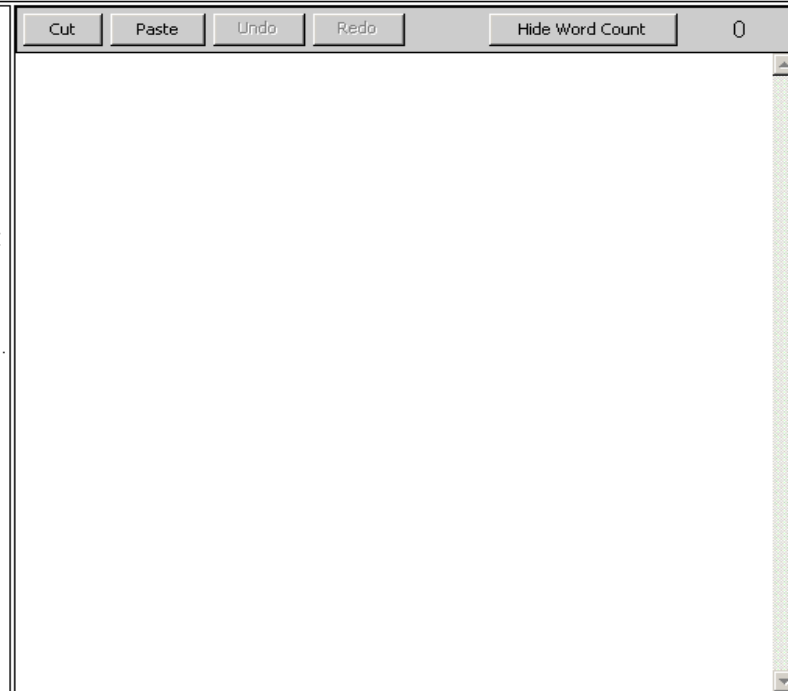
## b) integrated question

**Directions:** You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

**Question:** Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

In many organizations, perhaps the best way to approach certain new projects is to assemble a group of people into a team. Having a team of people attack a project offers several advantages. First of all, a group of people has a wider range of knowledge, expertise, and skills than any single individual is likely to possess. Also, because of the numbers of people involved and the greater resources they possess, a group can work more quickly in response to the task assigned to it and can come up with highly creative solutions to problems and issues. Sometimes these creative solutions come about because a group is more likely to make risky decisions that an individual might not undertake. This is because the group spreads responsibility for a decision to all the members and thus no single individual can be held accountable if the decision turns out to be wrong.

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# TOEFL® iBT Test: Score Report (1)



**TOEFL**

Internet-based Test Official Score Report  
for the Test of English as a Foreign Language

Registration Number: <b>4234 5678 9123 4567</b>		Test Date: <b>22 Oct 2005</b>
Name: <b>Tanaka, Miki</b>		Inst. Code: <b>0802</b>
Gender: <b>Female</b>	Native Country: <b>Japan</b>	Dept. Code:
Date of Birth: <b>19 May 1987</b>	Native Language: <b>Japanese</b>	Dept. Description:



TANAKA, MIKI  
1A 23-4 BCD567 EF891  
FGHIJ RD  
MNLOPQ 234 JAPAN

# SAMPLE ONLY

TOEFL SCALED SCORES	
Reading	<b>17</b>
Listening	<b>17</b>
Speaking	<b>14</b>
Writing	<b>17</b>
<b>Total Score</b>	<b>65</b>

The face of this document has a multicolored background – not a white background.

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# TOEFL® iBT Test: Score Report (2)

Reading Skills	Level	Your Performance
Reading	Intermediate (15–21)	<p>Test takers who receive a score at the <b>INTERMEDIATE</b> level, as you did, typically understand academic texts in English that require a wide range of reading abilities, although their understanding of certain parts of the texts is limited.</p> <p>Test takers who receive a score at the <b>INTERMEDIATE</b> level typically</p> <ul style="list-style-type: none"> <li>• have a good command of common academic vocabulary but still have some difficulty with high-level vocabulary;</li> <li>• have a very good understanding of grammatical structure;</li> <li>• can understand and connect information, make appropriate inferences, and synthesize information in a range of texts but have more difficulty when the vocabulary is high level and the text is conceptually dense;</li> <li>• can recognize the expository organization of a text and the role that specific information serves within a larger text but have some difficulty when these are not explicit or easy to infer from the text; and</li> <li>• can abstract major ideas from a text but have more difficulty doing so when the text is conceptually dense.</li> </ul>
Listening Skills	Level	Your Performance
Listening	Intermediate (14–21)	<p>Test takers who receive a score at the <b>INTERMEDIATE</b> level, as you did, typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms or colloquial or figurative language), complex grammatical structures, and/or abstract or complex ideas. However, lectures and conversations that require the listener to make sense of unexpected or seemingly contradictory information may present some difficulty.</p> <p>When listening to conversations and lectures like these, test takers at the <b>INTERMEDIATE</b> level typically can</p> <ul style="list-style-type: none"> <li>• understand explicitly stated main ideas and important details, especially if they are reinforced, but may have difficulty understanding main ideas that must be inferred or important details that are not reinforced;</li> <li>• understand how information is being used (for example, to provide support or describe a step in a complex process);</li> <li>• recognize how pieces of information are connected (for example, in a cause-and-effect relationship);</li> <li>• understand, though perhaps not consistently, ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and</li> <li>• synthesize information from adjacent parts of a lecture or conversation and make correct inferences on the basis of that information, but may have difficulty synthesizing information from separate parts of a lecture or conversation.</li> </ul>

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# Student FAQs about Testing

How do I register for the *TOEFL*® test?

- Online: [www.toeflgoanywhere.org](http://www.toeflgoanywhere.org)

How long is the test?

- about 4 hours => If you finish early, you may leave the test center

What do I need to bring on test day?

- Your **valid, acceptable** identification document
  - The name on your registration **MUST** match the name on your identification document or you may not be permitted to test

When do I get my scores?

- Online: 10 days after test

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# TOEFL® Go Anywhere Website

Website contents include:

- TOEFL Journey® program
- TOEFL® Institutions search
- How to register
- Test prep resources
- Video tips

ETS.ORG | 한국어 | 简体中文 | English

TOEFL JOURNEY SIGN IN OR JOIN | February 11, 2011

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register now ▶

1 2 3 4

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Enter an institution name or a desired location to find TOEFL-accepting destinations.

search ▶

Or refine your query using our advanced search.

Looking for a test site? Find one here.

Attention Institutions:  
Want to add your institution to our list? Submit a request for a new or updated listing using this form.

Some popular searches

ontario usa toronto Columbia England  
Florida new york Chicago netherlands india  
brazil international university tokyo japan  
California Canada boston London harvard  
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Tips from Test Takers

Expert TOEFL® tools that make preparing easier

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# TOEFL Journey® Program

## TOEFL Journey® program

- Provides relevant and helpful information for each stage of your test-taking journey
- Sends automatic notifications by email or SMS
- Includes a customizable *TOEFL Journey* dashboard

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# TOEFL® Institutions Search

ASU Advanced Search | TOEFL - Windows Internet Explorer

http://staging.toeflgoanywhere.org/asu-advanced-search

## The Advanced TOEFL® Search

Use the detailed search features below to find institutions that accept the TOEFL® test.

Institution Name:

Test Scores: Select your test type and set a score to find schools that accept that score or lower.

TOEFL IBT:

TOEFL PBT:

Level of Study: -- Select --

The TOEFL® PBT test is not offered in all areas.

Country: UNITED KINGDOM

State/Region:

City: London

Search Results | TOEFL - Windows Internet Explorer

http://www.toeflgoanywhere.org/asu-search-results#keywords=Rutgers&level=undergrad&country=AT&city=6&state=8&p=6

## Search Results

Can't find the institution you're looking for? [Download our PDF](#) to view the complete list of 7,500+ institutions around the world that accept TOEFL scores, or use our [advanced search](#).

Rutgers

1 - 10 of 15 | View: 10

Institution Name	Score	City	State/Region	Country
<a href="#">Rutgers_The State University of New Jersey-New Brunswick-Undergraduate Admissions</a> DI Code: 2766	<a href="#">View</a>	New Brunswick	New Jersey	USA
<a href="#">Rutgers University State College-New Brunswick</a> DI Code: 2777	<a href="#">View</a>	New Brunswick	New Jersey	USA
<a href="#">Rutgers_The State University of New Jersey-Newark-College of Arts &amp; Sciences-Undergraduate Admissions</a> DI Code: 2512	<a href="#">View</a>	Newark	New Jersey	USA
<a href="#">Rutgers_The State University of New Jersey-Camden-Graduate Admissions</a> DI Code: 2092	<a href="#">View</a>	Camden	New Jersey	USA

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## *TOEFL*<sup>®</sup> Search Service

*TOEFL*<sup>®</sup> Search Service allows thousands of universities to find you based on criteria you have entered

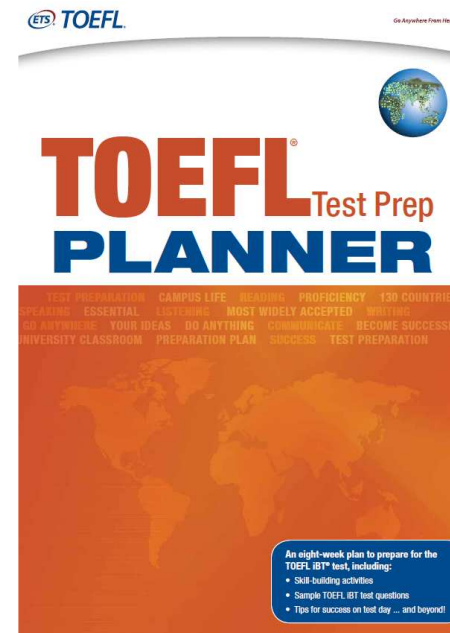
Signing up is free and part of your  
*TOEFL iBT*<sup>®</sup> registration profile

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# TOEFL iBT® Test Prep Planner

## Content:

- 8-week-plan
- Advice on all four sections
- Sample questions
- Comments from ETS raters



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# TOEFL® TV Channel on YouTube®

Videos with advice from professors and test takers

The screenshot shows a Windows Internet Explorer browser window displaying the TOEFL TV YouTube channel. The address bar shows the URL <http://www.youtube.com/toefltv>. The page features the YouTube logo, a search bar, and navigation links for 'Browse' and 'Upload'. The channel name is 'TOEFL® TV - The Official TOEFL Channel' with a 'Subscribe' button. The main video player shows a woman speaking, with a play button overlay. Below the video are options for 'Info', 'Favorite', 'Share', 'Playlists', and 'Flag'. The video title is 'Tasty ways to master difficult sounds' with a duration of 4:07 and 19,572 views. To the right, there are sections for 'Favorites (6)' and 'Tips from Teachers (48)', each listing several videos with their titles, durations, and view counts. The browser's status bar at the bottom shows 'Done' and 'Internet'.

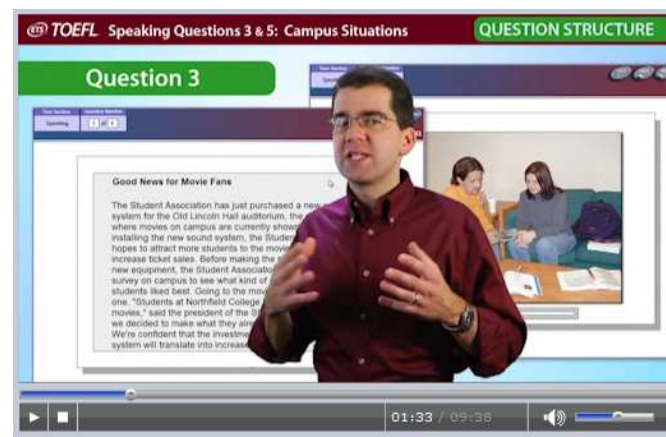
*Go anywhere from here*

# Videos



## TOEFL® Resources

## Inside the TOEFL Test: Speaking and Writing



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# Videos

Welcome to the *TOEFL iBT*<sup>®</sup> Test Site



The *TOEFL*<sup>®</sup> Test:  
Your Passport to the World

The TOEFL Test Advantage



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# Free preparation material

## **TOEFL<sup>®</sup> Test Sampler**

- For free after registration

## **Free Sample Questions**

- [www.toeflgoanywhere.org/content/test-tips-questions-you-experts](http://www.toeflgoanywhere.org/content/test-tips-questions-you-experts)

## **TOEFL<sup>®</sup> Test Prep Planner**

- [www.ets.org/toefl/planner](http://www.ets.org/toefl/planner)

## **TOEFL<sup>®</sup> Quick Prep**

- [www.ets.org/toefl/quickprep](http://www.ets.org/toefl/quickprep)

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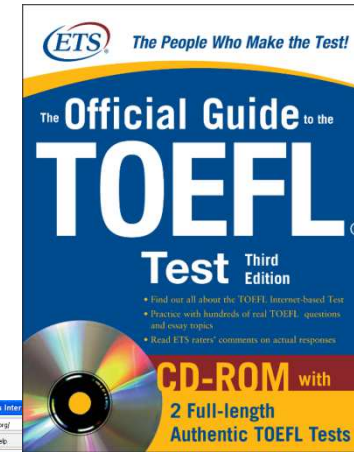
# TOEFL iBT<sup>®</sup> Test Preparation

*The Official Guide to the TOEFL<sup>®</sup> Test*

**TOEFL<sup>®</sup> Practice Online**

**TOEFL<sup>®</sup> Online Preparation Course**

**TOEFL<sup>®</sup> Value Packs**



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## TOEFL iBT® Test - Figures

Native Language	Reading	Listening	Speaking	Writing	Total score
German	23	24	25	24	96

CEFR	TOEFL Score
	0–56
B1	57–86
B2	87–109
C1	110–120

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**TOEFL® Customer Support Center**

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**TOEFLSupport4Germany@ets.org**

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TOEFL iBT® Test

The *TOEFL*® test:  
Advantages that make your journey easier.

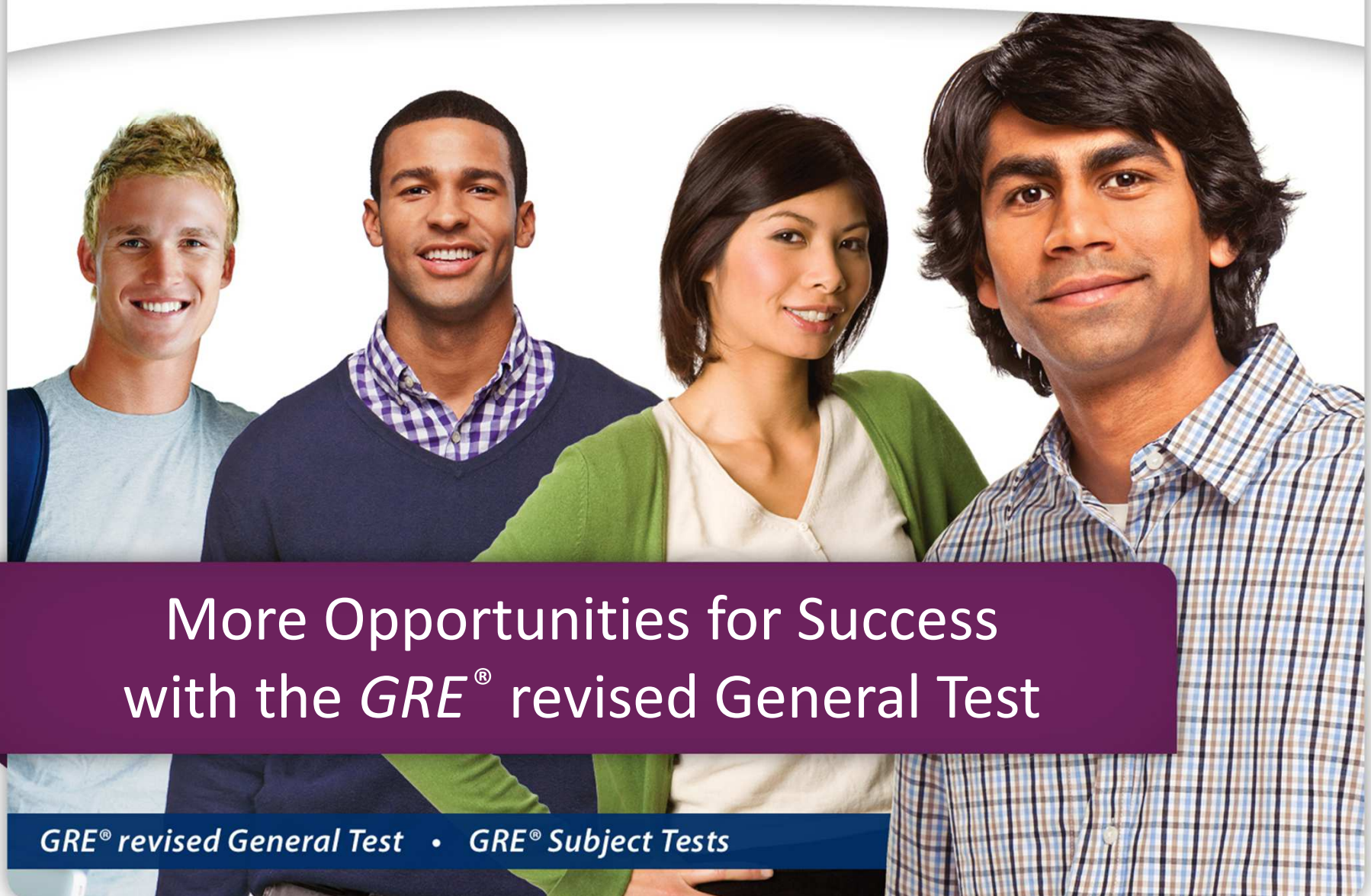
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*Listening. Learning. Leading.®*



# More Opportunities for Success with the *GRE*<sup>®</sup> revised General Test

*GRE*<sup>®</sup> revised General Test • *GRE*<sup>®</sup> Subject Tests

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## The *GRE*<sup>®</sup> revised General Test Advantage

- **Study anywhere**
  - Accepted by 3,000 institutions worldwide for their graduate and business programs
  - About 1,000 business schools accept it
  - Individuals can take one test to pursue both options
  
- **Choose from many test locations**
  - Available at about 700 locations worldwide

*For graduate school. For business school. For your future.*



# A New Test-taker Friendly Design

GRE® Test Preview Section 3 of 3

ETS

Question 8 of 11

Hide Time 00 : 31 : 24

Quit Test Exit Section Review Mark Calc Help Back Next

A merchant made a profit of \$5 on the sale of a sweater that cost the merchant \$15. What is the profit expressed as a percent of the merchant's cost?

Give your answer to the nearest whole percent.

Calculator

33.

MR MC M+ ( )

7 8 9 + C

4 5 6 x CE

1 2 3 - √

± 0 . + =

Transfer Display

33. %

Click on the answer box and type in a number. Backspace to erase.

• You can move more freely within a section

• Real-life scenarios

• New types of questions

• An on-screen calculator

*For graduate school. For business school. For your future.*

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Website

[www.takethegre.com](http://www.takethegre.com)

*For graduate school. For business school. For your future.*

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## Questions on *TOEFL iBT*<sup>®</sup> and *GRE*<sup>®</sup>



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**Thank you!**

# **Stand # 10**

**Franziska Rühl, ETS Global – Berlin - [fruehl@etsglobal.org](mailto:fruehl@etsglobal.org)**

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