Preparation for the
TOEFL® and GRE® Tests
Studying in English
IATEFL Besig 2012
Franziska Rühl – ETS Global – Berlin, Germany
Overview

• Educational Testing Service (ETS)

• TOEFL iBT®

• GRE®

• Questions and Answers
• 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
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
Why do universities value the TOEFL® 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
TOEFL iBT® Test

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

Go anywhere from here
The TOEFL iBT® Test Format

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

Note-taking is allowed throughout the test.
The word **pose** in the passage is closest in meaning to:

- claim
- model
- assume
- present

**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 the 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 deep, 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.
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.

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.
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.
- An iridium-enriched sediment layer and a large impact crater in the Yucatan 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.
- 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.
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
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.
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.
b) integrated question
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 problem 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)

Test Date: 22 Oct 2005

Registration Number: 4234 5678 9123 4567
Inst. Code: 0802

Name: Tanaka, Miki
Dept. Code:

Gender: Female
Dept. Description:

Native Country: Japan
Native Language: Japanese

Date of Birth: 19 May 1997

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

SAMPLE ONLY

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

TOEFL SCALED SCORES

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
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<tbody>
<tr>
<td>Reading</td>
<td>17</td>
</tr>
<tr>
<td>Listening</td>
<td>17</td>
</tr>
<tr>
<td>Speaking</td>
<td>14</td>
</tr>
<tr>
<td>Writing</td>
<td>17</td>
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<tr>
<td>Total Score</td>
<td>65</td>
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# TOEFL® iBT Test: Score Report (2)

## Reading Skills

<table>
<thead>
<tr>
<th>Level</th>
<th>Your Performance</th>
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</thead>
</table>
| Intermediate (10–21) | Test takers who receive a score at the INTERMEDIATE 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.   Test takers who receive a score at the INTERMEDIATE level typically:  
  - have a good command of common academic vocabulary but still have some difficulty with high-level vocabulary;  
  - have a very good understanding of grammatical structure;  
  - 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;  
  - 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  
  - can abstract major ideas from a text but have more difficulty doing so when the text is conceptually dense. |

## Listening Skills

<table>
<thead>
<tr>
<th>Level</th>
<th>Your Performance</th>
</tr>
</thead>
</table>
| Intermediate (14–21) | Test takers who receive a score at the INTERMEDIATE 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.  
  When listening to conversations and lectures like these, test takers at the INTERMEDIATE level typically can:  
  - 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;  
  - understand how information is being used (for example, to provide support or describe a step in a complex process);  
  - recognize how pieces of information are connected (for example, in a cause-and-effect relationship);  
  - 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  
  - 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. |
Student FAQs about Testing

How do I register for the TOEFL® test?
  • Online: 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
TOEFL® Go Anywhere Website

Website contents include:

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

www.toeflgoanywhere.org
**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

[Visit www.toeflgoanywhere.org](http://www.toeflgoanywhere.org)
TOEFL® 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® registration profile.
Content:

- 8-week-plan
- Advice on all four sections
- Sample questions
- Comments from ETS raters
TOEFL® TV Channel on YouTube®

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Videos

TOEFL® Resources

Inside the TOEFL Test: Speaking and Writing

Go anywhere from here
Welcome to the TOEFL iBT® Test Site

The TOEFL® Test: Your Passport to the World

The TOEFL Test Advantage

Go anywhere from here
Free preparation material

TOEFL® Test Sampler

- For free after registration

Free Sample Questions

- www.toeflgoanywhere.org/content/test-tips-questions-you-experts

TOEFL® Test Prep Planner

- www.ets.org/toefl/planner

TOEFL® Quick Prep

- www.ets.org/toefl/quickprep
# TOEFL iBT® Test - Figures

<table>
<thead>
<tr>
<th>Native Language</th>
<th>Reading</th>
<th>Listening</th>
<th>Speaking</th>
<th>Writing</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>German</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>24</td>
<td>96</td>
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</tbody>
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## CEFR TOEFL Score

<table>
<thead>
<tr>
<th>CEFR</th>
<th>TOEFL Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0–56</td>
</tr>
<tr>
<td>B1</td>
<td>57–86</td>
</tr>
<tr>
<td>B2</td>
<td>87–109</td>
</tr>
<tr>
<td>C1</td>
<td>110–120</td>
</tr>
</tbody>
</table>
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Advantages that make your journey easier.

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GRE® revised General Test • GRE® Subject Tests
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  - Individuals can take one test to pursue both options

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<table>
<thead>
<tr>
<th>Section</th>
<th>Skills Measured</th>
<th>Number of Questions</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Writing</td>
<td>Critical thinking and analytical writing</td>
<td>1 “Analyze an Issue” task and 1 “Analyze an Argument” task</td>
<td>30 min. per task</td>
</tr>
<tr>
<td>(1 section)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal Reasoning</td>
<td>Reading comprehension, verbal and analytical reasoning</td>
<td>20 questions per section</td>
<td>30 min. per section</td>
</tr>
<tr>
<td>(2 sections)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Focuses on basic concepts of arithmetic, algebra, geometry and data analysis</td>
<td>20 questions per section</td>
<td>35 min. per section</td>
</tr>
<tr>
<td>(2 sections)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unscored*</td>
<td>--</td>
<td>Varies</td>
<td>Varies</td>
</tr>
<tr>
<td>Research **</td>
<td>--</td>
<td>Varies</td>
<td>Varies</td>
</tr>
</tbody>
</table>

*An unidentified unscored section that does not count toward a score may be included and may appear in any order after the Analytical Writing section.

** An identified research section may be included in place of the unscored section. Questions in this section are included for ETS research purposes and will not count toward your score.
A New Test-taker Friendly Design

- You can move more freely within a section
- Real-life scenarios
- New types of questions
- An on-screen calculator
Questions on TOEFL iBT® and GRE®
Thank you!

Stand # 10

Franziska Rühl, ETS Global – Berlin - fruehl@etsglobal.org