

INTRODUCTION

Communicative techniques have prevailed for many years in the teaching of English to speakers of other languages (ESOL)—and the testing world is finally catching up. Students once saw little connection between solid ESOL courses and such high-stakes tests as the TOEFL® Test. The advent of communicative testing, which asks students to work across the four language skills, changes all of that. The purpose of this book is to make this connection clear, and to help students to work on the skills that will actually improve their English—not just for test preparation, but for academic purposes as well.

This book can be used as a core text in multi-skills English for Academic Purposes (EAP) classes and in dedicated communicative-test preparation programs (such as a TOEFL®-prep class). This book *builds* academic English language skills, *practices* those skills, and finally *tests* them. This volume works well as a classroom text and can also be used by students for self-study (see the section How to Use This Book: For Students on page xiv).

Using This Book for Test Preparation

The complete revision of the TOEFL® Test released in 2005 (referred to in this book as the 2005 TOEFL®) makes earlier test-preparation materials obsolete. Consequently, this book does not look like a traditional test-preparation book. It works on the skills that students develop in EAP classes because these skills are now, in themselves, valuable preparation for important tests like the 2005 TOEFL®. These tests reward students who have worked hard to develop their communicative abilities in English, not just students who have spent a lot of time in test-prep classes. Students cannot memorize grammar rules or vocabulary lists in order to improve their tests scores because discrete-point grammar and vocabulary questions are no longer part of the TOEFL® Test. Although other tests may continue to use the discrete-point test format, the TOEFL® Test remains the most widely used English language admissions test, and other tests can be expected to follow its lead in becoming more communication-oriented.

Other TOEFL®-preparation materials are software-based and awkward to use in classroom situations. Even if you have an excellent computer lab at your disposal, it is hard to teach from software. This book was written **by EAP teachers for EAP teachers and students**. We focused on making it as teacher friendly as possible. We look at test preparation through an EAP teacher's eyes. We are delighted by the new legitimacy that communication-oriented tests give to the testing process and to the efforts of EAP teachers. As teachers, our principle goal is for students to improve their language skills. Fortunately, *these efforts now constitute test preparation* (as they always should have).

To adequately prepare for the 2005 TOEFL®, students must tackle both longer readings (600–700 words) and more substantial listening passages (three to four minutes) than on previous versions of the test. Such readings appear in print in this guide, and such listening passages are on the accompanying

CDs and in the audio script (in the back of the book). Whereas in an actual testing situation TOEFL® Test questions will be answered at a computer, these questions can be presented just as well in print. The computer is just a tool; the 2005 TOEFL® is not a computer-adaptive test.

To help students preparing to take the 2005 TOEFL® Test, this book contains extensive sections on how written and spoken responses will be rated. These include sample essays and spoken responses that are broken down and explained for students. Of course, this helps students see which features can improve their performance. It also encourages true skill improvement through self-editing and working to understand the reactions of native-speaker listeners and readers.

The answer key is provided in the back of this book. We believe that having access to answers improves students' ability to monitor their progress and ultimately prepare for the test itself. Students serious about raising their TOEFL® scores will only use the answer key to check answers *after* full effort has been made to answer the questions independently. In addition, a book can never truly mimic a test administered by computer. That said, in the listening and practice test sections, it's possible for more advanced students to read and answer the questions as they listen to the lectures and conversations. As a result, teachers may want to ask students to close their books as they listen so they can focus their attention on understanding and taking notes about the passages.

Using This Book for Building EAP Skills

This book focuses on academic tasks across the four main skill areas: *reading*, *listening*, *writing*, and *speaking*. Within each chapter, key academic skills are identified, explained, and practiced in the **Building Skills** sections. These academic skills are then worked across the four language skills. For example, Building Skills: Identifying the Main Idea is introduced in the *reading* section, then applied to the context of a lecture in the *listening* section. The *writing* section explains how to write a main idea in thesis statements and topic sentences, and finally the skill is applied to *speaking* with hints about how to clearly state the main idea in a spoken response. This book takes key academic skills, breaks them down, gives examples and lots of practice, and shows how they might be tested—all while connecting them across the four language skills. The result is **true multi-skills EAP practice** that will improve students' success in academic work in English.

The book's many exercises offer ample opportunity for classroom activity. Working with the sample student responses, students can develop their skills as editors and reviewers of their own writing and speaking. There are many opportunities for simulated test practice throughout each part of the book.

Organization of This Book

After a short description of communication-oriented tests, this book is organized on a skill-by-skill basis. There are four skill-related sections: reading, listening, writing, and speaking. The skills developed in each part depend on those that were developed in previous parts; the book is meant to be completed in order from beginning to end. Other possible sequencing can work, but students may find that they will want to study previous sections as they work through the exercises. There is

cross-application of skills because many writing and speaking tasks depend on reading and listening input.

Within each skill section, sequenced activities move from short-context exercises to full-length review activities. Answers for all of these exercises are provided either in the part (with discussion and analysis) or in the answer key at the end of the book. A complete practice test modeled after the 2005 TOEFL® is included. This can be used by students in part or as a whole, and by teachers as extra homework practice or as a whole simulated test.

A Note about the Use of Authentic Materials

The majority of full-length readings are taken from authentic college-level textbooks and academic books published by the University of Michigan Press. All the lectures in the listening section are authentic, taken from university first- and second-year general education classes. However, we have slowed the pace of the listening passages to more closely simulate a testing situation. The pace, lecture to lecture, will vary in an attempt to expose students to more true-to-life listening experiences and to improve students' overall listening comprehension skills. Because of these decisions, some lectures practiced on the audio program are longer than four minutes proscribed by the TOEFL®. To achieve the necessary focus, shorter skill-development passages have been constructed by the authors. Writing and speaking items, because of their nature, were constructed by the authors. The sample student writing and speaking responses found in the How Your Response Will Be Graded sections were collected from international graduate and undergraduate students at a large state university. The non-native speakers contributed their responses in a proctored, timed session simulating test conditions. By keeping the materials in the book as close to authentic as possible, we hope to prepare students for the types of academic tasks that they will encounter in a university context.

How to Use the Audio Component for This Book

The two audio CDs packaged with the text include: all of the lectures, conversations, and practice exercises in the Part 2: Listening; the lectures and sample prompts that are integral to the integrated writing task in Part 3: Writing; the conversation and lecture prompts on which speaking responses are based in Part 4: Speaking; and all the material on the Practice Test that requires listening. The sample student responses to the speaking prompts are not included on these CDs. Because these samples were not recorded in a studio and were recorded by having students record their responses into a microphone on a computer—in order to replicate the testing situation—the responses can be found on the University of Michigan Press ESL website: www.press.umich.edu/esl/testprep. You will need to have a media player plug-in installed on your computer to listen to these audio files. However, access to the Internet is not necessary to use this book. Students preparing to take the 2005 TOEFL® can gain much insight into the speaking responses by reading each written version of the response, viewing the score of each response, and understanding the analysis of the response.

The  icon indicates a new track on the audio CDs. For some activities, the listening material requires listening to more than one track. Instructions as to when to **Press Play** are provided in the text for each item on the audio. To make it easier to move through the audio, press **Pause**, not **Stop**, when the narrator says “Stop the audio.” A list of items on the audio can be found on the very last page of the book (opposite the audio CDs).

How to Use This Book: For Students

This book contains exercises and narrative explanations about the exercises. This book is arranged in a specific order by skill (reading, listening, writing, and speaking) and is then divided into smaller skills such as Identifying the Main Idea. The book is meant to be completed from beginning to end, since the later parts heavily rely on skills that are developed and practiced earlier.

The answer key will assist you as you progress through most exercises. However, there are some tasks, like writing a timed essay, for which there is no one right answer. For items such as these, we provide extensive sample responses at different levels. These passages are authentic student writing. Each of these was rated by a panel of experts. There is an explanation of why each response received its score. You should read through these sections and compare your work to that of other students to get an idea about how responses are scored.

If you are using this book in preparation for the 2005 TOEFL[®], you should give yourself plenty of time to practice. If you do not have access to a teacher or tutor, forming a study group with friends who are also going to take the test will help. And remember, as you are practicing for the test, you are also practicing vitally important academic skills that will serve you well in your university life.

What to Expect on the 2005 TOEFL[®]

Physical Conditions

You will take the 2005 TOEFL[®] by computer. However, the computer is simply a tool for transmitting your test answers to the Educational Testing Service. The format of the test is not dependent on high technology and could just as easily be done with a piece of paper and a tape recorder. Unlike the CBT[®], the 2005 TOEFL[®] is *not* computer-adaptive (all questions are the same for every test-taker).

The entire test takes about four hours.

What to Expect: Skill-by-Skill

Reading

1. The reading test will present three readings (about 600–700 words each), one at a time, in a long bar on one side of your computer screen. You have 25 minutes to read each passage and complete about 13 questions related to it. You will be able to view the reading while you answer the questions related to it.

2. In most reading questions, you will choose the best answer by clicking on an oval. If the question requires more than one answer, you will click two boxes.
3. To answer other questions, you will move pieces of text into place in tables or a summary box.
4. After choosing your answer to a reading question, click a Next button near the top of the screen to move to the next question.
5. In the reading section only, you may go back to change your answers as long as the 25-minute limit has not expired and you have not clicked a button to move to the next reading.

Listening

1. For the listening part of the test, you will wear headphones connected to your computer. This section takes about one hour.
2. The listening section contains six listening passages—two conversations and four lectures. The shortest of these is about two and one-half minutes long, and the longest is close to five minutes. There are about 35 questions total for these six passages.
3. As you listen to each passage, one or more pictures representing the listening situation will appear on your screen.
4. While you listen, you can take notes.
5. There are two types of listening passages.
 - a. *Conversations* (two passages): Conversations involve typical, academic-setting topics and speakers—advisor-student, student-student, professor-student, and so on. Most conversations involve two speakers, but some may involve more.
 - b. *Academic lectures* (four passages): Academic lectures are usually monologues, with a professor speaking on an academic or classroom-related topic. Some academic lectures may include interaction between lecturer and students.
6. Each listening passage is followed by five or six questions that focus on two main types of understanding:
 - a. *The comprehension of facts*—questions about main ideas and details in the passage
 - b. *Pragmatic understanding*—questions about the speaker’s attitude, purpose, or feelingsOnce you have started to answer the questions about the passage, you cannot go back to listen to any part of the passage again.

Break

There will be a ten-minute break after the listening section of the TOEFL® Test.

Speaking

1. The speaking section is similar in form and content to the TAST® (TOEFL® Academic Speaking Test). It contains six questions: Two of these ask you to draw on your own

- knowledge and experience to speak about a topic. In the next four questions, you will listen to short conversations and lectures or read about topics before you speak about them.
2. The use of several skills in answering the speaking questions is intended to help you integrate skills.
 3. You will be allowed to take notes during the speaking section.
 4. For each question, you will have some preparation time (15 to 30 seconds), and 45 to 60 seconds in which to respond. Note that the timer on the computer will monitor your response time for each question and will stop recording from the microphone at the designated time limit.
 5. Once you have started to answer the questions, you cannot go back to listen to the passages again.

Speaking Section Question Types				
Question Number	Question Types	Preparation Time	Response Time	Expected Response
1	<i>Independent speaking.</i> Choose something and explain your choice	15 seconds	45 seconds	opinion
2	<i>Independent speaking.</i> Tell about a preference.	15 seconds	45 seconds	opinion
3	<i>Short reading and short listening about a general topic related to university life.</i>	30 seconds	60 seconds	summary
4	<i>Short reading and short lecture on an academic topic.</i>	30 seconds	60 seconds	summary
5	<i>Listen to a conversation about a school-related problem or topic.</i>	20 seconds	60 seconds	summary and opinion
6	<i>Listen to a short lecture.</i>	20 seconds	60 seconds	summary

Writing

1. Your written answers on the 2005 TOEFL® will be typed on a keyboard and displayed on a computer screen.
2. You will also have some sheets of scratch paper at hand for taking notes.

3. There are two types of writing on the 2005 TOEFL®.
 - a. *Independent task*: a 30-minute opinion or preference essay
 - b. *Integrated task*: a 20-minute response to a reading and a lecture about the same topic
4. The 30-minute independent task is much like that on the TWE® (Test of Written English).
5. The integrated reading-listening-writing task involves summarizing and integrating the information from the reading and the lecture. The reading remains on the screen for five minutes and then will disappear. You will hear the lecture (about three minutes long) through your headset. You will only be able to listen to the lecture once.

Scoring

At the time this book went to press, possible points on the 2005 TOEFL® Test totalled 120, 30 points per section. For updated scoring information, please visit the ETS website (www.ets.org).