

How *The Michigan Guide* Correlates to the iBT

The Reading Section

According to ETS, the reading material used on the iBT will include **exposition, argumentation, and narrative. All readings are between 500–800 words.**

The Michigan Guide to English for Academic Success and Better TOEFL® Test Scores includes these types of readings, as shown, with academic disciplines and word counts. (Note that many readings could be found in various undergraduate disciplines although just one is given here.)

Item	Topic of Reading	Academic Discipline	Style of Writing	# of Words
Exercise 1, pp. 5–6	Capitalism	Economics	Exposition	
Exercise 2, p. 7	Chemical analysis of ink	Science	Argumentation	
Exercise 3, p. 8	Bioethics	Health care	Exposition	
Exercise 4, pp. 9–10	Solar disturbances	Astronomy	Exposition	
Exercise 5, p. 11	Cats in Shakespeare	Literary criticism	Argumentation	
Exercise 6, p. 12	Superconductivity	Science	Exposition	
Exercise 7, pp. 13–14	Evolution	Science	Argumentation	
Reading 1, pp. 17–18	Endocrine disorders	Biotechnology	Argumentation	675 words
Reading 2, pp. 24–25	Developing societies	Sociology/politics	Argumentation	669 words
Main Idea 1, pp. 31–32	Clinton's cat	Sociolinguistics	Argumentation	749 words
Main Idea 2, pp. 35–36	Herbal medicine	Health care	Argumentation	573 words
Main Idea 3, pp. 39–40	Adoption	Sociology	Exposition	736 words
V-Ex. 1, pp. 48–49	Lasers	History	Narrative	
V-Ex. 2, pp. 49–50	Cultural diffusionists	Archeology/anthropology	Exposition	
V-Ex. 3, p. 51	Superconductivity	Science	Exposition	
V-Ex. 4, p. 52	Bioethics	Health care	Exposition	
V-Ex. 5, pp. 53–54	Evolution	Science	Argumentation	
V-Ex. 6, p. 55	Solar disturbances	Astronomy	Exposition	
V-Ex. 7, p. 56	Edison vs. Westinghouse	History	Narrative	
V-Reading 1, pp. 58–59	Adoption	Sociology	Argumentation	
V-Reading 2, pp. 63–64	Unaltered Eden	Geography/geology	Exposition	539 words
V-Reading 1, pp. 68–69	Herbal medicine	Health care	Argumentation	573 words
V-Reading 2, pp. 72–74	Atomic bomb	Science	Argumentation	758 words
V-Reading 3, pp. 76–78	Cultural diffusionists	Archeology/anthropology	Exposition	688 words
Practice Test Passage 1, pp. 209–10	Muir	Environmental science	Narrative	673 words
Practice Test Passage 2, pp. 214–15	Mancusso	Science	Narrative	605 words
Practice Test Passage 3, pp. 218–20	Dietary supplements	Health	Argumentation	786 words

According to ETS, the questions used on the Reading section of the test will test **reading to find information**, **reading for basic comprehension**, and **reading to learn**.

Questions fall into these basic categories: **understand the main idea(s)**; **understand vocabulary meaning**; **identify pronouns and their referents**; **make inferences and draw conclusions**; **find and understand key facts/important information and recognize what hasn't been said (negative fact)**; **simplify sentences and create accurate paraphrases of information from a text**; **recognize logical sequencing (text insertion)**; **understand why and how an author explains things as he/she does (rhetorical purpose)**; and **create a prose summary or schematic table for organizing information or noting major points**.

The Michigan Guide to English for Academic Success and Better TOEFL® Test Scores includes the types of questions shown in the charts that follow.

Vocabulary	
Ex. 1, pp. 5–6	Item 3
Ex. 3, p. 8	Item 2
Ex. 4, pp. 9–10	Item 2
Ex. 7, pp. 13–14	Item 2 (phrase)
Reading 1, pp. 17–18	Item 2
Main Idea 1, pp. 31–32	Item 2
Practice Test Passage 1	Item 3 (phrase), Item 5, Item 8
Practice Test Passage 2	Item 1, Item 7
Practice Test Passage 3	Item 3 (phrase), Item 5, Item 8 (phrase)
Vocabulary section	ALL ITEMS, pp. 48–78

Pronoun referents	
Ex. 1, pp. 5–6	Item 2
Ex. 2, p. 7	Item 2
Ex. 6, p. 12	Item 2
Reading 1, pp. 17–18	Item 3
Main Idea 1, pp. 31–32	Item 4
Main Idea 2, pp. 35–36	Item 3
Main Idea 3, pp. 39–40	Item 3
Practice Test Passage 2	Item 4
Practice Test Passage 3	Item 3

Sentence simplification	
Ex. 1, pp. 5–6	Item 4
Ex. 2, p. 7	Item 4
Ex. 3, p. 8	Item 4
Ex. 4, pp. 9–10	Item 4
Ex. 5, p. 11	Item 4
Ex. 6, p. 12	Item 4
Ex. 7, pp. 13–14	Item 4
Reading 1, pp. 17–18	Item 4
Reading 2, pp. 24–25	Item 4
Main Idea 1, pp. 31–32	Item 5
Main Idea 2, pp. 35–36	Item 4
Main Idea 3, pp. 39–40	Item 4

Key facts	
Ex. 2, p. 7	Item 3
Ex. 4, pp. 9–10	Item 3
Ex. 5, p. 11	Item 2, Item 3
Reading 2, pp. 24–25	Item 2
Main Idea 1, pp. 31–32	Item 2
Main Idea 2, pp. 35–36	Item 2
Practice Test Passage 2	Item 3, Item 5
Practice Test Passage 3	Item 4, Item 6, Item 7, Item 9

Negative facts	
Practice Test Passage 1	Item 7
Practice Test Passage 2	Item 8
Practice Test Passage 3	Item 2

Inference	
Ex. 3, p. 8	Item 3
Ex. 6, p. 12	Item 3
Ex. 7, pp. 13–14	Item 3
Practice Test Passage 1	Item 3, Item 4, Item 9
Practice Test Passage 2	Item 9

Insert text	
Reading 1, pp. 17–18	Item 5
Reading 2, pp. 24–25	Item 5
Main Idea 1, pp. 31–32	Item 6
Main Idea 2, pp. 35–36	Item 5
Main Idea 3, pp. 39–40	Item 5
Practice Test Passage 1	Item 10
Practice Test Passage 2	Item 10
Practice Test Passage 3	Item 10

Rhetorical purpose	
Ex. 5, p. 11	Item 2
Practice Test Passage 1	Item 2
Practice Test Passage 2	Item 6

Prose summary	
Ex. 1, pp. 5–6	Item 6
Main Idea 2, pp. 35–36	Item 6
Practice Test Passage 2	Item 11

Schematic table	
Reading Passage 2, pp. 24–25	Item 6
Main Idea 1, pp. 31–32	Item 7
Main Idea 3, pp. 39–40	Item 6
Practice Test Passage 1	Item 11
Practice Test Passage 3	Item 11

The Listening Section

According to ETS, **lectures** are to be between 500–600 words and 4 to 6 minutes in length. Some lectures will feature art/graphics, and some will include a student interaction/interruption of the lecturer.

Conversations are to be about 3 minutes in length and have 12–25 exchanges. Conversations are also supposed to **present a problem or express a need (P)**, **develop the situation (D)**, and **then explain/offer an outcome (O)**. Some conversations will be service encounters.

Listening passages are supposed to feature **misspeaks, false starts, sentence fragments, hesitations, polite interruptions, digressions, and reduced speech.**

The Michigan Guide to English for Academic Success and Better TOEFL® Test Scores includes the types of listening passages as shown in the chart, with disciplines and word counts.

Item	Listening Passage	Academic Discipline/ Conversation Type	Word Count	Length
Practice 1, pp. 84–85	LECTURE: Economic Conditions	Economics	199 words	2:35
Practice 2, pp. 87–88	CONVERSATION	2 speakers (both are students), P-D-O	19 exchanges	1:54
Exercise 4, pp. 90–92	LECTURE: Gathering Information	Psychology	640 words	5:52
Practice 3, pp. 93–94	LECTURE: Gender	Science	228 words	2:00
Practice 1, pp. 96–98	LECTURE: Mental Illness	Psychology	397 words	3:42
Ex. 1, pp. 99–100	CONVERSATION	2 speakers (1 is student), P-D-O	32 exchanges	4:47
Practice 2, pp. 101–3	LECTURE: Poverty	Political Science /Sociology	376 words	3:20
Practice 3, pp. 106–7	LECTURE: Modern Social Change	Sociology	732 words	7:04
Practice 2, pp. 112–13	LECTURE: Genes	Biology	More than 700 words	9:27
Exercise 2, pp. 114–15	CONVERSATION	2 speakers (both are students), P-O	30 exchanges	4:31
Practice 4, pp. 117–18	LECTURE: Politics and Resources	Political Science (3 students answer/interact)	More than 700 words	7:33
Practice Test	CONVERSATION	2 speakers (1 is student), unclear if there is a problem or need, etc.	35 exchanges	3:41
Practice Test	CONVERSATION	2 speakers (1 is student), P-D-O	48 exchanges	4:39
Practice Test	LECTURE: Geography	Geography (3 student interjections)	More than 700 words	7:42
Practice Test	LECTURE: Cyrus the Great	History (many, many student interjections/Answers)	More than 1,000 words	10:10
Practice Test	LECTURE: Economics	Economics (just 1 student interjection)	More than 800 words	9:27
Practice Test	LECTURE: Plants	Biology	More than 500 words	4:50

According to ETS, the questions used on the Listening section of the test will target **listening for basic comprehension, listening for pragmatic understanding, and connecting and synthesizing information.**

Questions fall into these basic categories **main idea(s); supporting details; organization-rhetorical connections; identifying relationships (topic shifts, digressions, exemplification); linking questions (inference, cause and effect, predictions, generalizations); stance questions (attitude, implications); function questions (function-meaning and replay questions).**

Conversations are to be about 3 minutes in length and have 12–25 exchanges. Conversations will **present a problem or express a need, develop the situation, and then explain/offer an outcome.**

Listening passages can feature **misspeaks, false starts, sentence fragments, hesitations, polite interruptions, digressions, and reduced speech.**

The Michigan Guide to English for Academic Success and Better TOEFL® Test Scores includes these types of questions, as shown:

Main idea	
Practice 1, pp. 84–85	Item 1
Practice 2, pp. 87–88	Item 1
Exercise 4, pp. 90–92	Item 1
Practice 3, pp. 93–94	Item 1
Practice 2, pp. 101–3	Item 1
Practice 2, p. 112	Item 1
Practice 3, p. 116	Item 1
Practice 4, pp. 117–18	Item 1
Practice Test, Conversation 1	Item 1
Practice Test, Conversation 2	Item 6
Practice test, Lecture 1	Item 12

Supporting details	
Practice 1, pp. 84–85	Item 2
Practice 2, pp. 87–88	Item 3
Exercise 4, pp. 90–92	Items 3 and 4
Practice 3, pp. 93–94	Items 2 and 3
Practice 2, p. 101	Item 5
Practice 3, p. 106	Item 3
Practice 2, p. 112	Item 2
Practice 4, pp. 117–18	Item 2
Practice Test, Conversation 1	Items 2 and 3
Practice Test, Conversation 2	Items 8 and 11
Practice Test, Lecture 1	Items 13, 14, 15
Practice Test, Lecture 2	Items 17, 19, 20, 21
Practice Test, Lecture 3	Items 23, 24, 26, 28
Practice Test, Lecture 4	Items 30, 31, 34

Organization-rhetorical connections	
Practice 1, pp. 84–85	Item 3
Practice 3, pp. 93–94	Item 4
Practice 2, pp. 102–3	Items 2 and 3
Practice 3, p. 106	Item 2
Practice Test, Conversation 2	Item 9
Practice Test, Lecture 3	Item 1
Practice Test, Lecture 4	Items 35

Identifying relationships	
Exercise 4, pp. 90–92	Entire exercise
Practice Test, Lecture 3	Item 29
Exercise 4, pp. 90–92	Item 2

Linking	
Practice 1, pp. 96–98	Items 1, 2, 3
Practice 2, pp. 101–3	Item 4
Practice 3, pp. 106–7	Item 4
Practice Test, Conversation 2	Item 7
Practice Test, Lecture 1	Item 16
Practice Test, Lecture 2	Item 18
Practice Test, Lecture 3	Item 25
Practice Test, Lecture 4	Item 33

Stance	
Practice 2, pp. 87–88	Item 2
Practice 1, pp. 96–98	Item 4
Practice 3, pp. 106–7	Item 1
Practice 2, p. 112	Items 3 and 4
Practice 3, p. 114	Items 2, 3, 4, 5, 6
Practice 4, pp. 117–18	Item 3
Practice Test, Conversation 1	Item 5

Function	
Practice 2, pp. 87–88	Item 4
Practice 2, p. 112	Items 3 and 4
Practice 3, p. 114	Item 6
Practice 4, pp. 117–18	Items 4, 5, 6
Practice Test, Conversation 1	Item 4
Practice Test, Conversation 2	Item 10
Practice Test, Lecture 3	Item 27
Practice Test, Lecture 4	Item 32

The Writing Section

According to ETS, on the integrated task, the readings will be 230–300 words and the lectures will be 230–300 words. ETS says the readings and lectures will be set up in one of these three relationships: (1) **reading offers rationale and lecture casts doubt**; (2) **reading describes a problem and lecture attempts to solve**; or (3) **reading presents a general principle and lecture offers a counterexample or a surprise result**.

Integrated Task				
Reading/p. 153–55, hormones	Academic	R: 675 words		
Reading/p. 158–59, cats	Academic	R: 441 words		
Lecture/p. 166, poverty	Academic		L: close to 300 words	
Lecture/p. 168, biology	Academic		L: close to 400 words	
Reading + Lecture/p. 171, adipose tissue	Academic	R: 261 words	L: 276 words	R contains general principle; L is counterexample or surprise example
Reading + Lecture/p. 173, gender/sex det.	Academic	R: 261 words	L: 382 words	R is rationale; L casts doubt
Reading + Lecture Practice Test/p. 237, dispute	Academic	R: 230–300 words	L: 490 words	R describes problem; L attempts to solve

According to ETS, students will be asked to do the following on the independent writing task: **support an opinion, agree or disagree with a statement, or indicate a preference. The prompts will primarily be TWE®-like and on topics that students can address based on life experience.**

Independent Task		
p. 135 dying languages	Agree/disagree	Academic content but personal opinion
p. 139, parents	Agree/disagree	Personal opinion based on experience
PT p. 238, life lessons	Agree/disagree	Personal opinion based on experience

The Speaking Section

According to ETS, the tasks on the Speaking section are designed as follows:

Independent

Task 1: Nonacademic topic: personal preference question

Task 2: Nonacademic topic: choice between two contrasting actions

Integrated

Task 3: Reading of 75–100 words; listening of 60–80 seconds and 150–180 words: **Summarize** about a campus situation

Task 4: Reading of 75–100 words; listening of 60–90 seconds and 150–220 words: **Combine-convey/synthesize** on an academic topic

Task 5: Listening of 60–90 seconds and 150–220 words; **conversation** involving a student and involving a problem; 2 solutions are presented about a campus situation: **Give your opinion about solving a problem; analyze what you heard.**

Task 6: Listening of 90–120 seconds and 230–250 words; **lecture** explains a concept and gives two examples on an academic topic: **Summarize and synthesize.**

Task Number	Task Type	Item Number/Page/Type	Item Length/Type
Task 1	Preference—nonacademic.	Q2, p. 193 campus-based; Q2, p. 235 PT, campus-based	
Task 2	Choice—nonacademic.		
Task 3	Summarize—campus-based. R 75–100 words L 60–80 sec/150–180 words	Q3, p. 197 summarize, campus-based; Q3, p. 235 PT, summarize, campus-based	Reading length: 44 words; 63 words Listening length: 55 words/48 seconds; 68 words/1 min.
Task 4	Synthesize—academic. R 75–100 words L 60–90 sec/150–220 words	Q4, p. 200 synthesize, academic; Q4, p. 236 PT, synthesize, academic	Reading length: 58 words; 51 words Listening length: 124 words/1:20; 132 words/1:35
Task 5	Conversation— opinion/analysis. L: 60–90 sec/180–220 words	Q5, p. 202 conversation, opinion; Q5, p. 236 PT, conversation, opinion	Listening length: 148 words/1:25; 171 words/2:21 Practice Test question also does present a student problem and 2 solutions
Task 6	Summarize/Synthesize— academic. L: 90–120 sec/230–280 words	Q6, p. 205 lecture, synthesize; Q6, p. 236 PT, lecture, synthesize	Listening length: 275 words/2:27; 251 words/2:36. Q6, p. 205 is explanation of concept with 2 examples.