



TOEFL

Listening. Learning. Leading.



TOEFL[®] iBT Performance Feedback for Test Takers

Reading Skills

LEVEL

HIGH (22–30)

YOUR PERFORMANCE

Test takers who receive a score at the **HIGH** level, as you did, typically understand academic texts in English that require a wide range of reading abilities regardless of the difficulty of the texts.

Test takers who score at the **HIGH** level, typically:

- have a very good command of academic vocabulary and grammatical structure;
- can understand and connect information, make appropriate inferences and synthesize ideas, even when the text is conceptually dense and the language is complex;
- can recognize the expository organization of a text and the role that specific information serves within the larger text, even when the text is conceptually dense; and
- can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.

ADVICE FOR IMPROVEMENT

Read as much and as often as possible. Make sure to include academic texts on a variety of topics written in different genres and with different degrees of conceptual density as part of your reading.

- Read major newspapers, such as *The New York Times* or *Science Times*, and websites (National Public Radio [NPR] or the BBC).
- Write summaries of texts, making sure they incorporate the organizational pattern of the originals.

Continually expand your vocabulary. Continually practice using new words you encounter in your reading. This will help you remember both the meaning and correct usage of the new words.

INTERMEDIATE (15–21)

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.

Read as much and as often as possible.

Study the organization of academic texts and overall structure of reading passages. Read an entire passage from beginning to end.

- Pay attention to the relationship between the **main ideas** and the **supporting details**.
- Outline the text to test your understanding of the structure of the reading passage.
- Write a summary of the entire passage.
 - ▶ If the text is a comparison, be sure that your summary reflects that.
 - ▶ If the text argues two points of view, be sure both points of view are reflected in your summary.

Continually expand your vocabulary by developing a system for recording unfamiliar words.

- Group words according to topic or meaning and study the words as a list of related words.
- Study **roots**, **prefixes** and **suffixes**; study **word families**.
- Use available vocabulary resources, such as a good thesaurus or a dictionary of collocations (words commonly used together).

LOW (0–14)

Test takers who receive a score at the **LOW** level, as you did, typically understand some of the information presented in academic texts in English that require a wide range of reading abilities, but their understanding is limited.

Test takers who receive a score at the **LOW** level typically:

- have a command of basic academic vocabulary, but their understanding of less common vocabulary is inconsistent;
- have limited ability to understand and connect information, have difficulty recognizing paraphrases of text information, and often rely on particular words and phrases rather than a complete understanding of the text;
- have difficulty identifying the author's purpose, except when that purpose is explicitly stated in the text or easy to infer from the text; and
- can sometimes recognize major ideas from a text when the information is clearly presented, memorable or illustrated by examples, but have difficulty doing so when the text is more demanding.

Read as much and as often as possible.

Develop a system for recording unfamiliar words.

- Group words into lists according to topic or meaning and review and study the words on a regular basis so that you remember them.
- Increase your vocabulary by analyzing word parts; study **roots**, **prefixes** and **suffixes**; study **word families**.

Study the organization of academic texts and overall structure of a reading passage. Read an entire passage from beginning to end.

- Look at connections between sentences; look at how the end of one sentence relates to the beginning of the next sentence.
- Look for the **main ideas** and **supporting details** and pay attention to the relationship between them.
- Outline a text to test your understanding of the structure of a reading passage.
 - ▶ Begin by grouping paragraphs that address the same concept.
 - ▶ Write one sentence summarizing the paragraphs that discuss the same idea.
 - ▶ Write a summary of the entire passage.

NOTE: Only performance descriptions appear on test taker score reports. These descriptions are preliminary and will be refined with additional research. Advice for improvement will be added to score reports in the future. The advice listed here is only a sample of the advice available. A more extensive listing of advice for each level of performance is available in the Learners and Test Takers section of the TOEFL website, www.ets.org/toefl, under the tab titled *Improve Your Skills*.

Listening Skills

LEVEL

HIGH (22–30)

YOUR PERFORMANCE

Test takers who receive a score at the **HIGH** 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, abstract or complex ideas and/or making sense of unexpected or seemingly contradictory information.

When listening to lectures and conversations like these, test takers at the **HIGH** level typically can:

- understand main ideas and important details, whether they are stated or implied;
- distinguish more important ideas from less important ones;
- understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process);
- recognize how pieces of information are connected (for example, in a cause-and-effect relationship);
- understand many different 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, even when it is not presented in sequence, and make correct inferences on the basis of that information.

ADVICE FOR IMPROVEMENT

Further develop your listening ability with daily practice in listening in English and by challenging yourself with increasingly lengthy listening selections and more complex listening material.

- Listen to different kinds of materials on a variety of topics:
 - ▶ Focus on topics that are new to you.
 - ▶ Listen to academic lectures and public talks.
 - ▶ Listen to audio and video material on TV, radio and the Internet.
 - ▶ Listen to programs with academic content, such as NOVA, BBC and NPR broadcasts.
 - ▶ Listen to conversations, phone calls and phone recordings.
 - ▶ Take live and audio-recorded tours (e.g., of museums).
- Listen actively:
 - ▶ Take notes as you listen for main ideas and important details.
 - ▶ Make predictions about what you will hear next.
 - ▶ Summarize.
 - ▶ Write down new words and expressions.
- For the more difficult material you have chosen to listen to, listen several times:
 1. First listen for the main ideas and key details;
 2. Then listen again to fill in gaps in your understanding; to understand the connections between ideas, the structure of the talk and the speakers' attitude; and to distinguish fact from opinion.

TOEFL® iBT Performance Feedback for Test Takers

NOTE: Only performance descriptions appear on test taker score reports. These descriptions are preliminary and will be refined with additional research. Advice for improvement will be added to score reports in the future. The advice listed here is only a sample of the advice available. A more extensive listing of advice for each level of performance is available in the Learners and Test Takers section of the TOEFL website, www.ets.org/toefl, under the tab titled *Improve Your Skills*.

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.

Practice listening in English daily. Gradually increase the amount of time that you spend listening, the length of the listening selections and the difficulty of the material.

- Listen to different kinds of materials on a variety of topics:
 - ▶ Start with familiar topics; then move to topics that are new to you.
 - ▶ Listen to audio and video material on tape/DVD or recorded from TV, radio and the Internet.
 - ▶ Listen to programs with academic content, such as NOVA, BBC and NPR broadcasts.
 - ▶ Listen to conversations and phone recordings.
- Listen actively:
 - ▶ Take notes as you listen for main ideas and important details.
 - ▶ Ask yourself about basic information (Who? What? When? Where? Why? How?).
 - ▶ Make predictions about what you will hear next.
 - ▶ Summarize.
 - ▶ Write down new words and expressions.
- For more difficult material, listen several times:
 1. First listen with English subtitles, if they are available;
 2. Then, without subtitles, listen for the main ideas and key details;
 3. Then listen again to fill in gaps in your basic understanding and to understand the connections between ideas, the structure of the talk and the speakers' attitude.

LOW (0–13)

Test takers who receive a score at the **LOW** level, as you did, typically understand the main idea and some important details of conversations. However, test takers at the low level may have difficulty understanding lectures and conversations in English that involve abstract or complex ideas and recognizing the relationship between those ideas. Test takers at this level also may not understand sections of lectures and conversations that contain difficult vocabulary or complex grammatical structures.

Test takers at the **LOW** level typically can:

- understand main ideas when they are stated explicitly or marked as important, but may have difficulty understanding main ideas if they are not stated explicitly;
- understand important details when they are stated explicitly or marked as important, but may have difficulty understanding details if they are not repeated or clearly marked as important, or if they are conveyed over several exchanges among different speakers;
- understand ways that speakers use language to emphasize a point or to indicate agreement or disagreement, but generally only when the information is related to a central theme or is clearly marked as important; and
- make connections between the key ideas in a conversation, particularly if the ideas are related to a central theme or are repeated.

Practice listening in English daily. Gradually increase the amount of time that you spend listening, as well as the length of the individual listening selections.

- Listen to different kinds of materials on a variety of topics.
 - ▶ Listen to recordings on topics that are familiar to you.
 - ▶ Listen to recordings of English lessons.
 - ▶ Listen to audio and video material on tape/DVD or recorded from TV.
 - ▶ Listen to short programs with some academic content.
 - ▶ Listen to conversations.
- Listen actively:
 - ▶ Take notes as you listen for main ideas and important details.
 - ▶ Ask yourself about basic information (Who? What? When? Where? Why? How?).
 - ▶ Make predictions about what you will hear next.
 - ▶ Summarize.
 - ▶ Write down new words and expressions.
- Listen several times to each recording:
 1. First listen with English subtitles, if they are available;
 2. Then, without subtitles, listen for the main ideas and key details;
 3. Then listen again to fill in gaps in your basic understanding and to understand the connections between ideas.

Speaking Skills

Speaking About Familiar Topics

LEVEL

GOOD (3.5–4.0)

YOUR PERFORMANCE

Your responses indicate an ability to communicate your personal experiences and opinions effectively in English. Overall, your speech is clear and fluent. Your use of vocabulary and grammar is effective with only minor errors. Your ideas are generally well developed and expressed coherently.

ADVICE FOR IMPROVEMENT

Look for opportunities to speak to native speakers of English. Interaction with others will improve your speaking ability.

- Ask a native speaker to provide feedback on your pronunciation problems (if any).
- Join an Internet voice chat.

FAIR (2.5–3.0)	LIMITED (1.5–2.0)	WEAK (0–1.0)
<p>Your responses indicate you are able to speak in English about your personal experiences and opinions in a mostly clear and coherent manner. Your speech is mostly clear with only occasional errors. Grammar and vocabulary are somewhat limited and include some errors. At times, the limitations prevent you from elaborating fully on your ideas, but they do not seriously interfere with overall communication.</p>	<p>Your responses indicate some difficulty speaking in English about everyday experiences and opinions. Listeners sometimes have trouble understanding you because of noticeable problems with pronunciation, grammar and vocabulary. While you are able to respond partially to the questions, you are not able to fully develop your ideas, possibly due to limited vocabulary and grammar.</p>	<p>Your responses are incomplete. They contain little or no content and are difficult for listeners to understand.</p>
<p>Think about topics related to student life (what type of classes you enjoy taking, what is the best place to study, where you would prefer to live [dorm or off campus]).</p> <ul style="list-style-type: none"> ■ Write down two reasons to explain your preference; practice speaking for one minute about each topic, using connecting words or phrases to help explain your opinion (“the reason I prefer,” “this is important to me because”). <p>Practice speaking for a limited time on different topics without a lot of preparation. Make a list of some general speaking topics (people you admire, places you enjoy visiting, things you enjoy doing).</p> <ul style="list-style-type: none"> ■ Then think of a specific example for each topic (a parent, the market, reading books). ■ Talk about each one for one minute, explaining what you admire or enjoy about each. ■ Repeat your responses to each topic two or three times to build up fluency. 	<p>Give yourself about 20 seconds to think about what you did yesterday. After 20 seconds, begin to recount what you did. Try to talk for one minute.</p> <ul style="list-style-type: none"> ■ Pay attention to your use of the past tense. ■ Try to use connecting words and phrases, such as “first,” “then,” “while I was.” <p>Give yourself about 20 seconds to think about what you will probably do tomorrow. Try to talk for one minute. After 20 seconds, begin to talk about what you are planning to do.</p>	<p>Practice speaking about different topics without a lot of preparation.</p> <p>Write down several questions about various topics (for example, about your family, your hobbies, your friends or your school). Select a question and answer it aloud.</p> <p>Think of a story that you are familiar with. Tell the story to several different people. Try to tell the story faster each time.</p>

NOTE: Only performance descriptions appear on test taker score reports. These descriptions are preliminary and will be refined with additional research. Advice for improvement will be added to score reports in the future. The advice listed here is only a sample of the advice available. A more extensive listing of advice for each level of performance is available in the Learners and Test Takers section of the TOEFL website, www.ets.org/toefl, under the tab titled *Improve Your Skills*.

Speaking Skills

Speaking About Campus Situations

LEVEL

GOOD (3.5–4.0)

YOUR PERFORMANCE

Your responses indicate an ability to speak effectively in English about reading material and conversations typically encountered by university students. Overall, your responses are clear and coherent, with only occasional errors of pronunciation, grammar or vocabulary.

ADVICE FOR IMPROVEMENT

Look for opportunities to build your fluency in English.

- Take risks and engage others in conversation in English whenever possible.
- Join an Internet chat room.

FAIR (2.5–3.0)	LIMITED (1.5–2.0)	WEAK (0–1.0)
<p>Your responses demonstrate an ability to speak in English about reading material and experiences typically encountered by university students. You are able to convey relevant information about conversations, newspaper articles and campus bulletins; however, some details are missing or inaccurate. Limitations of grammar, vocabulary and pronunciation at times cause difficulty for the listener. However, they do not seriously interfere with overall communication.</p>	<p>Your responses indicate that you have some difficulty speaking in English about information from conversations, newspaper articles, university publications and so on. While you are able to talk about some of the key information from these sources, limited grammar and vocabulary may prevent you from fully expressing your ideas. Problems with pronunciation make it difficult for listeners to understand you at times.</p>	<p>Your responses are incomplete. They include little or no information about the topic. Your speech is often difficult for listeners to understand, and the meaning is unclear.</p>
<p>Practice speaking English about everyday topics that are important to students' lives. This will develop your fluency and confidence.</p> <ul style="list-style-type: none"> ■ Find a speaking partner. Set aside time each week to practice speaking with your partner in English. ■ If you can't find a native English speaker, find a friend who wants to practice speaking English and promise to speak only English for a certain period of time. ■ Read articles from campus newspapers that can be found on the Internet. Discuss the articles with a speaking partner or friend. Practice summarizing the articles and expressing your opinions about the articles. 	<p>Develop friendships with people who want to speak English with you. Interaction with others will improve your speaking ability. If you can't find a native speaker, find a friend who wants to practice speaking English and promise to speak only English for a certain period of time.</p>	<p>Take a conversation class. This will help improve your fluency and pronunciation in English.</p>

NOTE: Only performance descriptions appear on test taker score reports. These descriptions are preliminary and will be refined with additional research. Advice for improvement will be added to score reports in the future. The advice listed here is only a sample of the advice available. A more extensive listing of advice for each level of performance is available in the Learners and Test Takers section of the TOEFL website, www.ets.org/toefl, under the tab titled *Improve Your Skills*.

Speaking Skills

Speaking About Academic Course Content

LEVEL

GOOD (3.5–4.0)

YOUR PERFORMANCE

Your responses demonstrate an ability to communicate effectively in English about academic topics typical of first-year university studies. Your speech is mostly clear and fluent. You are able to use appropriate vocabulary and grammar to explain concepts and ideas from reading or lecture material. You are able to talk about key information and relevant details with only minor inaccuracies.

ADVICE FOR IMPROVEMENT

Record yourself and then listen and transcribe what you said.

- Read a short article from a newspaper or textbook. Record yourself summarizing the article.
- Transcribe the recording and review the transcription. Think about other ways to say the same thing.

FAIR (2.5–3.0)	LIMITED (1.5–2.0)	WEAK (0–1.0)
<p>Your responses demonstrate that you are able to speak in English about academic reading and lecture material, with only minor communication problems. For the most part, your speech is clear and easy to understand. However, some problems with pronunciation and intonation may occasionally cause difficulty for the listener. Your use of grammar and vocabulary is adequate to talk about the topics, but some ideas are not fully developed or are inaccurate.</p>	<p>In your responses, you are able to use English to talk about the basic ideas from academic reading or lecture materials, but, in general, you include few relevant or accurate details. It is sometimes difficult for listeners to understand your responses because of problems with grammar, vocabulary and pronunciation. Overall, you are able to respond in a general way to the questions, but the amount of information in your responses is limited and the expression of ideas is often vague and unclear.</p>	<p>Your responses are incomplete. They include little or no information about the topic. Your speech is often difficult for listeners to understand, and the meaning is unclear.</p>
<p>Practice speaking for a limited time on different academic topics.</p> <ul style="list-style-type: none"> ■ Read a short article from a newspaper or a textbook. Write down key content words from the article. ■ Write down 2 or 3 questions about the article that include the content words. ■ Practice answering the questions aloud. Try to include the content words in your response. ■ After practicing, record your answers to the questions. 	<p>Practice speaking about current events.</p> <ul style="list-style-type: none"> ■ Read newspaper articles, editorials and cultural events in English. Share the information that you read with a friend in English. ■ Visit a university class and take notes in the class. Then use your notes to tell a friend about some of the information you heard in English. ■ Develop your academic vocabulary. Write down important new words that you come across while reading or listening and practice pronouncing them. ■ Listen to a weather report and take notes on what you heard. Then give the weather report to a friend in English. 	<p>Increase your vocabulary and improve your grammar in your speech.</p> <ul style="list-style-type: none"> ■ Study basic grammar rules so that your speech is grammatically correct. ■ As you learn new words and expressions, practice pronouncing them clearly. Record yourself as you practice.

NOTE: Only performance descriptions appear on test taker score reports. These descriptions are preliminary and will be refined with additional research. Advice for improvement will be added to score reports in the future. The advice listed here is only a sample of the advice available. A more extensive listing of advice for each level of performance is available in the Learners and Test Takers section of the TOEFL website, www.ets.org/toefl, under the tab titled *Improve Your Skills*.

Writing Skills

Writing Based on Reading and Listening

LEVEL	GOOD (4.0–5.0)
YOUR PERFORMANCE	<p>You responded well to the task, relating the lecture to the reading. Weaknesses, if you have any, might have to do with:</p> <ul style="list-style-type: none">■ slight imprecision in your summary of some of the main points, and/or■ use of English that is occasionally ungrammatical or unclear.
ADVICE FOR IMPROVEMENT	<p>Continue to improve your ability to relate and convey information from two or more sources. For example, practice analyzing reading passages in English.</p> <ul style="list-style-type: none">■ Read two articles or chapters on the same topic or issue, write a summary of each, and then explain the ways they are similar and the ways they are different.■ Practice combining listening and reading by searching for readings related to talks and lectures with teacher or a friend.

FAIR (2.5–3.5)	LIMITED (1.0–2.0)
<p>You responded to the task, relating the lecture to the reading, but your response indicates weaknesses, such as:</p> <ul style="list-style-type: none"> ■ an important idea or ideas may be missing, unclear or inaccurate; ■ it may not be clear how the lecture and the reading passage are related; and/or ■ grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand. 	<p>Your response was judged as limited due to:</p> <ul style="list-style-type: none"> ■ failure to understand the lecture or reading passage; ■ deficiencies in relating the lecture to the reading passage; and/or ■ many grammatical errors and/or very unclear expressions and sentence structures.
<p>Practice finding main points.</p> <ul style="list-style-type: none"> ■ Ask a friend to record news and informational programs in English from the television or radio, or download talks or lectures from the Internet. <ul style="list-style-type: none"> ▶ Listen and take notes. Stop the recording about every 30 seconds to write out a short summary of what you heard. ▶ Replay the recording to check your summary. Mark places where you are not sure if you have understood what was said or if you are not sure you have expressed yourself well. 	<p>Read and listen to academic articles and other material in your own language. Take notes about what you read and hear.</p> <ul style="list-style-type: none"> ■ Begin by taking notes in your own language and then take notes in English. ■ Summarize the points in complete English sentences. ■ Ask your teacher to review your writing and help you correct your errors. ■ Gradually decrease the time it takes you to read the material and write these summaries. ■ Practice typing on a standard English (QWERTY) keyboard.

NOTE: Only performance descriptions appear on test taker score reports. These descriptions are preliminary and will be refined with additional research. Advice for improvement will be added to score reports in the future. The advice listed here is only a sample of the advice available. A more extensive listing of advice for each level of performance is available in the Learners and Test Takers section of the TOEFL website, www.ets.org/toefl, under the tab titled *Improve Your Skills*.

Writing Skills

Writing Based on Knowledge and Experience

LEVEL	GOOD (4.0–5.0)
YOUR PERFORMANCE	<p>You responded with a well-organized and developed essay. Weaknesses, if you have any, might have to do with:</p> <ul style="list-style-type: none">■ use of English that is occasionally ungrammatical, unclear or unidiomatic, and/or■ elaboration of ideas or connection of ideas that could have been stronger.
ADVICE FOR IMPROVEMENT	<p>Continue to improve your ability to express opinions by studying the ways that published writers express their opinions.</p> <ul style="list-style-type: none">■ Read articles and essays written by professional writers that express opinions about an issue (for example, a social, environmental or educational issue).<ul style="list-style-type: none">▶ Identify the writer’s opinion or opinions.▶ Notice how the writer addresses possible objections to the opinions, if the writer discusses these.

FAIR (2.5–3.5)	LIMITED (1.0–2.0)
<p>You expressed ideas with reasons, examples and details, but your response indicated weaknesses, such as:</p> <ul style="list-style-type: none"> ■ you may not provide enough specific support and development for your main points; ■ your ideas may be difficult to follow because of how you organize your essay or because of the language you use to connect your ideas; and/or ■ grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand. 	<p>You attempted to express your opinion, but your response indicates notable deficiencies, such as:</p> <ul style="list-style-type: none"> ■ your response contains insufficient detail; ■ your ideas and your connections of ideas are difficult to understand because of many grammatical errors and/or very unclear expressions and sentence structure; and/or ■ your response is only marginally related to the question that was asked.
<p>Write a response to an article or essay in English, taking the opposite viewpoint.</p> <ul style="list-style-type: none"> ■ Outline your response. ■ Note the methods you use to support your ideas. <p>Reread what you have written.</p> <ul style="list-style-type: none"> ■ Make sure your supporting ideas are clearly related to your main point. ■ Note what method you use to develop each of your supporting points. ■ Make sure you have developed each of your points in detail. Is there anything more you could have said to strengthen your points? 	<p>Study the organization of good paragraphs and essays. A good paragraph discusses ONE main idea. This idea is usually written in the first sentence, which is called the topic sentence. In essay writing, each paragraph should discuss one aspect of the main idea of an essay.</p> <ul style="list-style-type: none"> ■ Write paragraphs in English that focus on one main idea and contain several complete sentences that explain or support that idea. ■ Ask your teacher to review your paragraphs for correctness.

NOTE: Only performance descriptions appear on test taker score reports. These descriptions are preliminary and will be refined with additional research. Advice for improvement will be added to score reports in the future. The advice listed here is only a sample of the advice available. A more extensive listing of advice for each level of performance is available in the Learners and Test Takers section of the TOEFL website, www.ets.org/toefl, under the tab titled *Improve Your Skills*.

**To learn more about the TOEFL iBT,
e-mail us at toeflnews@ets.org,
call +1-609-683-2008 or
visit www.ets.org/toefl**



Listening. Learning. Leading.

www.ets.org



Copyright © 2007 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 of America and other countries throughout the world. 4256

741213

