

TOEFL iBT Study Guide

210 High-Yield Concepts for the TOEFL iBT Test

TemplateForge

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TOEFL iBT Study Guide -- 210+ High-Yield Concepts

*Category: English Proficiency / Test Prep |
Design: Crimson + Gold*

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How to Use This Guide

This workbook distills the TOEFL iBT test into 210 high-yield concepts; organized by the four test sections plus test basics and test-day logistics, matching the official format published by ETS: Reading (50 items, approx. 30 minutes), Listening (47 items, approx. 29 minutes), Writing (12 items, approx. 23 minutes), and Speaking (11 items, approx. 8 minutes), with an overall test time of approximately two hours. Every concept gives you **Key Facts** (what matters on test day), a **Strategy Tip** (how to apply or remember it), and a **Worked Example** (a realistic scenario). ETS reports four section scores and an overall score on a 1-6 scale, with an overall score equal to the average of the four sections rounded to the nearest half band; during a two-year transition period after January 2026, test takers also receive a comparable overall score on the 0-120 scale. There is no pass/fail on the TOEFL iBT -- schools set their own required scores, so study for the score your target institutions want. Facts cited in this guide come from the official ETS Test Content, Scores, Fees, Schedule, and How to Register pages, with retake and score-validity policy details referenced to ETS's TOEFL iBT Information Bulletin rather than restated. Practice actively: read the fact, cover the example, and recall the strategy tip before moving on.

PART 1 -- TOEFL iBT BASICS, SCORING & REGISTRATION (34 Concepts)

This part explains how the TOEFL iBT test works end to end: the official section-and-timing table, the two delivery modes, the new 1-6 scoring scale with the 0-120 transition score, fees and services, and registration logistics. Learn the numbers here -- format facts are free points and every other part builds on them.

Section 1.1: Test Structure and Administration

(12 Concepts)

#	Term	Key Facts	Strategy Tip	Example
1	TOEFL iBT	The internet-Based Test of English as a Foreign Language, delivered on computer, measuring Reading, Listening, Speaking, and Writing in an academic-English context; scores accepted by more than 13,000 institutions in over 160 countries.	Think of it as "the English test for study abroad" -- four skills, one overall score, no pass/fail.	A student applying to U.S. universities takes TOEFL iBT to prove English proficiency for admission.
2	Test sections overview	Four sections in official order of the timing table: Reading, Listening, Writing, Speaking, with a combined base time of about 90 minutes plus directions, totaling approximately two hours.	Memorize the item counts: Reading 50, Listening 47, Writing 12, Speaking 11 - 120 items total.	On the official content page, the four-section table lists 50 + 47 + 12 + 11 items and their base times.
3	Approximate total time	"Test time does not include directions. Please allow approximately two hours to complete the test." Directions are additional and not counted in section time.	Budget a full two hours plus check-in; do not plan anything for 30 minutes after your slot.	A test-taker who books a 10:00 AM appointment does not expect to walk out until roughly noon.

4	Adaptive test design	"As the test adapts, test time and items may vary." The test adjusts to your performance, so your exact item count and timing can differ from the base table.	Never panic when item counts feel different from a practice test - adaptation is by design.	Two test-takers answer different numbers of Reading items because difficulty adapts to each.
5	Computer-delivered	The test is taken on a computer: multiple-choice responses are clicked, Speaking answers are recorded through a headset microphone, and Writing answers are typed.	Practice typing essays and speaking into a mic before test day so the mode feels natural.	A test-taker types the Writing tasks and records Speaking answers with a headset at the workstation.
6	TOEFL iBT at a test center	One delivery option: on a computer at an authorized test center, with scratch paper and pencils provided and proctors supervising in person.	If you want a social-distancing-free, monitored environment with provided materials, choose the center.	A student registers for a test-center appointment and brings only an acceptable ID.
7	TOEFL iBT Home Edition	The second delivery option: on a computer at home, monitored by a live human proctor, with the same test content and scoring.	For Home Edition, clear your desk and test your camera, mic, and internet the day before.	A test-taker takes the exam in a quiet room while a proctor watches via webcam.
8	Live human proctor (Home Edition)	Home Edition sessions are monitored by a live human proctor who checks your environment before and during the test.	Treat the proctor like a proctor: no talking, no looking away, no devices.	Before starting, the proctor verifies the room is clear and the desk has only permitted items.

9	Notes during the test	Notes are allowed. At a test center, scratch paper and pencils are provided; at home, use a small whiteboard or a blank sheet of paper in a transparent sheet protector with an erasable marker.	Practice note-taking on the exact medium you will use so handwriting or marker speed is second nature.	A Home Edition test-taker jots Listening notes on a whiteboard and erases between sections.
10	No scheduled breaks	"There are no scheduled breaks during the TOEFL iBT test." The whole test runs in one continuous session.	Use the restroom and eat before check-in; plan for roughly two uninterrupted hours.	A first-time test-taker who expected a mid-test break learns to plan around none.
11	Prohibited items during the test	Mobile devices and writing-assistance software are not permitted. Devices are stored with personal items at a test center, or stored after Home Edition check-in.	Leave your phone out of reach entirely; never open any helper app, even by habit.	A test-taker's phone sits in a locker at the center; at home it stays in another room after check-in.
12	Item development & human review	Test items are developed by researchers, test developers, and psychometricians in a multi-step process; AI-assisted tools may support development, but all items undergo rigorous human review.	This means the test is standardized and fair - trust your preparation, not shortcuts or leaked "braindumps".	A candidate who hears a rumor about a leaked question set refuses it and studies official-style practice instead.

Section 1.2: Scoring (12 Concepts)

#	Term	Key Facts	Strategy Tip	Example
13	Section scores on 1-6	"Receive four section scores, as well as an overall score, on the 1 - 6 scale." Each of Reading, Listening, Writing, and Speaking is reported on a 1-6 scale.	Your four section numbers must each feel strong - one weak section visibly drags the overall average.	A candidate with 5, 5, 4, and 6 across sections sees exactly where to focus next.
14	Overall score formula	"The overall score will be the average of all four sections, rounded to the nearest half band." Example: an average of 5.125 rounds to an overall score of 5.	Compute averages to the nearest half: 5.25-5.74 rounds to 5.5; 5.0-5.24 rounds to 5.0.	Averages of 5.125 and 5.1 both report as 5, while 5.375 reports as 5.5.
15	0-120 transition scale	"For a two-year transition period after January 2026, students will also receive a comparable overall score on the 0 - 120 scale."	Do not confuse the two scales: your report can show both during the transition window.	A test-taker sees an overall 5.5 on the 1-6 scale plus a comparable 0-120 score on the same report.
16	No pass or fail	TOEFL iBT reports scores; there is no passing or failing score. Institutions set the scores they require.	Find the score your target schools require (often stated on their websites) and study toward it.	A university requires an overall 5.5 with no section below 5; another accepts 5.0 overall.
17	MyBest superscores	"Your score report includes MyBest scores, also known as superscores" - your best section scores from all valid test dates combined into one superscore.	Retaking to lift one weak section can raise your MyBest even if the overall barely moves.	A student scores 5/5/4/5 in March and 4.5/5.5/4.5/5 in June; MyBest shows 5/5.5/4.5/5.

18	Centralized scoring network	Scores come from "a centralized scoring network, not a test center", which keeps scoring fair and unbiased across administrations.	Trust the score: no test-center bias means retakes are scored to the same standard.	Writing and Speaking responses are evaluated through ETS's centralized rating process.
19	Score recipients	"Choose score recipients before you test and send out additional score reports after you test." Pick institutions in advance to use your included reports.	List your top institutions before test day so reports dispatch right after scoring.	A candidate selects four universities as recipients at registration and later pays for extra reports.
20	Additional score reports	Additional score reports sent to institutions or agencies cost US\$29 each (per ETS's published service fee table).	Only send extras you truly need; every additional report is a fee.	After adding a fifth school to the application list, a student orders one extra report for US\$29.
21	Score report delivery timing	"Score reports are sent to your designated score recipients approximately 4-16 business days after your test date, depending on their chosen delivery method."	If a deadline looms, choose the fastest delivery method and build in buffer.	A test date on the 1st can land reports at schools anywhere from roughly the 5th to the 21st business day.
22	Express Scoring	ETS offers Express Scoring as a paid service (US\$129 per the fees table) for faster score delivery.	Use Express Scoring only when a deadline genuinely requires it - it is the single priciest service.	A late applicant pays for Express Scoring to meet a hard admissions cutoff.
23	Score review	ETS offers a Speaking or Writing Section score review (US\$80 each, or		

US\$160 for both
per the fees
table) to
re-evaluate a
section.

Request a review
when a section
score is a
surprise that
blocks an

application - not
for every test.

A candidate who
expected 5.0 in
Writing but
received 3.5
pays US\$80 to

have Writing
re-scored.

24	Reinstatement of canceled scores	If you cancel scores after a test, they can be reinstated for a
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US\$20 fee per
the published
service table.

Avoid canceling
casually -
reinstatement
costs money and

time; only cancel
for a real policy
reason.

A test-taker who
canceled a
misremembered
test pays US\$20

to bring those
scores back.

Section 1.3: Registration, Fees & Logistics (10 Concepts)

#	Term	Key Facts	Strategy Tip	Example
25	ETS account	You register for TOEFL iBT through a personal ETS account, where you manage registration, rescheduling, and score delivery.	Create and verify the account early; the name must match your test ID exactly.	A candidate creates an ETS account two months before the test and confirms the spelling matches the passport.
26	Registration fee by country	"Select your testing location to view the registration fee." The base registration fee depends on the country or region where you test.	Look up the exact fee for your country on the ETS Test Fees page; do not assume a flat price.	A test-taker checks the fees page for her testing location and budgets the local USD amount shown.
27	Taxes on fees	"TOEFL iBT Prices exclude VAT or other applicable taxes, except for EU countries." Your final charge may include additional taxes.	Budget a little above the listed fee so the final charge is not a surprise.	A candidate in a non-EU country sees VAT added at checkout on top of the listed registration fee.
28	Express registration	Registering within 7 days of the test date costs an extra US\$49 (the express registration service fee).	Register more than a week out to avoid the US\$49 express fee whenever possible.	A last-minute candidate pays the regular fee plus US\$49 to register six days before the test.
29	Rescheduling	Rescheduling a test costs US\$69 per the published service fee table; canceling and rescheduling details, including fees and refunds, are in the Information Bulletin.	Only reschedule for real conflicts; each change costs and shrinks your practice window.	A candidate moves her appointment by two weeks and pays the US\$69 rescheduling fee.

30	Test-date planning	"Be sure to pick a test date at least 2 to 3 months before your earliest admissions deadline and register for the test" accordingly.	Work backwards from your deadline: add 2-3 months of buffer plus score-delivery time.	An application due December 1 prompts a test date in September, not November.
31	Fee Reduction Service	The TOEFL Fee Reduction Service is for U.S. high school seniors with financial need applying to colleges where TOEFL scores are recommended or required; the voucher covers 50% of the regular test fee.	If you qualify as a U.S. high school senior with financial need, apply for the voucher before paying.	A qualifying senior uses the voucher and pays half the regular registration fee.
32	ID requirements	ID requirements vary based on where you are from and where you test; ETS publishes specific rules for the testing location.	Bring the exact ID type listed for your country; the name must match your registration.	A candidate checks the ID page and brings a valid passport -- the only accepted ID for her region.
33	Testing all year	TOEFL iBT is administered throughout the year on a schedule ETS publishes; combined with Home Edition, appointments are widely available.	Book early anyway -- popular dates and slots fill up, especially near application seasons.	A student in October finds limited November slots and books immediately for the date she needs.
34	Disabled or skipped sections	"If you don't complete at least one Reading question, one Listening question, one Speaking task and one Writing task, your test		

will not be scored." Skipping any section means no sections are scored.

Answer or attempt at least one item in every section no matter what; a blank section voids the whole test.

A test-taker who runs out of time in Writing but submits an attempt keeps the test scorable; one who submits nothing loses all scores.

The Reading section uses three official task types - Complete the Words, Read in Daily Life, and Read an Academic Passage - testing everyday reading and academic reading. Because the test adapts, your exact mix can vary. This part covers each task type, then the reading skills and strategies that carry you through them.

Section 2.1: Reading Task Types (14 Concepts)

#	Term	Key Facts	Strategy Tip	Example
35	Complete the Words	A Reading task type that asks you to fill in or select the word that completes a sentence correctly, testing vocabulary and sentence grammar.	Read the whole sentence, not just the blank; the surrounding context decides the right word.	"The results were ____ clear that no further tests were needed." Options: so / such / too / very - answer: so.
36	Read in Daily Life	A Reading task type using real-world materials such as signs, notices, forms, schedules, and short instructions that you would encounter in daily English.	Read the material as you would in real life: find the purpose first, then the specific detail asked.	A notice about a library's closing hours asks when the library opens on Thursday.
37	Read an Academic Passage	A Reading task type using a longer academic-style passage (textbook-like content) with comprehension questions about main ideas, details, vocabulary, and inferences.	Skim the passage first for the topic and organization, then answer questions with the passage open.	An excerpt about volcanic formation is followed by questions on its main idea and a stated detail.
38	Vocabulary in context	Questions that ask the meaning of a word or phrase as used in the passage, requiring you to infer from surrounding clues.	Find the word, read 1-2 sentences around it, and substitute each answer choice to test fit.	In "the arid climate", a question asks what arid means; the next sentence about little rain confirms "dry".
39	Main idea / gist question	A question asking the overall point or central topic of a		

passage or paragraph; the answer summarizes, never just repeats one detail.

Choose the option that covers the whole passage;

eliminate choices
that only restate
one paragraph.

A passage about
bees' dances:
the correct gist is
how bees

communicate
direction and
distance, not
how hives are
built.

40	Detail question	A question asking for explicitly stated information, often reworded with synonyms; the answer is directly supported in the text.	Locate the passage line, match the paraphrase, and verify the wording before choosing.	The text says "the glacier retreated 40 meters per year"; the question asks how fast it retreated.
41	Inference question	A question asking what is implied but not directly stated, based on evidence in the passage.	Stop between "stated" and "implied": the correct answer must be supportable, not a guess.	The passage says the town's wells went dry each summer after the factory opened; the inference is the factory strained the water supply.
42	Author purpose question	A question asking why the author includes a detail or example - to illustrate, contrast, argue, define, or warn.	Ask "what job does this sentence do?" rather than "what does it say?".	A paragraph describing a failed experiment is included to illustrate why the hypothesis was rejected.
43	Reference question	A question asking what a pronoun or phrase (it, they, this process) refers to earlier in the passage.	Re-read the previous 1-2 sentences and test the noun that fits grammatically and logically.	"Farmers rotated crops. This practice kept soil fertile." - This practice refers to rotating crops.
44	Paraphrase recognition	Questions that test whether you can match the same meaning expressed in different words - a core skill behind most Reading items.	Match meaning, not words: a correct paraphrase may share zero vocabulary with the original.	Original: "demand far exceeded supply." Paraphrase: "there were not nearly enough items for the buyers."
45	Sequence and organization	Questions that ask about the order of events or how a passage is organized (chronological, cause-effect, compare-contrast, problem-solution)		

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Notice transition signals (first, as a result, however) while skimming; they map the organization.

A passage first describes a problem (soil erosion), then solutions; the organization question expects "problem-solution".

46	Negative/factual question	A question that asks which statement is NOT true or NOT mentioned, requiring you to check each option against the text.	Test every option and mark the one unsupported; do not pick the first true-looking option.	Four options about a history passage: three are stated, one contains a detail the text never mentions -- that one is the answer.
47	Adaptive routing in Reading	Because the test adapts, the difficulty of later Reading items depends on earlier performance; item counts can vary from the base table.	Do not chase adjustments -- answer each item on its own merits and keep pace.	A strong early performance routes a test-taker into harder items; she treats each one as independent.
48	Time pressure in Reading	The Reading section has roughly 30 minutes of base time for 50 items, so about 36 seconds per item on average.	If an item stalls past 45-60 seconds, mark your best answer and keep moving; flagged items can be revisited if time remains.	With 40 items done in 22 minutes, a candidate speeds through the last 10 in the remaining 8.

Section 2.2: Reading Skills and Strategies (30 Concepts)

#	Term	Key Facts	Strategy Tip	Example
49	Skimming	Reading quickly to grasp the topic, structure, and main ideas without reading every word.	First pass: read the first sentence of paragraphs and scan headings to build a mental map.	In 60 seconds, a reader captures that the passage compares two irrigation methods and favors one.
50	Scanning	Searching a text for a specific fact, number, name, or phrase without reading everything.	For detail questions, scan for the keyword and read only the sentence containing it.	Asked when the museum opened, a reader scans for "opened" and skips the rest.
51	Active reading	Reading with a question in mind: identifying the topic, purpose, and key claims as you go.	Before reading, preview the first question; read to answer it.	Previewing "why did the dam fail?" sends a reader hunting for causes while reading.
52	Annotating the passage	Marking or mentally noting main ideas, transitions, and repeated terms to find answers fast.	On the computer, you cannot highlight, so rehearse mental markers: "first para = definition, second = causes".	A reader silently tags paragraph 3 as "example" so the exemplification question is instantly locatable.
53	Context clues	Surrounding words and sentences that reveal the meaning of an unfamiliar word.	Look for definition, restatement, contrast, and example clues around the target word.	"The fauna -- birds, deer, and rodents -- thrives here": the dash list defines fauna as animals.
54	Synonym strategy	Paraphrased questions replace key words with synonyms; recognize them to locate answers.	When a question gives a synonym, scan for the original term, not the synonym.	The question says "expanded"; the passage says "enlarged" -- the match is found via the passage word.
55	Main idea discipline	The main idea must cover the passage's overall claim; a correct main-idea option		

survives against
every paragraph.

Test a candidate
main idea: if one
paragraph does
not fit it, the
option is too

narrow or too
broad.

An option that
summarizes
paragraphs 1-3
but not 4 is
rejected because

the passage has
four paragraphs.

56	Distinguishing facts from opinions	Recognizing whether a sentence states
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evidence or
expresses
judgment helps
with purpose and
inference items.

Signal words
(believe,
suggest, claim,

probably) usually
mark opinions;
data and dates
mark facts.

"The city claimed
the bridge was
safe"

(opinion/claim)
vs "inspections
took place in
March" (fact).

57	Cause-and-effect reading	Tracking what caused what is a common academic passage pattern; signal words: because, since, as a result, therefore, leads to.	While reading, ask "what caused this? what did this cause?" and keep the chain straight.	A passage says warmer winters reduced ice cover, which killed the fish -- the effect chain is ice loss to fish decline.
58	Compare-and-contrast signals	Recognizing how two or more things are alike or different; signals: however, whereas, unlike, similarly, by contrast.	When you see two subjects named, expect a compare-contrast frame and organize details by side.	A passage contrasts public and private universities; a question asks a characteristic unique to private ones.
59	Problem-solution structure	Many academic and daily-life texts pose a problem and present solutions; identify the problem sentence and the solution sentences.	Number the solutions as you find them; questions often ask "which solution..." or "why did X fail?".	A town's water shortage (problem) gets three fixes: rationing, desalination, and a new dam.
60	Transition words	Words that signal logic: however (contrast), therefore (result), for example (illustration), in addition (addition), first/second (sequence).	Underline transitions mentally while skimming; they predict what the next sentence does.	"However" at the start of a sentence tells you the author is about to qualify or reverse the prior claim.
61	Pronoun resolution	Pronoun references (it, they, this, which) must be resolved to their antecedents for comprehension.	After finding a pronoun, re-read with each candidate noun until the sentence reads logically.	"The cells divided rapidly. This surprised researchers." - This refers to the rapid division, not the cells.
62	Negation awareness	Words like not, never, without, unless, except, and prefixes (un-, in-, dis-) flip meaning; missed negation is a top		

error source.

When you feel
an answer is too
easy, re-check
the question for a
negation word.

"Which species
is NOT
mentioned?" -- a
reader who skips
NOT picks a
mentioned
species and

misses.

63	Academic vocabulary	The academic passage draws on words common in textbooks and lectures (hypothesis, empirical, consistent, significance).	Build a study list of academic words and read them in sentences, not just definitions.	A study list runs: hypothesis, theory, evidence, variable, methodology, implication, phenomenon.
64	Everyday reading vocabulary	Daily-life tasks use practical vocabulary: signs, schedules, forms, notices, warnings, and instructions.	Learn high-frequency daily-English phrases: out of order, no entry, valid through, subject to, prior notice.	A sign reads "Elevator out of order"; a question asks what riders should do -- use the stairs.
65	Collocations	Words that naturally go together (make a decision, heavy traffic, fast food); Collocation knowledge speeds up Complete the Words items.	When choosing between grammatically similar options, pick the natural collocation.	"___ a decision" -- make, not do; "___ traffic" -- heavy, not strong.
66	Completing words with grammar	Complete the Words items test grammar as much as vocabulary: verb tense, subject-verb agreement, articles, prepositions, and conjunctions.	Ask "what job does the missing word do grammatically?" before choosing its meaning.	"She ___ to the store every Saturday." Needs the present-tense verb "goes", matching the recurring adverb.
67	Word families	Knowing root families (decide, decision, decisive, decisively) lets you recognize forms used in passages and questions.	Learn families together and note which form fits which sentence position (noun/verb/adjective/adverb).	The passage uses "decisive evidence" (adjective); the question asks what "decisively" means in a different sentence.
68	Prefix and suffix knowledge	Prefixes (re-, un-, pre-, over-, under-) and suffixes (-tion,		

-ment, -ly, -ful)
unlock unfamiliar
words.

When you meet
an unknown
word, strip the
affixes and look

for the root you
know.

"Overestimated"
= over + estimate
+ ed: to estimate
too high.

69	Guessing strategy	When truly stuck, eliminate what is impossible, then choose; a blank is always worse than a reasoned guess.	On adaptive tests, an educated guess keeps the flow; never leave an item unanswered.	Two options clearly conflict with the passage; the reader guesses between the remaining two instead of panicking.
70	Wrong-answer patterns in Reading	Common wrong answers: too narrow, too broad, reversed logic, true but irrelevant, extreme words (always, never, only).	After selecting, check the runner-up: is it true-but-irrelevant or overstated?	A detail is true in the passage but answers a different question -- it is the tempting wrong answer.
71	Reading for the question first	Preview the question before the passage segment to know what you are looking for.	For single-passage items, read the question, then locate and read the relevant lines; for gist items, read more fully.	A detail question sends the reader straight to the paragraph with the key term instead of a full re-read.
72	Double-pass technique	For academic passages: skim structure first, answer gist/organization items, then return to details with scanning.	Treat gist items as the map and detail items as locations on that map.	A reader skims a four-paragraph passage, answers the main-idea item, then scans for each detail question.
73	Flag-and-return strategy	Items you are unsure about should be flagged and revisited after finishing the rest, if time allows.	Do not gamble your pace on a single hard item; bank the easy points first.	A candidate flags a hard inference item, finishes the section, and returns with 90 seconds left.
74	Reading stamina	A 30-minute reading section on screen demands focus; practice in timed, screen-based blocks.	Build to 30-minute timed sessions in the weeks before the test, reading on a monitor, not paper.	A study plan includes one 30-minute timed Reading block three times a week.

75	Error log	Track every missed Reading item by type (vocabulary, inference, detail, purpose) to target the real weakness.	After each practice block, log the error type; drill the type with the highest count.	Six missed items split 4 inference, 1 vocab, 1 detail -- the learner drills inference passages next.
76	Everyday materials practice	Read real notices, schedules, forms, and instructions in English daily to build speed with daily-life tasks.	Pick up menus, transit maps, and sign images; ask yourself the who/what/when/where for each.	A learner reads a bus timetable and answers: when does the last bus leave? what days does it run?
77	Academic texts practice	Read short encyclopedia-style and textbook passages aloud or silently to internalize academic patterns.	After each passage, summarize it in one sentence and list its transitions.	A learner reads a short passage on photosynthesis and summarizes: light converts water and CO ₂ into glucose.
78	Timing drills	Practice pacing by answering the final items of a simulated block under a hard time limit.	Simulate the last 5 minutes: answer the remaining items without stopping, even if imperfect.	A drill gives 5 minutes to finish 8 items; the learner practices moving on after 35 seconds each.

The Listening section uses four official task types - Listen and Choose a Response, Listen to a Conversation, Listen to an Announcement, and Listen to an Academic Talk - and you generally hear each audio once. This part covers the task types, then the listening and note-taking skills that carry you through them.

Section 3.1: Listening Task Types (14 Concepts)

#	Term	Key Facts	Strategy Tip	Example
79	Listen and Choose a Response	A Listening task where you hear a short utterance and choose the most appropriate spoken response from the options.	Focus on the speaker's intention (question, request, apology, suggestion) before picking the reply.	"Could you pass the salt?" - best response: "Sure, here you go."
80	Listen to a Conversation	A Listening task based on an everyday conversation (e.g., at work, a shop, a campus office) with questions about details, purpose, and implied meaning.	Identify who the speakers are and what one of them wants; most questions follow that thread.	Two colleagues discuss moving a meeting; a question asks what the woman will do next.
81	Listen to an Announcement	A Listening task where you hear an announcement (airport, train station, store, school) and answer questions about its key facts.	Listen for the five Ws: what was announced, when, where, who does it affect, and what to do.	A store announcement says the parking lot closes at 9 PM Friday; a question asks when it closes.
82	Listen to an Academic Talk	A Listening task based on a short lecture-style talk on an academic topic, with questions on main points, examples, and inferences.	Catch the topic and the lecturer's main claim first; examples usually illustrate that claim.	A talk on coral reefs explains why warming water bleaches corals; a question asks the main cause.
83	One-time listening	Listening audio generally plays once; you cannot rewind, so your first-pass comprehension must count.	Build the habit of listening for structure the first time: topic, points, examples.	A candidate listens once, then answers; there is no second chance to catch a missed number.

84	Accent diversity	TOEFL iBT audio reflects many English accents, matching real international English use.	Expose yourself to North American, British, Australian, and other accents in podcasts and news.	A speaker's Australian accent does not change the answer, but familiarity prevents a comprehension stumble.
85	Adaptive routing in Listening	Because the test adapts, later Listening items can adjust in difficulty and count from the base table.	Do not let a hard item rattle you; each item is scored independently.	A test-taker who does well early receives harder follow-up items and answers each independently.
86	Note-taking during Listening	Notes are allowed during the test (scratch paper at a center; whiteboard or protected paper at home), and notes are a key strategy for long audio.	Write only triggers: names, numbers, dates, and keywords - never full sentences.	While listening to a talk, a test-taker writes "volcano -> ash -> cooling" instead of full sentences.
87	Visual context	Listening tasks may include minimal on-screen context (speaker labels or a scene); listening, not reading, is what is tested.	Do not become dependent on screen text; never expect a transcript.	A conversation task labels speakers "Man" and "Woman" but provides no written script.
88	Listening register	You hear both casual conversation and formal academic speech; comprehension of both registers is tested.	Practice switching channels: casual shows for conversation, lectures/podcasts for academic talk.	A learner alternates a chatty podcast and a university lecture to hear both registers weekly.
89	Spoken numbers and times	Announcements and conversations routinely include numbers, prices, times, dates, and room numbers.	When a number is coming, focus hard; write it immediately and check units (dollars, percent, AM/PM).	An announcement says "Gate 12, boarding at 6:40"; the answer requires 6:40, not the flight number.

90	Transition signals in audio	Listeners use phrases - first of all, the point is, for example, on the other hand, in conclusion - that map the talk.	Train yourself to hear these signposts; they tell you a point, example, or contrast is next.	"For example" alerts you that an illustration of the claim is about to play.
91	Spoken emphasis	Speakers emphasize key words with stress and pitch; the emphasized word is often the answer.	Listen for volume and pitch jumps: they mark the important content.	The lecturer stresses "increased tenfold" - the question asks the size of the change.
92	Hedging and certainty	Speakers hedge language with probably, maybe, it seems, reportedly; hearing hedges prevents overclaiming in answers.	If a speaker hedges, the answer should reflect uncertainty, not absolute fact.	The speaker says the theory "may explain" the pattern; the correct answer says it is a possible explanation.

Section 3.2: Listening Skills and Strategies (30 Concepts)

#	Term	Key Facts	Strategy Tip	Example
93	Top-down listening	Using context, expectations, and background knowledge to predict and interpret what you hear.	Before audio starts, ask: who is speaking, where, and what is likely to be said?	Hearing "ladies and gentlemen, the train now arriving" primes a reader for platform announcements.
94	Bottom-up listening	Decoding the words, grammar, and sounds themselves - recognizing what was actually said.	When a phrase slips by, replay it mentally by segments and decode each chunk.	A learner replays "would've been" and hears the contracted form once she knows to expect it.
95	Predicting content	Using the first seconds and context to predict topic and direction, which boosts accuracy.	After the speaker says the topic, silently predict three things they might discuss.	A talk begins "today we'll look at how bees find flowers"; the listener predicts navigation cues.
96	Gist-first listening	Catching the overall point before the details; most lectures and conversations reward this order.	On the first pass, answer only "what is this about?" and let details come second.	A test-taker hears a whole conversation and can state its purpose even before the detail questions appear.
97	Note-taking shorthand	Fast notes use symbols and abbreviations: arrows, equals, numbers, first letters.	Build a personal shorthand set (w/ = with, b/c = because, -> = leads to) and drill it.	Notes for "the policy caused costs to rise" become "policy -> costs up".
98	Names and spellings	Conversations often spell names, places, or product codes; you may need the exact spelling or the last name.	Write the spelling the moment you hear "that's spelled...".	A clerk spells a booking reference K-R-A-N-T-Z; the test-taker writes it exactly.
99	Question intonation	Rising intonation marks yes/no questions; wh-questions start with question words		

even at lower
pitch.

Hearing the pitch
pattern early tells
you what kind of
response is
coming.

"You're leaving
already?" (rising)
expects
confirmation;
"Where are you
going?" asks for

information.

100	Implied meaning	Speakers often mean more than they say; inference questions ask what is implied by tone, context, or wording.	Ask "why did the speaker phrase it that way?" to uncover implication.	"I guess we could try the new place" implies doubt about the new place, not enthusiasm.
101	Attitude and tone	How something is said (happy, annoyed, sarcastic, apologetic) matters as much as the words for some questions.	Listen for emotion in the voice and match the option with the same attitude.	A clipped, flat "fine, whatever" reads as frustrated, so the correct answer says the speaker is annoyed.
102	Requests and offers	Conversations are full of requests (Could you...?), offers (Would you like...?), and their accept/decline responses.	If you hear a request, expect a follow-up: acceptance, refusal with reason, or a counteroffer.	"Could you cover my shift?" - "I would, but I have an exam" = refusal with a reason.
103	Apologies and excuses	Speakers apologize, explain, negotiate, and reschedule; track who owes what to whom.	Keep a mini "who did what" ledger in your notes for multi-turn conversations.	The man is late because of traffic; he apologizes and offers to start the meeting early next time.
104	Announcement structure	Announcements typically run: greeting/intro, the news, the details (when, where, who), and next steps.	Notes should mirror that structure: news, time, place, action.	A flight announcement: delay (news), 45 minutes (time), gate 8 (place), rebook at desk (action).
105	Instructions and sequences	Daily-life listening includes multi-step instructions (how to fill a form, where to go, what to do first).	Number the steps as you hear sequence words: first, then, after that, finally.	Instructions for a form: first sign page one, then attach the receipt, finally return it by Friday.
106	Academic talk structure	Lectures open with a topic, state claims, give examples, pose questions, and summarize.	After the topic sentence, listen for the claim, then catch at least one example per claim.	A talk claims urban trees cool cities; the example is a park that dropped summer temps by 3

degrees.

107	Lecturer questions	Lecturers ask rhetorical questions to focus attention; the answer that follows is often the main point.	Hearing a question from the lecturer means a key idea is coming - sharpen focus.	"So why do birds migrate at night?" - the answer on air currents is the talk's central point.
108	Examples and analogies	Lectures use examples and analogies to clarify claims; questions test whether you matched claim to example.	Note the claim and the example together: "claim X - example Y".	Claim: fungi recycle nutrients; example: mushrooms breaking down a fallen log.
109	Contrast in lectures	Speakers mark contrast with but, however, yet, although, whereas; contrast points are favorite question targets.	When you hear "but" after a statement, the correction is likely important.	"The drug worked in mice, but human trials failed" - the question asks about human results.
110	Listing in lectures	Lectures list causes, features, or steps with first/second/finally or another/also.	Count the list items in your notes; questions often ask for one item or the full set.	"Three factors: first cost, second location, finally reputation" - a question asks the second factor.
111	Paraphrase matching in audio	Correct answer options paraphrase the audio rather than repeat it word for word.	Match meaning, not sound; an option full of identical words can be a trap.	Audio says "the project fell behind schedule"; the correct option says "the timeline slipped".
112	Redundancy and restatement	Speakers repeat and restate key points; restatement often comes right before the question period.	If you missed a point the first time, the restatement is a second chance to catch it.	The lecturer rephrases the core mechanism differently after an example - catch it then.
113	Numbers in context	Percentages, quantities, and years matter in announcements and talks; confusion between pairs (15/50, 4/14) is		

common.

Write digits immediately and verify with the unit and surrounding context.

A talk says "output rose 15 percent"; the right option is 15%, not 50%.

114	Cause and effect in audio	Listen for because, due to, leads to, results in, caused; effect questions chain two events.	Note the chain as cause -> effect and answer in that order.	"Heavy rain caused the flooding" - cause: rain; effect: flooding.
115	Problem-solution in conversations	Many conversations are problem + solution: someone has an issue and negotiates a fix.	Identify the problem in the first turns; the solution usually ends the conversation.	A customer's package never arrived (problem); the clerk offers a replacement (solution).
116	Activating the right schema	Background knowledge of campus and workplace situations helps you predict what speakers will discuss.	Review common scenes: registering for a class, booking travel, reporting a problem, ordering food.	A conversation opens with "did you get the syllabus?"; the listener predicts a class-related discussion.
117	Dealing with unknown vocabulary in audio	When you hear an unfamiliar word, keep listening for its definition or example; panic costs you the next sentence.	Note the sound, find its meaning from context, and move on within a second.	A speaker introduces "photosynthesis" and then says "that is, how plants make food from sunlight" - the gloss defines it.
118	Distractor management	Wrong options recycle words from the audio, combine details incorrectly, or state the opposite.	After choosing, check that every part of the option matches the audio you heard.	An option mixes the 9:00 meeting time from one turn with the wrong day from another - reject it.
119	Full-context recall	For long talks, review notes immediately after the audio ends while memory is freshest.	Use the seconds before the first question to re-read your notes and sequence the points.	A test-taker scans her shorthand (topic -> two claims -> one example) before answering.
120	Shadowing practice	Repeating audio aloud a half-second behind the speaker trains speed, accuracy, and pronunciation		

together.

Shadow 5-10 minutes daily with a podcast; later shadow with transcripts to check.

A learner shadows a news clip daily; after a month, word recognition speed improves noticeably.

121	Dictation drills	Writing what you hear exactly sharpens bottom-up decoding of sounds, contractions, and function words.	Dictate 30-60 seconds of audio, then compare against the transcript and log errors.	Errors on "gonna" vs "going to" reveal function-word gaps worth drilling.
122	Listening error log	Track missed Listening items by cause: vocabulary, speed, accents, inference, or note gaps.	After each practice block, log the cause and drill the dominant one.	Twelve misses divide into 6 inference, 3 accents, 3 numbers; the learner drills inference audio.

The Speaking section uses two official task types - Listen and Repeat, and Take an Interview - and your spoken responses are recorded for evaluation by raters. This part covers the task types and the pronunciation, fluency, grammar, and organization skills that earn strong scores.

Section 4.1: Speaking Task Types (12 Concepts)

#	Term	Key Facts	Strategy Tip	Example
123	Listen and Repeat	A Speaking task type where you hear a sentence or phrase and repeat it as accurately as possible.	Match the exact words, sounds, stress, and intonation you heard; do not paraphrase.	The prompt says "The library opens at nine." - repeat exactly that, with the same rhythm.
124	Take an Interview	A Speaking task type built around interview-style questions: you respond to questions about yourself, opinions, experiences, or scenarios.	Treat it like a real interview: answer directly, then support with a short reason or example.	Asked "What do you usually do on weekends?" you answer, add a detail, and stop.
125	Response recording	Your Speaking answers are recorded through a headset microphone; the system captures your voice for raters.	Do a microphone check, speak at a normal volume, and do not tap or rustle the mic.	A test-taker confirms the mic level during equipment setup and speaks clearly throughout.
126	Response length	Interview answers can range from a short reply to a short extended response, depending on the prompt.	Match the question: one direct sentence plus support for open questions; close closed questions with one line.	"Do you prefer coffee or tea?" gets a short answer; "Describe your hometown" gets a fuller response.
127	Rater focus	Raters evaluate your delivery, language use, and topic development rather than whether you match a "correct" answer.	There is no single right answer - clarity, fluency, and relevance are what score.	Two test-takers give different opinions on the same prompt and can both score well.
128	No visual cues	Speaking is audio-only: raters cannot read your face or gestures, so your voice		

must carry
everything.

Use your voice
deliberately:
stress key words
and pause for
punctuation, like

a newsreader.

Instead of
pointing, a
test-taker says
"the second one"
with clear stress

on "second".

129

Question
repetition

Some interview
prompts can be
repeated if you
miss them; use

the repeat rather
than answering
blind.

If you did not
catch the
question, ask for
a repeat

immediately and
calmly.

The candidate
misses a
question,
requests a

repeat, and
answers
confidently.

130	Thinking time	You often get preparation time before an extended response; use it to outline two or three points.	Spend prep seconds writing the topic and one example, not full sentences.	A prep of 15 seconds yields a note "park - quiet - reading" for a question about favorite places.
131	Answering completely	Partially answering (one word, no context) loses development points; aim for question + reason + example for open prompts.	Structure short answers as: answer, because..., for example... .	"I prefer mornings because I focus best then; for example, I write before breakfast."
132	Staying on topic	Raters penalize answers that drift; every sentence should support the question asked.	Before speaking the next sentence, ask yourself: does this answer the question?	A candidate about to describe a trip realizes it does not answer "why do you like your job" and redirects.
133	Natural speech rate	Speak at a natural conversational pace - faster than careful reading, slower than panic; clear beats quick.	Practice speaking to a timer; 130-160 words per minute is a comfortable band for most.	A learner records herself and slows slightly so every sentence is understandable.
134	Oral fluency vs accuracy	Raters balance fluency (smoothness, rhythm) and accuracy (grammar, word choice); both matter, so train both.	Never sacrifice clarity for speed, and never freeze to avoid a grammar slip - keep going.	A test-taker makes a small tense slip but continues fluently; raters weight the overall delivery.

Section 4.2: Speaking Skills and Strategies (24 Concepts)

#	Term	Key Facts	Strategy Tip	Example
135	Word stress	Stressing the correct syllable of each word (PHO-to-graph vs pho-TO-graph-ic) affects comprehensibility.	Drill stress patterns with your vocabulary list; note where the stress falls in each new word.	"Record" as a noun is RE-cord; as a verb it is re-CORD - stress changes meaning.
136	Sentence stress	Content words (nouns, verbs, adjectives) carry stress; function words (the, of, to) are reduced.	Stress the words that carry the meaning; reduce the rest, as native speakers do.	"I NEED to BUY a TICKET" stresses need, buy, and ticket, not "to" and "a".
137	Linking and connected speech	In natural speech, words link: "turn off" becomes "tur-noff"; "want to" becomes "wanna".	Practice linking phrases aloud so your speech sounds connected, not choppy.	"Hold on" links as "hol-don"; repeating it smoothly improves flow.
138	Intonation for meaning	Rising intonation signals questions and unfinished thoughts; falling signals statements and endings.	Let your pitch fall at the end of statements to sound confident and complete.	"I'll take the train." falls at the end; "The train at nine?" rises as a check.
139	Pausing instead of filling	Pausing briefly to think is natural; filling with "um", "uh", "like" hurts fluency.	Replace fillers with a short, deliberate pause; silence is smoother than "um, um".	A test-taker pauses half a second to find "sustainable" instead of saying "the, um, the..."
140	Self-correction	Correcting a slip is fine if done briefly; long apologies break flow.	Fix the word and continue: "I went - I've gone three times."	"She don't - she doesn't like it" shows control without derailing the response.
141	Subject-verb agreement in speech	Singular subjects take singular verbs; errors here are common under time pressure.	Before a verb, match it to the subject automatically: she goes, they go, the team is.	"The data shows" (data treated as singular) is the safe, common usage in speech.

142	Tense control	Simple past for finished actions, present perfect for experience, present for habits; mixing them confuses listeners.	Set the tense in the first sentence and keep it consistent unless meaning requires a shift.	"I studied English for three years, and I still practice every day" stays consistent.
143	Articles in speech	A/an for one of something mentioned for the first time; the for specific or known things.	When unsure, prefer a concrete plan: first mention "a", later mentions "the".	"I saw a great movie. The movie was about space."
144	Everyday collocations in speaking	Natural phrase combinations (take a break, do homework, heavy rain) make speech sound native.	Learn collocations in chunks, not single words, and reuse them in answers.	"I need to take a break" beats "I need to make a pause" for naturalness.
145	Paraphrasing on the spot	When you lack a word, describe around it; raters reward communication of meaning.	Keep a fallback: "it's a kind of...", "it's like a...", "it's used for..."	Forgetting "kettle", a test-taker says "a pot you boil water in."
146	Functional phrases	Ready phrases for opinions, examples, and conclusions smooth every interview answer.	Memorize a small kit: "In my opinion...", "For example...", "To sum up..."	"In my opinion, public transport is faster. For example, my commute shrank by half."
147	Answer + reason + example	The basic extended-response structure: state your answer, give a reason, and illustrate it.	Always add the example; it develops the topic and fills time with substance.	"I prefer the countryside. It is quieter. For example, I sleep better at my grandparents' village."
148	Opinion questions	Interview prompts often ask for opinions; state yours clearly even with no perfect answer.	Commit to one side, then support it; indecision ("it depends, maybe...") wastes time.	"Which is better, city or village life?" - a candidate picks one and argues it.
149	Experience questions	Prompts ask about your experiences: describe what happened, when,		

and how you felt.

Use the past tense and a small narrative arc: situation, event, feeling.

"I moved here two years ago for work. At first it felt strange, but now I love it."

150	Scenario response	Some interview prompts give a scenario (a problem, a choice) and ask what you would do.	State the action, the reason, and the expected result in that order.	"Your friend lost their ticket" - "I would help them retrace their steps, because it often turns up, so we would check the bag first."
151	Summarizing a talk	After listening material, you may need to summarize: topic, main points, one detail.	Use the notes structure: "The talk was about X. It said A and B. For example, ..."	"The talk was about bee navigation. It said bees use the sun and landmarks. For example, they fly home even when moved far away."
152	Comparing and contrasting aloud	Comparing prompts need both common ground and differences, with clear comparison language.	Use "both...", "unlike...", "whereas...", "the main difference is...".	"Both are cheap, but unlike buses, trains are punctual; the main difference is reliability."
153	Clarifying and negotiating in speech	In conversational tasks you may check understanding, ask for clarification, or confirm a plan.	Use "Did you mean...?", "So the plan is...", "Just to confirm...".	"Did you mean Thursday or Friday? - I can do either."
154	Pronunciation of problem sounds	Raters understand most accents, but sounds that change word meaning (sheep/ship, rice/lice) need attention.	Identify your language's hard pairs and drill minimal pairs daily.	A speaker drills ship vs sheep until the vowel contrast is clear.
155	Rate control under time	The Speaking section runs about 8 minutes; longer prompts need economical speech, short ones need restraint.	Time your practice answers; if you run long, cut the example; if short, add one detail.	A 45-second practice answer runs 80 seconds; the test-taker trims to the reason plus one example.
156	Recording and reviewing	Hearing yourself is the fastest way to improve delivery; record		

answers and
compare to
models.

Record daily,
listen for one
fixable issue
(fillers, stress,

speed), and
target it next
session.

Monday's
recording shows
five "um"s;
Friday's shows

one.

157	Shadowing for pronunciation	Repeating audio immediately after a speaker trains stress, linking, and intonation simultaneously.	Shadow 10 minutes daily; slow the clip when sounds blur and repeat until clean.	A learner shadows a news reader and mirrors the falling intonation of statements.
158	Building response templates	Reusable skeletons (opinion, experience, scenario, summary) reduce on-the-spot invention.	Drill each template until it feels automatic, then vary the examples.	The opinion template gets used for transport, food, and study prompts in practice.

The Writing section uses three official task types - Build a Sentence, Write an Email, and Write for an Academic Discussion - all typed on the computer. This part covers the task types, then the sentence, paragraph, and editing skills that produce clean, well-organized writing.

Section 5.1: Writing Task Types (12 Concepts)

#	Term	Key Facts	Strategy Tip	Example
159	Build a Sentence	A Writing task type where you construct or complete a grammatically correct sentence from given parts or with given words.	Check subject-verb agreement, tense, and word order before submitting; read the sentence aloud in your head.	Given "she / every day / runs / in the park" - answer: "She runs in the park every day."
160	Write an Email	A Writing task type where you write a short email for a practical purpose: requesting, informing, confirming, apologizing, or asking for action.	Cover the five parts fast: greeting, purpose, key details, request/action, closing.	Write an email to a landlord asking about a leaky faucet and when it can be fixed.
161	Write for an Academic Discussion	A Writing task type where you respond to an academic discussion prompt, giving your opinion with reasons and examples in paragraph form.	State your position first, support it with a reason and an example, and keep it paragraph-length.	A discussion asks whether cities should ban cars downtown; you argue one side with two supports.
162	Typed responses	All Writing responses are typed on the computer during the test; typing speed and accuracy count.	Practice typing English daily, including punctuation, until spelling stops costing you time.	A test-taker with slow typing runs out of time; daily typing drills fix the pacing.
163	Build a Sentence grammar focus	Sentence-building tasks test core grammar: word order, verb forms, articles, prepositions, and punctuation.	Check for the sentence's subject and main verb first; then fix word order and final punctuation.	"The book on the table is mine" - subject "book", verb "is"; arrange the pieces around them.
164	Email conventions	Emails need a clear greeting, a polite request or message, specific details,		

and an
appropriate
closing.

Use the
checklist:
greeting, why I
am writing, the
facts, what I

need,
thanks/sign-off.

"Dear Ms. Park, I
am writing about
my order #2203.
It has not arrived.
Could you check

its status? Thank
you, J. Lee."

165	Email register	Match formality to the recipient: formal for
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officials and
strangers,
semi-formal for
colleagues,
casual for
friends.

When in doubt,
go one step
more formal;

politeness never
loses points.

To a professor: "I
hope this email
finds you well"; to

a friend: "Hey,
quick question..."

166	Academic discussion format	The response is a short academic paragraph: a clear position, a developed reason, and an example or evidence.	Use the structure: I agree/disagree with X because... For example... Therefore... .	"I argue that parking fees reduce traffic. In my city, higher fees cut car use by 20 percent. Thus, fees work."
167	Responding to a thread	In an academic discussion you respond to the prompt and to other participants' ideas, engaging rather than ignoring them.	Acknowledge a previous speaker ("As Maria noted...") before adding your own point.	"I agree with Sam's point about cost, but I would add that convenience matters more for families."
168	Length expectations	Email tasks want a complete but compact message; discussion responses want a developed paragraph.	Write enough to be complete: a full email (4-6 sentences) and a discussion paragraph (4-6 sentences) with support.	A discussion answer of one bare sentence ("I agree") is underdeveloped; adding a reason and example fixes it.
169	Time budgeting in Writing	The Writing section has about 23 minutes of base time for 12 items; longer tasks must not eat the whole section.	Draft mentally in under a minute, write fast, then reserve the last minutes to edit.	With 23 minutes, a test-taker spends ~1 minute planning, ~18 writing, ~4 editing.
170	Task response relevance	Off-topic writing fails the task no matter how polished; every sentence must serve the prompt.	Before submitting, re-read the prompt and check each sentence answers it.	A beautiful email about vacation plans fails a prompt asking for a refund request - it is off-task.

Section 5.2: Writing Skills and Strategies (28 Concepts)

#	Term	Key Facts	Strategy Tip	Example
171	Subject-verb agreement	A singular subject takes a singular verb; plural subjects take plural verbs; be alert with people, data, and of-phrases.	Strip phrases after the subject: "The list of items is..." - list is singular.	"Each of the students has a laptop" (each = singular) vs "The students have laptops".
172	Verb tense control	Use present for habits and facts, past for finished actions, present perfect for experience up to now.	Pick a tense for the sentence purpose and keep it consistent through the paragraph.	"I lived in Chicago for two years (finished). I have never visited Boston (experience)."
173	Articles: a/an/the	A/an introduces something new; the refers to something known or specific; no article for general plurals.	Use "the" when the reader can identify which one; otherwise "a" or plural.	"Please bring a report (any report). The report from Tuesday (that specific one) is fine."
174	Prepositions of time and place	In months/years/periods, on days/dates, at times/addresses; patterns are learnable and testable.	Memorize the triad: at times, on days, in months - then drill exceptions.	"The meeting is on Monday at 10 AM in the main office (on day, at time, in place)."
175	Sentence word order	English order is subject - verb - object, with adverbs placed by type (time and place usually at ends).	When a sentence feels wrong, rebuild around S-V-O and add the extras after.	"She drinks coffee every morning" (S V O then time), not "Every morning drinks she coffee."
176	Sentence fragments	A fragment lacks a subject or verb or both; every written sentence needs a complete clause.	After writing, verify each sentence has a subject and a main verb and can stand alone.	"Because the store closed." is a fragment; "Because the store closed, I shopped online." is complete.

177	Run-on sentences	Joining complete sentences without punctuation or connectors creates run-ons.	Use a period, a semicolon, or a connector (and, but, because) between complete clauses.	"I was tired I went home" runs on: "I was tired, so I went home."
178	Comma basics	Commas separate items in a list, join clauses with connectors, and set off introductory phrases.	Three rules cover most needs: lists, FANBOYS joins, and introductory phrases.	"First, check the date. Then confirm the price, quantity, and address."
179	Capitalization	Capitalize sentence starts, proper names, days, months, and languages; do not capitalize common nouns.	Run a quick capitalization check: every sentence start and every proper name.	"I study English on Monday in January" - English, Monday, January are capitalized.
180	Topic sentence	A paragraph opens with a sentence stating its main idea; every following sentence supports it.	Write the topic sentence first, then add one reason and one example.	Topic: "Working from home improves focus." Support: fewer interruptions; example: report done in half a day.
181	Supporting details	Details make paragraphs specific: facts, examples, numbers, or brief stories that prove the topic sentence.	After each claim, ask "how do I know?" and answer with a concrete detail.	Claim: "The class was popular." Support: "60 students enrolled in the first week."
182	Concluding sentence	Close paragraphs with a sentence that wraps the point without repeating it word for word.	End with the implication: the point matters because... .	After arguing for bike lanes, close: "Safer streets would draw more riders and cut traffic."
183	Academic tone	Academic writing is objective and precise, avoiding slang, texting abbreviations, and emotional extremes.	Swap casual words for neutral ones: "a lot" -> "many", "kids" -> "children", "stuff" -> "items".	"The results were awesome" becomes "The results were impressive."

184	Hedging in academic writing	Careful claims use may, might, tends to, suggests; absolute always/never claims are risky.	Use "tends to" instead of "always" unless the source supports certainty.	"Social media can reduce face-to-face time" hedges properly; "eliminates it" overclaims.
185	Linking words for essays	Connectors order your argument: first, in addition, however, for example, therefore, in conclusion.	Learn 8-10 connectors well and use them naturally, not one per sentence mechanically.	"First, cost falls. In addition, delivery speeds up. However, quality can dip."
186	Academic discussion: agree or disagree	Half the battle is committing to a stance; fence-sitting wastes the paragraph.	Pick the side you can support best in one reason and one example - then state it plainly.	Prompt about remote exams: the writer commits "I support remote exams for accessibility" and defends it.
187	Academic discussion: use of examples	Concrete examples (cities, studies, personal experience) lift abstract opinions.	Prepare a mental bank of portable examples: your city, a news case, your job or studies.	"In my hometown, a new bus line cut commute times by a third" proves a public-transport point.
188	Email: purpose in the first line	Busy readers need the purpose immediately; burying it loses clarity points.	Open with "I am writing to..." and state the request in sentence one or two.	"I am writing to request a refund for order #7781."
189	Email: action and deadlines	Practical emails state what you need and when, so the recipient can act.	End the body with a clear ask: "Please confirm by Friday."	"Could you replace the item and confirm the shipping date by March 2?"
190	Email: polite requests	Courteous phrasing (Could you...?, I would appreciate..., Thank you for...) sets the right tone.	Use "could you" instead of "you must"; add thanks before the sign-off.	"Could you send the updated invoice? Thank you for your help."
191	Formal vs informal vocabulary	Formal emails use fuller forms (I would like to vs I wanna; regarding vs about).	Keep a formal pair for every casual word you know.	"I would like to discuss the schedule" is formal; "I wanna talk about the

plan" is casual.

192	Spelling accuracy	Typos and misspelled common words (receive, definitely, separate) undercut otherwise good writing.	Keep a personal spelling list of the words you miss, and proofread for them last.	A learner who always types "recieve" drills "receive" until it sticks.
193	US vs UK spelling	Accept either spelling system, but do not mix them inconsistently (color/colour, center/centre).	Pick one system for an email or paragraph and stay consistent.	"Organization" and "organize" in one response, not mixed with "organisation".
194	Editing pass	Re-reading before submit catches tense slips, missing words, and punctuation errors; budget time for it.	Read the final text once looking at grammar, once at spelling, once at relevance.	In the editing pass, a test-taker fixes "he go" to "he goes" and adds a missing comma.
195	Brainstorming quickly	When a writer's block hits, list three possible supports in 30 seconds and pick the strongest.	For any opinion prompt, jot two reasons and one example before drafting.	For "should schools teach cooking?", notes: health, budget skills, example from own school.
196	Avoiding repetition	Repeating the same word and structure makes writing feel basic; paraphrase and reorder.	Swap repeated nouns for synonyms or pronouns, and vary sentence openings.	"The plan was good. The plan was cheap. The plan was fast" -&t; "The plan was good, cheap, and fast."
197	Typing under time pressure	Slow typing eats editing time; comfortable typing leaves room for quality.	Practice 10-minute typed paragraphs daily and track words per minute.	A candidate who types 20 wpm trains to 35 wpm, freeing minutes for review.
198	Getting feedback	Another reader (or an AI tool) spotting your habitual errors accelerates writing progress.	Have a partner or tool check two paragraphs weekly and log the top three error types.	Feedback reveals overused "very" and missing articles; the writer targets both for a week.

This final part walks the logistics around the test: check-in and ID, Home Edition environment rules, score delivery, and what to do after you receive your scores.

Section 6.1: Test Day and After (12 Concepts)

#	Term	Key Facts	Strategy Tip	Example
199	Test-center check-in	Arrive early with the required ID; devices and personal items are stored before you enter the testing room.	Bring only what is allowed, arrive at least 30 minutes before the appointment, and rest beforehand.	A candidate arrives at 9:25 for a 10:00 test, locks her phone away, and checks in with her passport.
200	Home Edition environment	For Home Edition, your room, desk, and equipment must meet ETS requirements, and a live proctor verifies them.	The night before, prepare a clear desk, a quiet room, and a camera angle showing you and the desk.	A test-taker clears the desk of books, closes the door, and joins the proctor's check-in 15 minutes early.
201	Home Edition hardware	You need a computer with a working camera, microphone, and speaker, plus a stable internet connection.	Run ETS's equipment check in advance; close all other apps before the session starts.	A candidate runs the system check the day before and updates the browser to pass the camera test.
202	ID and name match	Your registration name must match your acceptable photo ID; mismatches can block your test.	Register with your ID name exactly, including order and spelling.	A passport reads "Maria S. Lopez"; the account uses the same name, so check-in passes.
203	What to bring (test center)	An acceptable photo ID and, if needed, approved items; scratch paper and pencils are provided by the center.	Confirm your location's ID list on the ETS ID page; bring a backup ID if allowed.	A candidate brings only the passport on the approved list - the test center provides paper and pencil.
204	Managing the two-hour flow	With no scheduled breaks and a ~2-hour test, plan your energy: no heavy meal, comfortable layers, no phone check-ins.	Build a personal ritual: hydrate before, use the restroom before check-in, and keep a water bottle if the center allows.	A test-taker eats lightly, wears layers, and skips the mid-test coffee to avoid a restroom need.
205	Equipment failure awareness	If technology fails at a center or at home, report it		

immediately to
the proctor or
staff rather than
quitting.

Know the
helpline or
proctor protocol

for your mode
before test day
ends.

A Home Edition
candidate whose
mic fails signals

the proctor and
follows the
recovery steps
instead of
panicking.

206	Choosing score recipients	You choose recipients before the test; additional reports after the test cost US\$29 each.	Finalize your school list before registering, and re-check codes for each institution.	A candidate enters four school codes at registration, then pays US\$29 later only for a fifth school.
207	Score delivery expectations	Scores appear in your ETS account and are sent to recipients approximately 4-16 business days after the test date.	Plan application submissions around the delivery window; use Express Scoring only if a deadline demands it.	A test on the 5th with a deadline on the 30th leaves about two weeks of buffer - acceptable but tight.
208	Interpreting MyBest scores	Your report's MyBest (superscore) combines your best section scores across test dates, alongside the current test's scores.	If a school accepts superscores, a strong section lift on a retake can clear its threshold.	With 5/5/4/6 in April and 5/4.5/5/6 in June, MyBest reports 5/5/5/6.
209	Retake and policy details	Cancellation, rescheduling, refunds, and the test retake policy are described in ETS's TOEFL iBT Information Bulletin (PDF), referenced on the official pages.	Read the Bulletin's "Rescheduling and Canceling" section before registering so you know the rules and fees.	Before booking, a candidate reviews the Bulletin and learns the US\$69 rescheduling fee applies to changes.
210	After scoring: sending and verifying	After scores post, you can send additional reports, request score review (US\$80 per section or US\$160 combined), or re-test to improve MyBest.	Make a post-score plan: which schools need reports, whether a review is justified, and when a retake fits your schedule.	A candidate whose Writing score blocks admission pays US\$80 for a review; when it is confirmed, she re-tests in six weeks to lift it.