



# TOEFL READING

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2021

# A BRIEF OVERVIEW OF THE TOEFL TEST (2021)

- One of Reading or Listening section will be extended (Long Format)!



## Reading

3 - 4 Passages  
30 - 40 Questions  
54 - 72 min



## Listening

5 - 7 Part  
28 - 39 Questions  
41 - 57 min



## Break

10 min



## Speaking

1 part independent  
3 Part integrated  
17 min



## Writing

Integrated 20 min  
Independent 30 min

# GET A GOOD TOEFL TEACHER

- If you really want to improve your score, you should hire a tutor to work with you one on one. They will be able to help you improve your score in all three sections of the rubric. I recommend the following experts:
- Katie Mary – [Houseoftoefl@gmail.com](mailto:Houseoftoefl@gmail.com)
- Miguel Marcano – [elitetoeflprep@gmail.com](mailto:elitetoeflprep@gmail.com)
- Jonathan Huggins – [info@hugginsinternational.com](mailto:info@hugginsinternational.com)
- Danijela Jovanovic – [proesltestprep.com](http://proesltestprep.com)
- Josh MacPherson – [tstprep.com](http://tstprep.com)
- John Healy – [Study With It](http://StudyWithIt)
- Jane Birkenhead – [Birkenhead English](http://Birkenhead English)
- Sierra Yohalem – [sierra.yohalem@gmail.com](mailto:sierra.yohalem@gmail.com)
- Sherlen Tanner – [TOEFL iBT Academy](http://TOEFL iBT Academy)

# WHAT DO YOUR SCORES MEAN?

- Each section has a score range of 0–30.
- These are added together for a total score of 0–120.

Skill	Level	Skill	Level
Reading	Advanced (24–30) High-Intermediate (18–23) Low-Intermediate (4–17) Below Low-Intermediate (0–3)	Speaking	Advanced (25–30) High-Intermediate (20–24) Low-Intermediate (16–19) Basic (10–15) Below Basic (0–9)
Listening	Advanced (22–30) High-Intermediate (17–21) Low-Intermediate (9–16) Below Low-Intermediate (0–8)	Writing	Advanced (24–30) High-Intermediate (17–23) Low-Intermediate (13–16) Basic (7–12) Below Basic (0–6)

# MEAN SCORES

Section	Score Range	Mean Scores*
Reading	0–30	20
Listening	0–30	19
Speaking	0–30	19
Writing	0–30	20
Total Score	0–120	80

# ETS FREE SAMPLE TEST

- ETS now provides a new free sample test which uses modified versions of the old TOEFL Quick Prep sets.
- new PDF files: <https://www.ets.org/toefl/test-takers/ibt/prepare/accessible/>
- TPOs: Download TPOs from Telegram Channel (t.me/ExamDataInfo) and insert them in Shayesteh.ir (Note: TPO 64 & TPO 65 are new format)
- Zhenti

# READING SECTION CHANGES

- **You will still get three or four passages to read.** If you get four passages, one of them will be an “experimental” passage that is not graded.
- **Each reading passage will have 9 or 10 questions,** instead of 12 to 14 questions. You will be given 54 minutes (three passages) or 74 minutes (four passages) to finish the reading section (instead of 60-80 min). This means you will have about 18 minutes per passage and **105 seconds per question** (instead of 90 seconds like on the old test). Note that you may be required to achieve increased accuracy, so it is not safe to say that this change makes the reading section “easier.”
- If the total number of questions for a passage is **9**, that means a “**fill in a table**” question will appear as the last question. According to ETS, each passage will have exactly 10 questions every time, but this is incorrect information.
- The articles are the same length and difficulty level as before. **The same types of questions are used.**
- Unofficial reading scores are now given **at the test center as soon as you finish the test.**

# ABOUT THE ARTICLES

The articles are about a variety of academic subjects. Common subject areas include:

- Environmental science
- Plant biology
- Zoology
- History and sociology
- Geology
- Psychology and Learning
- Climatology

Note, of course, that you could get articles related to other topics. The articles are usually between 650 and 750 words.



# 10 TOEFL READING QUESTION TYPES

1. **Inference Question (0-1) (90 seconds):** <https://youtu.be/yL6zZqdhLyc>
2. **Vocabulary Question (1-3) (60 seconds):** <https://youtu.be/-Kndzo5tXhc>
3. **Reference Question (0-1) (60 seconds)**
4. **Rhetorical Purpose Question (0-2) (90 seconds)**
5. **Detail (Factual Information) Question (usually 1-3 per article) (90 seconds)**
6. **Negative Factual Information Question (usually 1-2 per article) (120 seconds):** <https://youtu.be/PpIEa1Qe0xw>
7. **Essential Information (Sentence Simplification) Question (0-1) (120 seconds):** <https://youtu.be/zSOmCGC3Cjc>
8. **Sentence Insertion (Insert Text) Question (always 1 per article) (120 seconds):** <https://youtu.be/3hUObeZqeQA>
9. **Complete the Summary (Prose Summary) Question (usually 1 per article) (150 seconds):** <https://youtu.be/PMOUizVJuSM>
10. **Complete the Table (Fill in a Table) (Organization) Question (very rare) (150 seconds)**

Examples: <https://www.bestmytest.com/blog/toefl/toefl-reading-question-types>

# 10 TOEFL READING QUESTION TYPES

## 1. Inference Question

*“What can be inferred from paragraph 5 about...”*

*“Paragraph 5 implies that...”*

*“Paragraph 5 suggests...”*

## 2. Vocabulary Question

*“The word \_\_\_\_\_ in paragraph 2 is closest in meaning to...”*

## 3. Reference Question

*“The word \_\_\_\_\_ in paragraph 1 refers to...”*

# 10 TOEFL READING QUESTION TYPES

## 4. Rhetorical Purpose Question

*“In paragraph 6, the author discusses \_\_\_\_\_ in order to...”*  
*“Why does the author mention...”*

## 5. Detail (Factual Information) Question

*“According to paragraph 4, what...”*  
*“Which of the following...”*  
*“It is stated in paragraph 4 that...”*

## 6. Negative Factual Information Question

*“All of the following are mentioned in paragraph 3 EXCEPT...”*  
*“Which of the following is NOT mentioned...”*

# 10 TOEFL READING QUESTION TYPES

## 7. Essential Information (Sentence Simplification) Question

*“Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 4?”*

## 8. Sentence Insertion (Insert Text) Question

*“In paragraph 2 there is a missing sentence. Where would the sentence best fit?”*

## 9. Complete the Summary (Prose Summary) Question

*“An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage.”*

## 10. Complete the Table (Fill in a Table) (Organization) Question

*“Complete the table below to summarize information about \_\_\_\_\_ in the passage. Match the appropriate statements to \_\_\_\_\_”*

# 4 TOEFL READING TIPS AND TEST-TAKING STRATEGIES FOR TOTAL SUCCESS

1. Improve Your Reading Speed: 6 minutes to read each text and more than 1 minute to answer each question
  - Time yourself
  - make your reading pace slightly faster
2. Work on Your Comprehension Speed
  - teach yourself to remain calm
  - deduce meaning and infer information
  - your skill at dealing with vocabulary words that you do not know.
3. Learn Specific Vocabulary
4. Keep Moving

# TIPS TO IMPROVE YOUR READING SKILLS (ETS)

- Read in English as much and as often as you can.
- Use your knowledge of grammar to understand difficult sections of a passage.
- Continually expand your vocabulary knowledge.
- Expand your vocabulary by analyzing the parts of a word.
- Learn to recognize different organizational styles so you can understand the way an article or text is structured.
- <https://www.ets.org/toefl/test-takers/ibt/resources/improve-skills/reading#:~:text=Read%20in%20English%20as%20much,that%20don't%20interest%20you.>

# 10 AWESOME TIPS FOR THE READING SECTION OF THE TOEFL TEST

1. Memorize the question types
2. Find keywords and focus on them
3. Practice reading with a timer
4. Beware of modifiers in answer choices
5. Store knowledge of academic vocabulary
6. Learn word parts and apply to unknown vocabulary
7. Be an active reader
8. Study the same test more than once
9. Explain why you were correct or incorrect
10. Practice with TPOs

# FIND KEYWORDS AND FOCUS ON THEM

- *Keywords are almost never prepositions (under/in) or articles (a/an/the)*
- *Keywords are almost always verbs, nouns or adjectives*
- *Proper nouns are almost always keywords*

Ex: Which of the following best expresses the essential information in the highlighted sentence in paragraph 3?  
Incorrect choices change the meaning in important ways or leave out essential information.

- A. ~~Discoveries of ceratopsian remains suggest that they lived in groups~~
- B. ~~Fossils of individual herds of ceratopsians have been discovered in bone beds~~
- C. ~~The evidence shows ceratopsians of all ages and genders lived, ate, and slept in groups~~
- D. ~~Numerous fossils support the idea that individual ceratopsians differed from each other~~



# BEWARE OF MODIFIERS IN ANSWER CHOICES

- First of all, what's a modifier?
- A modifier is a word, usually an adjective or noun that changes the meaning of the head noun. The wrong modifier can change the significance of a statement.
- The best way to understand is to look at a few examples:
- This event has had a tremendous impact
- This event has had some impact
- This event has had almost no impact
- As you can see, modifiers are an easy way to make a possible choice incorrect. All you have to do is change a single word and it changes the entire meaning of the sentence. This is one of the more infamous trap answers on the TOEFL, so be sure not to fall for *the modifier trap*. There is a huge difference between "*tremendous impact*" and "*almost no impact*".

# LEARN WORD PARTS AND APPLY TO UNKNOWN VOCABULARY

## Group 1 – Location and Movement

- **ab** – *away from, down* – abandon, abstain, abnormal, absurd, abominable
- **ad** – *at, towards* – admire, adapt, adjacent, admonish, adversary
- **circum** – *to go around, circle* – circumvent, circumstance, circumstantial, circumference, circumcise
- **con-/co-/com-/col** – *together* – collect, company, concentrate, converge, coexist
- **dia** – *through, across* – dialogue, diachronic, diameter, diatribe, diagram
- **equi** – *equal* – equidistant, equity, equilibrium, equinox, equivalent.
- **ex** – *out of, not* – exposure, exaggerate, exonerate, exude, exclusion
- **fore** – *front, in advance* – foreground, forearm, forecast, foreclose, foreshadow
- **in** – *in, on, not* – inception, intone, insinuate, incorrect, inaccurate
- **inter** – *among, between* – interaction, intercept, intermediate, interject, international
- **para** – *besides, irregular, beyond* – paramedic, paranormal, paragraph, paraphrase, paranoid
- **per** – *thoroughly, through* – perceive, persist, peruse, persevere
- **peri** – *about, around, near* – periodical, periscope, perimeter, peripheral
- **pro** – *before, forward* – procession, proficiency, prominent, prologue, prognosis
- **sub** – *under, below, slightly imperfect* – subatomic, subconscious, subdivide, subjugate, submission
- **syn-/sym** – *with, together* – sympathetic, synergy, synonym, symbiotic, symmetrical
- **tele** – *afar, at a distance* – telecast, telecommunication, telephone, telescope, television
- **trans** – *through, across, beyond* – transcript, transfer, transcendence, transport, transaction

# LEARN WORD PARTS AND APPLY TO UNKNOWN VOCABULARY

## Group 2 – Numbers

- **bi-/du** – *two* – duplicate, dual, bisexual, biweekly, bipolar
- **cent** – *100* – centenarian, century, centigrade, centimeter, centipede
- **mill** – *1000* – millennium, milliliter, milligram, millennial, millipede
- **mono** – *one* – monochrome, monotone, monogamy, monopolize, monotheism
- **multi** – *more than one* – multicellular, multicultural, multimillionaire, multitask, multifaceted
- **poly** – *many* – polyglot, polygamy, polyphonic, polytheism, polygon
- **quad** – *four* – quad, quadriplegic, quadrangle, quadruplet, quadriceps
- **tri** – *three* – tricycle, tripod, trio, trimester, triad
- **uni** – *one, together* – unicorn, unicycle, unify, uniform, universal

# LEARN WORD PARTS AND APPLY TO UNKNOWN VOCABULARY

## Group 3 – Negatives

- **anti** – *against, opposite of* – antidepressant, antitrust, antiwar, antidote, antisocial
- **contra** – *against, in opposition of* – contraband, contraceptive, contrast, contrarian, contradiction
- **dis** – *away from, the reverse effect* – disable, disadvantage, disarm, displace, disrupt
- **il-/im-/in-/ir** – *not, opposite of* – illegal, imbecile, irregular, inability, inconsistent, illogical
- **mal** – *wrong, badly* – malefic, malcontent, malpractice, malnourished, malevolent
- **mis** – *wrong, incorrect* – misjudge, mislead, misprint, mistreat, misfortune
- **non** – *not* – nonchalant, noncompliant, nonexistent, nonrenewable, nonfiction
- **un** – *negative, opposite force* – unacceptable, uneasy, unhinged, unrealistic, unspeakable

# LEARN WORD PARTS AND APPLY TO UNKNOWN VOCABULARY

## Group 4 – Academics

- **astro** – *the stars, outer space* – asteroid, astrology, astrolabe, astronaut, astrophysicist
- **geo** – *earth* – geometry, geothermal, geography, geolocation, geometric
- **hydro** – *water* – hydroelectric, hydrometer, hydrophobia, hydrophobic, hydrodynamic
- **neur** – *nerves, nervous system* – neuron, neurological, neuropathy, neurosis, neurosurgeon
- **psych** – *mind, spirit, that which breathes* – psychedelic, psychic, psycho, psychosis, psychotic
- **socio** – *social, society* – sociocultural, socioeconomic, sociolinguistic, sociopolitical, sociopath

# LEARN WORD PARTS AND APPLY TO UNKNOWN VOCABULARY

## Group 5 – More Prefixes

- **ana** – *back, again, upwards* – anagram, analogy, anatomy, anachronism, analyze
- **auto** – *by oneself, itself* – autobiography, autocracy, autograph, automatize, autonomy
- **em, en** – *to cause to be in, to confine* – embark, embezzle, entourage, enjoin, encroach
- **hyper** – *over, exaggeration* – hyperactive, hyperbolic, hyperlink, hypertension
- **meta** – *after, change, beyond* – metamorphosis, metaphysical, metadata, metabolism, metaphor
- **neo** – *new* – neologism, neolithic, neofascist, neon, neonate
- **over** – *more than usual, too much* – overcooked, overachiever, overeducated, overdose, overslept
- **pan** – *all* – pandemic, panorama, Pangea, pan, panacea
- **post** – *after* – postmortem, postmodernism, posterity, postscript, postseason
- **pre** – *before* – precaution, preconditioned, predestination, preordain, preview
- **re** – *back, again* – rebuild, recall, recede, reflect, reconsider
- **super** – *above, beyond* – superimpose, superlative, supernova, superstar, superrich
- **ult** – *last, beyond* – ultraconservative, ultrasound, ultimatum, ultimate, ulterior

[https://drive.google.com/file/d/1li2OL1\\_kmYWld3pNAVT-ej\\_lwHQLely/view](https://drive.google.com/file/d/1li2OL1_kmYWld3pNAVT-ej_lwHQLely/view)

# LEARN TO SKIM & SCAN

- In English, skimming involves reading a passage quickly and understanding a text by extracting the important details at a glance. This is a crucial skill for the TOEFL reading test. Practice doing this with passages as you get closer to taking the exam.

Move your eyes quickly over the page to get the information you need.

## Skim

when you want to read something quickly to get a general idea.

- Read the table of contents.
- Read the opening and closing sentences of paragraphs.
- Read headings and subheadings.
- Look at any illustrations or graphic features.

Skim if you are previewing a book for selection.

Skim if you are rereading some pages before moving on in a book.

Skim when looking through a newspaper or magazine.

## and

## Scan

when you want to read something quickly to find a specific piece of information.

- Look for key words related to your topic.
- Look for bold print and italics.
- Look for words in larger font sizes.
- Look through bulleted information and sidebars.

Scan if you have a question that you need answered.

Scan when trying to find a phone number, looking in a dictionary, or searching through an index.

# LEARN TO GUESS UNFAMILIAR WORDS

- When you are faced with a new word what do you do? Panic? Consult a dictionary? Neither of these responses will help you in your exam. Learn to guess the meaning of new words from the context of a passage or the words and paragraphs which surround it. Reading will help with this.



# TRAPS IN THE TOEFL INFERENCE QUESTION (1)

- An answer choice that is not mentioned. The text didn't even talk about this.
- An answer choice that cannot be inferred because there is not enough information in the reading or not enough evidence provided to make this conclusion.
- An answer choice that is possible, but not probable.
- An answer choice that uses EXTREME words such as NEVER, ALWAYS, ALL, ONLY, the BEST, the WORST. Most of the time these kinds of words will not be stated in the reading and therefore, cannot be inferred.
- An answer choice that is a false statement. It usually contains a word, phrase or even a wrong letter that makes it incorrect.

# LET'S PRACTICE. READ THE FOLLOWING TEXT. NOTICE THE DIFFERENT TRAPS IN THE ANSWER CHOICES.

The woman went to the store to buy snacks for the trip. She saw that there were bananas on sale. She put them in her basket. She also selected two bottles of water, organic granola bars and dark chocolate. She placed all of her selected items on the checkout counter and asked the man behind her if he would save her place in line. He agreed. She ran down the aisle and picked up a jar of mustard. She was glad she remembered. The mustard would go well with what she had previously packed in her car.

- What can be inferred about the woman's selection of the bananas?
1. The fact that the bananas were on sale reflects the surplus of bananas.

Trap #1. A banana surplus wasn't mentioned at all in the text.

2. The woman is interested in healthy eating.

Trap #2. It is not mentioned in the text that the woman is interested in healthy eating. Just because she also buys water, organic granola bars and dark chocolate on this particular shopping trip, doesn't mean she is interested in healthy eating. It is possible that she might eat french fries at a fast food restaurant in a few hours. There is not enough information in the text to make the conclusion that she is interested in healthy eating.

3. The woman likes bananas.

Trap #3. This is possible. However, it is also possible that she is buying snacks for other people who will also be going on the trip and she may be buying the bananas for them, not for her own enjoyment.

4. The woman will only buy bananas when they are on sale.

Trap #4. The word "ONLY" is extreme. We cannot draw this conclusion.

5. The woman selected bananas for the first snack of the trip.

Trap #5. This is a false statement because we do not know bananas will be the first food item eaten (or first snack) on the trip. Bananas are the first food item mentioned in the text, but we cannot conclude that bananas will be the first eaten.

**Correct Inference:** The selected bananas will be part of the food supply for the woman's road trip.

# TRAPS IN THE TOEFL INFERENCE QUESTION (2)

It is the MOST likely conclusion. When you look at the answer choices for this question, eliminate the following traps:

1. An answer choice that is a **false causality**.

This will add a cause/effect relationship that is not stated in the text.

2. An answer choice that is a **false comparison**.

This will add a more/less than relationship that is not stated in the text.

3. An answer choice that is a **false combination**. This will place two (or more) pieces of information from the text together and this new combination results in a false statement.

4. An answer choice that does NOT answer the question.

5. An answer choice that is highly possible. This may be the answer choice that you think could be the answer. However, there may be another choice that is MORE probable. Select the most probable choice. The correct answer choice is closest to the actual text. It might be so close that you will think it is too simple. Sometimes, TOEFL is simple!

# LET'S PRACTICE! READ THE FOLLOWING TEXT. NOTICE THE DIFFERENT TRAPS IN THE ANSWER CHOICES.

The woman went to the store to buy snacks for the trip. She saw that there were bananas on sale. She put them in her basket. She also selected two bottles of water, organic granola bars and dark chocolate. She placed all of her selected items on the checkout counter and asked the man behind her if he would save her place in line. He agreed. She ran down the aisle and picked up a jar of mustard. She was glad she remembered. The mustard would go well with what she had previously packed in her car.

What can be inferred about the woman's selection of the bananas?

1. The woman placed the bananas in her basket because she saw that they were on sale.

Trap #1. The text does not indicate a cause/effect relationship. The text says she saw they were on sale. Then, she placed them in her basket. She might have placed them in her basket even if they were not on sale.

2. The woman bought more bananas than dark chocolate.

Trap #2. There is not enough information about the quantities of each food item to determine if she bought more or less than another item.

3. The woman's selection of the bananas that were on sale made her

glad.

Trap #3. There are 2 pieces of information here: bananas that were on sale and the woman's gladness. However, notice that she was glad she remembered the mustard. This gladness had nothing to do with the bananas.

4. The woman forgot to put mustard in her shopping basket along with her bananas.

Trap #4. This statement is true. However, it does not answer the question. The question asks us to draw a conclusion about her selection of the bananas.

5. The bananas that were on sale were perfectly ripe.

Trap #5. This possible. The bananas were on sale. They probably looked ready to eat. But do we know with 99.9% certainty that they were? Perhaps the bananas were brown. Perhaps they were green. Perhaps they were yellow. Again, just because she selects the bananas that were on sale doesn't make them ripe.

Correct Inference: The selected bananas will be part of the food supply for the woman's road trip.

# SUMMARY

- TOEFL Reading Format: 3 - 4 Passages (30 - 40 Questions) 54 – 72 min
- Question Types & Sample Tests
- Tips
- Keywords & Modifiers
- Words, Roots (Origins), Suffixes, Prefixes
- Skim & Scan
- Guess Unfamiliar Words
- Traps



THANK YOU

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