

Test Format

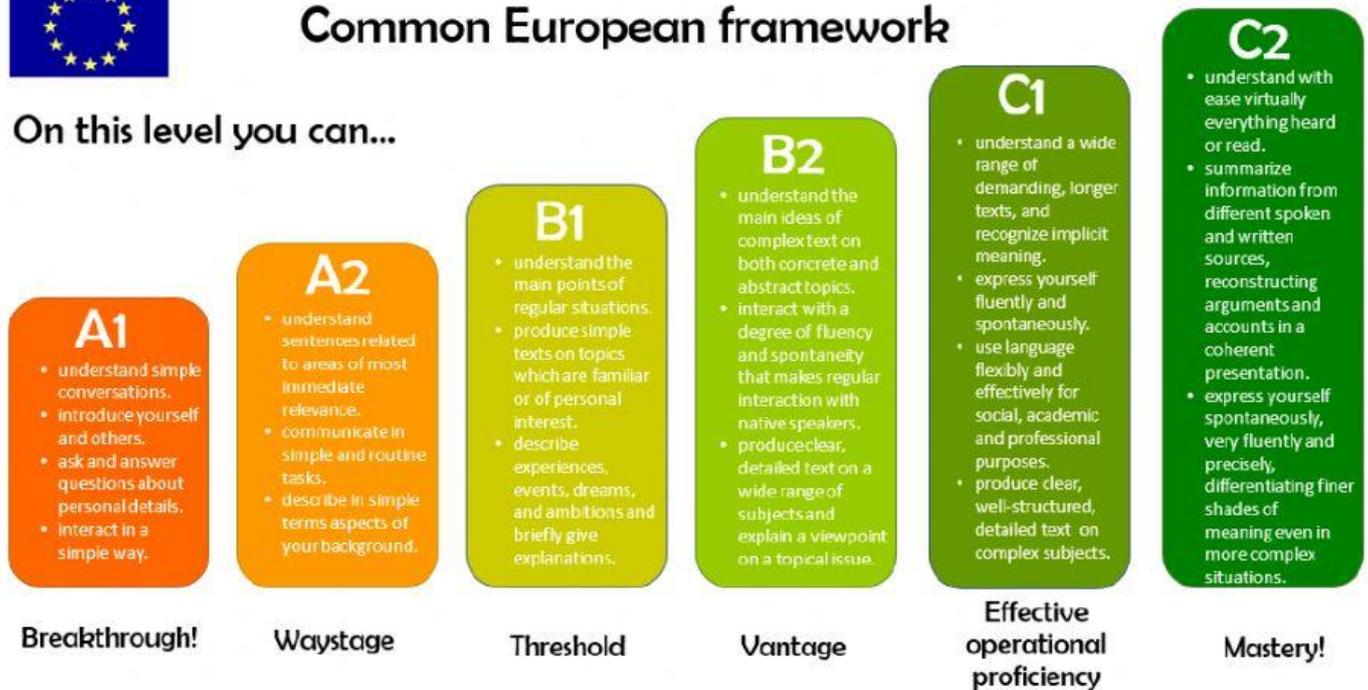
Test Section	Number of Questions	Timing
Reading	3–5 passages, 12–14 questions each	60–100 minutes
Listening	4–6 lectures, 6 questions each 2–3 conversations, 5 questions each	60–90 minutes
BREAK		10 minutes
Speaking	6 tasks: 2 independent and 4 integrated	20 minutes
Writing	1 integrated task 1 independent task	20 minutes 30 minutes

COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR)



Common European framework

On this level you can...



GRAMMAR TOPICS PER LEVEL

https://www.examenglish.com/CEFR/cefr_grammar.htm

READING	LISTENING	SPEAKING	WRITING	
1-30	1-30	1-30	1-30	0-120

Total Score Comparison Table

CEFR level	TOEFL Essentials overall band score (1–12)	TOEFL iBT total score (0–120)
C2	12	114–120
C1	10–11.5	95–113
B2	8–9.5	72–94
B1	5–7.5	42–71
A2	3–4.5	n/a
A1	2–2.5	n/a
Below A1	1–1.5	n/a

Grammar expected at each of the Language Levels of Proficiency

A1	A2	B1	B2	C
Adjectives: common and demonstrative	Comparatives, superlatives	Modals – might, may, can, must	Relative clauses Simple	Futures (revision)
Adverbs of frequency	Verb + ing: like	Broader range of intensifiers: such	Future continuous	Inversion with negative adverbials
To be, including question+negatives	Adverbial phrases – including word order	as .. as, too, enough	Modals – should have/might have/ etc	Mixed conditionals in past, present, future
Going to	Adverbs of frequency	any/no/some/every	Would expressing habits, in the past	Modals in the past
How much/how many and very	Countables and Uncountables:	Question tags	Conditionals: 2nd	Narrative tenses for experience,
common uncountable nouns	Future Time (will and going to)	Conditionals: 1st	Modals of deduction and speculation	Passive forms: with modals
I'd like	Gerunds	Will and going to, for prediction	Narrative tenses	Passive combined
Imperatives (+/-)	Imperatives	Linking words Basic	Passives All tenses	Phrasal verbs, especially splitting
Intensifiers - very basic	Past simple	Future continuous	Past perfect	Reduced relative clauses
Modals: can/can't/ could/couldn't Basic	Past continuous	Modals - must/ can't deduction	Past perfect continuous	Ellipsis
Past simple of "to be"	Present continuous	Adverbs	Phrasal verbs, extended	Idioms
Present continuous	Phrasal verbs – common	Past continuous	Interesting Adjectives and Adverbs	Relative clauses with prepositions
Possessive adjectives	Possessives	Present Perfect	Reported speech	Modals – can't have, needn't have
Possessive s	Prepositions extended	Phrasal verbs, extended	Will and going to, for prediction	Inversion with conditionals
Prepositions, common	Zero conditional	Present perfect continuous	Wish/if only Had better	Subjunctive
Verb + ing: like/ hate/love		Reported speech	Conditional: 3d - basic	Future perfect
There is/are		Simple passive	Linking words Intermediate	Future perfect continuous
				Linking words advanced



TOEFL
Internet-based Test Examinee Score Report
for the Test of English as a Foreign Language

Test Date: **22 Oct 2005**

Sponsor Code: **6283**

Inst. Code: Dept. Code:

Registration Number: **4234 5678 9123 4567**

Name: **Tanaka, Miki**

Gender: **Female**

Native Country: **Japan**

Date of Birth: **19 May 1987**

Native Language: **Japanese**

**0802
9993
2229
7766**



TANAKA, MIKI
1A 23-4 BCD567 EF891
FGHIJ RD
MNLOPQ 234 JAPAN

TOEFL SCALED SCORES

Reading	17
Listening	17
Speaking	14
Writing	17
Total Score	65

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Reading Skills	Level	Your Performance
Reading	Intermediate (15–21)	<p>Test takers who receive a score at the INTERMEDIATE level, as you did, typically understand academic texts in English that require a wide range of reading abilities, although their understanding of certain parts of the texts is limited.</p> <p>Test takers who receive a score at the INTERMEDIATE level typically</p> <ul style="list-style-type: none"> • have a good command of common academic vocabulary but still have some difficulty with high-level vocabulary; • have a very good understanding of grammatical structure; • can understand and connect information, make appropriate inferences, and synthesize information in a range of texts but have more difficulty when the vocabulary is high level and the text is conceptually dense; • can recognize the expository organization of a text and the role that specific information serves within a larger text but have some difficulty when these are not explicit or easy to infer from the text; and • can abstract major ideas from a text but have more difficulty doing so when the text is conceptually dense.
Listening Skills	Level	Your Performance
Listening	Intermediate (14–21)	<p>Test takers who receive a score at the INTERMEDIATE level, as you did, typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms or colloquial or figurative language), complex grammatical structures, and/or abstract or complex ideas. However, lectures and conversations that require the listener to make sense of unexpected or seemingly contradictory information may present some difficulty.</p> <p>When listening to conversations and lectures like these, test takers at the INTERMEDIATE level typically can</p> <ul style="list-style-type: none"> • understand explicitly stated main ideas and important details, especially if they are reinforced, but may have difficulty understanding main ideas that must be inferred or important details that are not reinforced; • understand how information is being used (for example, to provide support or describe a step in a complex process); • recognize how pieces of information are connected (for example, in a cause-and-effect relationship); • understand, though perhaps not consistently, ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and • synthesize information from adjacent parts of a lecture or conversation and make correct inferences on the basis of that information, but may have difficulty synthesizing information from separate parts of a lecture or conversation.



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