2020 TOEFL iBT

Mastering the

LISTENINGING SECTION

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Discription of the LISTENING SECTION

The **"New" 2020 TOEFL iBT** Listening Section consists of either two or three conversations with five questions per conversation, and four or five lectures with six questions per lecture. You will have either 41 or 57 minutes to complete the entire section depending on how many passages you have. This gives you approximately 1.20 minutes to answer each of the questions in this section. Using your notes and the P.O.E. described in this chapter gives you plenty of time to answer each question.

These methods teach you the basic language structures to listen for the statements in the passages that you will be tested on and how to use the process of elimination to eliminate wrong choices. In other words, no matter how the passages and questions are written, these methods will work to help you find the best answers.

The Listening Section is said to test your ability to listen to, and understand lectures and conversations as you will hear them in a university setting. What this section really does is test your ability to take relevant notes of the main points and to use them to answer related questions on the test. **Taking good notes is the key to a high TOEFL iBT Listening Section score!**

In the Listening passages, Conversations begin with a greeting followed by a statement of purpose or problem and related details while Lectures begin with a statement of the topic of the lecture followed by related details and examples. In the Listening section, you will hear the conversations or lectures only once, so you MUST take notes and answer the questions in the order they appear in the passage to achieve a high score.

NOTE: YOU MUST TAKE WRITTEN NOTES WHILE THE PROFESSOR IS SPEAKING!

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To score well on the TOEFL iBT Listening Section, follow these basic principles;

1. **Focus on the structure:** Questions following lectures and conversations will ask about specific details. Listen to how the main topic develops in lectures. Pay attention to examples, theories, comparisons and cause-and-effect relationships in lectures. Focus on the purpose, requirements and related details in conversations. Actively listen to the selection, noting the general idea or purpose, structure and tone.

2. **Listen for the main topic or purpose:** Each lecture will have a main topic, while each conversation will focus on a purpose. This is usually noted at the beginning of the lecture or conversation and is usually the focus of the first question.

3. **Questions come in the order the information appears in the passages:** Write your notes neatly and in the order the information appears in the passages. Use bullet points to mark your notes. DO NOT use arrows to connect ideas: this will only confuse your notes. Use your notes and P.O.E. to eliminate any choice that doesn't match the information from the passage.

4. **Answer all of the questions:** There is no skipping in the Listening Section. You must answer each question as it appears.

5. **Don't memorize:** There is far too much information to memorize in the passages. Keep in mind that the TOEFL iBT is testing you on your ability to follow the logical flow of ideas, not on your ability to memorize information. Practice listening for the "key words and phrases".

6. **Don't take too many notes:** When taking notes, only write down the important points. Listen for the "key words and phrases" that introduce important information. These will tell you everything you need to know.

7. **Use Process of Elimination aggressively:** Using your understanding of the main idea, previous questions and any notes you've taken to help you, use the P.O.E. from the Reading section to eliminate obvious wrong choices.

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One important thing to know is that Lectures and Conversations both use standard structures to express the important information that you will be questioned about. They use "key words and phrases" to introduce this information. Practice listening to pick out the "key words and phrases". Be especially aware of and listen for transitions in the talks and lectures. Also, practice listening for the tone of the speakers in conversations. The speakers tone or attitude will often be one of the questions that you will be asked about.

NOTE: Listen for Structure and/or Tone: Each passage type has a specific structure and/or tone. The TOEFL iBT is a "standardized test", which means that each passage type has common question types related to it. Knowing the structure of the passage will give you a clue to the types of questions that you will be asked, and knowing the types of questions that will be asked will help you to take the notes you need.

SPECIAL NOTE: The Listening Section is NOT a test of how much you know of any subject or of how much you can memorize of what is being said. This is a test of how well you can take notes of the main points and details of a conversation or lecture, how well you understand the structure of conversations and lectures, how well you understand the tone of the speakers, and how well you can use your notes to answer the questions. Remember that this is not a regular school test; **do not try to learn the subjects while you listen.** Simply take notes using the "key words and phrases" and use those notes, along with your P.O.E. to answer the questions.

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As previously stated, TOEFL iBT passages follow certain structures. Knowing the structures of each passage type and the types of questions asked after each one will enable you to take more accurate and relevant notes. Learn to recognize how the information is presented in each of the passage types so that you can be assured of taking just the notes you need to answer questions correctly.

STRUCTURE OF LISTENING PASSAGES

There are two types of Listening passages: Academic Lectures and Conversations.

ACADEMIC LECTURES

Lectures are structured around a main topic or concept.

In lectures, the speaker will usually introduce the main idea at the very beginning of the talk. The professor will then follow with the topic of discussion. While taking notes, write the topic down. Once you have the main topic, the lecture will provide a purpose, explanation or more information.

There are four basic Lecture structures:

1. Compare/Contrast
2. Cause-and-Effect Relationships
3. Abstract Category/Specific Examples
4. Sequences

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There will be four to six academic lectures throughout the Listening Section. At least two will contain classroom dialog.

- Each lecture is approximately six minutes long.
- A lecture may involve one speaker or multiple speakers: a professor and students.
- Each lecture is followed by six questions.

Academic Lectures typically contain six parts:

1. **Opening/Topic:** You will hear the teacher or professor greeting the class and announcing the topic of the lecture.

2. **Purpose of the Lecture:** Here the professor will usually introduce the main points of the lecture. Listen for the professor to give a brief description of the main topic.

3. **Reasons/Examples and Details:** The lecture will usually contain several supporting reasons, and/or theories with examples and details to support them.

4. **Questions and/or Comments:** During the lecture, the professor may ask a general question about the topic to indicate that s/he will be giving important information to the class. However, when the professor asks a question directed to a specific student, or if a student asks a question, the answer to that question will be the answer to one of the questions that you will be asked.

5. **Photos or Drawings:** At some point during the lecture, you may be shown a photo, drawing, or diagram that the professor will describe in detail. Be sure to look at your screen to remember what is being shown.

6. **Conclusion/Summary:** Lectures will not always have a conclusion or summary. They may even end abruptly. However, some lectures end in a brief summary of the important points. Also, sometimes, at some point, the professor will say what the class will do next. Always listen for the professor to mention what the class will do next as that will likely be one of the questions that you will be asked.

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CONVERSATIONS

In conversations, after the greeting, the speaker will reveal his or her purpose. One speaker will then express the purpose of the conversation. Afterwards, the other speaker will either ask for more information or will offer possible solutions. The conversation typically ends with some kind of resolution.

There are two basic Conversation structures:

1. Office Hours
2. Service Encounter

There are two to three conversations involving two or more speakers.

1. Each conversation is three to four minutes long.
2. A conversation has 12 - 15 exchanges.
3. Each conversation is followed by five questions.

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Conversations typically contain four parts:

1. **The greeting:** Usually, the two speakers will exchange greetings. You will not need to take notes here, but it would be good for you to know the speaker's names. Responses accurately using specific details from the passages receive higher scores.

2. **Statement of purpose:** Conversations will typically be about an academic problem or an issue faced by one of the speakers. Listen for a student to respond to a question such as,
   "How can I help you?" or "What can I do for you?" and take notes of the response. Use these notes to answer questions similar to "Why did the student go to see the professor?"

3. **Requirements/Suggestions:** After the purpose is revealed, one of the speakers will respond to the other typically by asking more questions regarding the problem or issue raised followed by a list of requirements or by making suggestions. Take notes of the requirements or suggestions given and any related details that accompany them. Use these notes to answer questions similar to "What does the professor tell the man to do?"

4. **Assorted Details:** During the conversation the student and professional will discuss details regarding the student's purpose and the advice given about it. Take notes of the details and of the student's attitude or tone. Use these notes to answer Detail, Rhetorical Purpose, Inference or Tone questions such as "Why did the student say he needed to miss the exam? or "Why does the professor say this (replay of professor's statement?" or "How does the student feel about the professor's suggestion?"

5. **Resolution:** The conversation will end with a closing resolution. This is a statement of what the student intends to do. Be sure to take notes of the resolution. Use these notes to answer questions similar to "What does the student plan to do?" or "What will the student likely do next?"

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RECOGNIZING THE BASIC STRUCTURES OF CONVERSATIONS

When listening to a conversation, identify the structure. Being able to recognize the basic structures of each conversation type is an important skill that will enable you to anticipate the information you will be questioned on. Having a good idea of what you will be questioned on will also enable you to take the notes you need to answer the related questions.

The two basic Conversation passage structures are as follows:

SERVICE ENCOUNTER

In a service encounter, after the initial greeting, there will be a conversation between a student and a campus official such as a professor, counselor, office worker or librarian, etc. After the initial greeting and after the campus official asks a question such as, "What can I do for you?", and the student will announce the specific purpose for the encounter. The campus official will then offer specific advice or state a series of requirements the student must perform to fulfill the intended purpose. This conversation may involve several related details. Be sure to take notes of the student's purpose, the requirements and the related details for both.

OFFICE HOURS

In this type of conversation, a student will likely visit a professor or student counselor to ask for some advice on an academic topic or issue. Then the professor or counselor will offer some advice to the student. Be sure to take notes regarding the student's problem or issue and of the recommendations he or she receives. Also take notes on any related details being discussed.

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TAKING NOTES

Taking notes is a MUST on the TOEFL iBT. Perhaps in high school you were able to do just fine in your classes without taking notes? If so, good for you! However, when attending a major university in the United States or other English speaking country, you will likely sit in an auditorium with 100 – 400 other students and listen to a professor give a lecture that could run from 1 to 2 hours long. All the while, you must take notes of the lecture in order to prepare for your upcoming assignments and exams. You might think that you will simply record the lecture with some kind of device, BUT I assure you that you will not get anything useful from such an effort. Unless you have a microphone attached to the professor's shirt, all you will get are the garbled noises of the students around you.

Make no mistake, you will not be able to achieve a high score on your TOEFL iBT, or be able to get good grades at the university level if you don't take notes. Therefore, we strongly suggest that you learn and develop this skill now.

NOTE: Taking notes is not required for any of your courses (unless your professor will be grading your notes). However, there is far too much information in any one lecture for a person to be able to remember the lecture entirely. Therefore, you must take written notes during the lecture. As a further note, it is not likely that your notes will be complete, because when you are writing, you are not listening. In other words, you are likely to have "holes" in your notes. We strongly suggest that you partner up with four other students in your class to form a "study group". Comparing and sharing your notes with others will ensure that you have a full understanding of the lecture and a much greater ability to score well on assignments and exams. You can help each other to understand the main topics of the lecture and, should you have an issue where there is a disagreement on one of the aspects of the lecture, you can take your notes to your professor and ask for clarification. Professors are very limited for time. If you go to your professor for clarification on an issue from a lecture, the first thing the professor will ask is, "What do you have in your notes?" If you answer, "I don't take notes." the professor will likely simply tell you, "That's your first problem." And then ignore you as you have just proved that you are not a serious student. On the other hand, should you go to your professor with a question and display a full set of notes, your professor will see that you are a serious student and will likely give you the time you need for an explanation. Furthermore, should you need a little more time to complete a project, the professor, knowing that you truly care about doing your work, may be inclined to grant you a reasonable amount of extended time to turn in your assignment.

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Even though taking notes is imperative for getting good grades, many students are intimidated at the thought of it. Their minds cringe at the thought of writing down every word a professor says. Although this fear is completely understandable, it is totally un-necessary. There is really no need to be afraid. Taking notes is a skill like any other and must only be practiced to develop your abilities. One comforting fact is that it is entirely un-necessary to take notes on *everything* in the Listening passages. What <u>is</u> necessary is that you take notes on the things that you will be tested on.

THE NOTE TAKING CHALLENGE

People often tell me that taking notes for the Listening Section is too difficult because they don't understand the lectures or conversations because the speakers talk too fast, and there is not enough time to write all the notes of the important points in the passages.

After over 16,000 hours of instruction, I have found that there are two main reasons for these problems.

1. **"The speakers talk too fast"** – The student is likely translating from their native language to English in their mind.
2. **"Not enough time to write all the notes"** – The student is writing too much, or trying to write down everything being said.

The first problem, "speakers talk too fast" is primarily caused by students trying to translate from their native language to English in their mind while listening to the passages. This can only be overcome by practicing listening to English conversations and lectures until understanding the language and passage structures become familiar. Naturally, this takes time. You must listen to conversations and lectures in English for several hours a day to get used to the structure and grammar of the language. To accomplish this easier, we strongly suggest listening to English conversations and lectures on your ETS TOEFL iBT CD's for at least one hour per day. Pay close attention to the structures of the passages, and pay special attention to the questions that follow. You will notice that each passage type has similar questions associated with it. Also, pay close attention to the emphases on phrases that cue you to take the relevant notes.

The second problem of "can't write fast enough" is easier to correct. People who believe they can't write fast enough to take all the notes while reading are simply taking too many notes. Students often think that everything being said is important, or they believe it is too difficult to determine what notes will be needed to answer the questions, so they try and write everything down.

Not only is this nearly impossible, it isn't necessary. The listening passages are short: conversations are between two and a half minutes to four minutes long, while lectures are

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between four and a half minutes to six minutes in length. Besides, you will not be tested on everything said in the passages, so there is no reason to write down everything that is being said.

What should you take notes on?

Again, the TOEFL iBT is a test of how well a student takes notes and uses them to answer the questions. A student, who knows the structures of the passages, and how the information is presented in each, will be able to take the most accurate notes. By knowing the structure of a passage, a student can predict how the information will be presented and have a good idea of what types of questions will be asked about the passage. In other words, if you know what kinds of questions you will be asked, you will know what to take notes on. When you know what words and phrases are used to introduce the "important" information, you will take fewer notes, but have all the information that you need to answer the questions. Makes sense, right?

The Mastering the "New" TOEFL iBT 2020" program teaches mastery of the structures and phrases that you will need to know to score well on both the conversation and lecture passages on the TOEFL iBT. Please follow and practice using these techniques.

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Be aware that you don't have to understand all of the vocabulary or phrases to understand what is being said. Use your skills of "dealing with difficult vocabulary" (from the Reading Section) to understand the general ideas of sentences. For most questions, just getting the general meaning of a sentence is good enough to answer questions on the TOEFL iBT. In other words, all you have to do is write down the "general information" and use it to answer your questions with the help of your Process of Elimination.

As has been stated, there are two types of listening passages: conversations and lectures. Conversations are based on a purpose, whereas lectures are based on a main topic. For each type there are notes that you should take in general to answer most questions. Listen for key words and phrases to introduce the clues that will answer all of the questions.

The lectures use certain key words and phrases to introduce the important points, while conversations have definite structures with only certain details that you will be questioned on.

Once you know these structures, key words and phrases (practice listening for them), taking the "right" notes is much easier. Each type has its own points to listen for and to take notes on. Use the suggestions in this chapter to practice taking jut the notes needed to answer the questions following each passage.

As was stated earlier, recognizing the basic structures of the different passage types will help you to take the notes you need to answer the questions because each structure type of conversations and lectures will contain certain words and phrases that will cue you to write the required notes needed to answer the related questions. Paying attention to the structure of the passage, listening for the "key" words and phrases, and taking good notes is the best way to earn a high score on the TOEFL iBT Listening Section.

GENERAL NOTE TAKING TIPS FOR THE LISTENING SECTION

Just as there are general and fine procedures for answering Reading Section questions, the same is true for the Listening Section note taking procedures.

Below is a list of general procedures that will help you take the right notes even if you do not understand everything you hear.

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1. **Listen for the introduction of the "topic" in lectures and for the "purpose" in conversations.**

   Each academic lecture begins with the announcement of the main topic and a brief description of the lecture that will follow. Conversations begin with a greeting. After the initial greeting, one of the speakers will either announce a problem, purpose, or speak about a campus event. Take notes on the main topic or theme in academic lectures, and the problem, purpose, or significant event mentioned in conversations.

2. **Listen for tone and attitude of the speakers.**

   Some questions will repeat part of the lecture or conversation, and these question types often ask for the student's tone or attitude. Some lectures contain class conversation where one or multiple students will respond to the professor, or may ask

questions of their own. Listen to the speaker's voice and try to determine if it is positive, negative or neutral toward the subject. In other words, do they sound worried, excited, confused, angry, happy, or afraid, etc?

3. **Pay attention to transition words.**

Some questions that follow the passage will focus on a specific detail that was introduced via a transition word such as "thus", "because", "however", or "on the other hand". Listen for such transition words and phrases: especially if the speaker is putting emphasis on the transition word, and write down the general idea that follows the transition word. Be especially aware of opposite transitions: words that change the direction of logic in a sentence. Doing this will also help you to follow the logic of the lecture or conversation.

4. **Pay attention to questions asked.**

Listen for the professor or students to ask questions during lectures. The answer to these questions will answer certain questions following that lecture. Take notes of both the question and the response.

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5. **Look at photos, drawings, or diagrams.**

During some lectures the professor will direct your attention to a photo, drawing, or diagram. LOOK at what is pictured on your monitor and take notes of the specific details the professor gives about it. These notes will be used to answer multiple point questions that may follow the lecture.

6. **Listen for Digression and Negation Statements.**

On rare occasions, the professor may use a "digression statement" such as "we'll come back to that in a moment", or "better yet", or "I don't want to go into that now" to indicate that he/she has gotten off topic. All this statement means, regardless of the topic, is that the professor will return to the main topic.

Another statement you may here is called a “negation statement”. But the professor actually asks a question such as “You do understand what I’m saying, right?”, “I don’t need to explain that, do I?”. All the professor means by this question, regardless of the topic is that he/she assumes the students understand what was said and that no further discussion is needed.

7. **Listen for certain key words or phrases.** In lectures, listen for the professor to say phrases such as, “today I’m going to talk about” and write down what he/she says next. This will be the answer to your first question. Then listen for words such as “example”, “reason”, “theory”, “cause”, or “effect”. Take notes of what the professor says next and of the related details. Use these notes to answer detail questions.

8. **Listen for what comes next.**
   At some point during some lectures, the professor will mention what the class will do next. If you hear the professor say something about this, you can be sure that you will be asked about it in the questions that follow the lecture.

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DETAILED INSTRUCTIONS FOR TAKING NOTES

Basic Principle #1: Listen for the Introduction of the “topic” in lectures and for the “purpose” in conversations.

The lectures will typically begin with the professor greeting the class and then giving a general statement of what the lecture will be about. Listen for the professor to say things such as, “today we’re going to look at”, or “tonight’s topic is”, or “now I’m going to talk about”. Sometimes the lecture may begin with a recap of the previous class followed by one of the previously mentioned statements. Take notes of what the professor says the lecture will be about.

Conversations on the other hand typically begin with a greeting between the two speakers followed by one speaker asking the other a question such as, “What can I do for you today?”, or

"How can I help you?" or, the question may be directly related to the speaker's purpose with the speaker asking something like, "Can you help me with my project?".

Basic Principle #2: Listen for Tone and Attitude.

There are three question types where understanding the speaker's tone or attitude will be helpful: inference, rhetorical purpose, and of course "tone" questions. Speakers on the TOEFL iBT often use idiomatic phrases, verb phrases, or words that can have more than one interpretation. By listening for and recognizing the speaker's tone, you may be better able to make a correct interpretation.

The tone of most **Lectures** is fairly straight forward. Because the speaker is teaching a class, the tone will usually be similar to one of the following types:

- **Objective:** The speaker may simply list facts or provide detailed information. Usually, the speaker will be an authority on his or her subject and certain of the topic. This type of tone can appear in any of the four common lecture types.

- **Subjective:** In some cases the speaker will present a position or make an argument. The speaker will try to convince the listeners about a certain view by giving reasons followed by details that support the reason. This type of tone is more likely to appear in compare/contrast and cause-and-effect lectures.

- **Inquisitive:** There are also classroom discussions on the TOEFL iBT. During a discussion, the professor may lead the class through a number of questions. His or her tone will then be inquisitive. The professor will consider and respond to student's questions as the lecture progresses. Abstract Category/Specific Example lectures typically involve discussion, although other lecture types may as well.

Conversations have slightly more personal tones. You can expect the tone to be similar to one of the following types:

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- **Excited:** This tone is typical of the **significant event** conversation. The speaker is interested in the event and is trying to influence others about it.

- **Disappointed/Upset:** In this case, the speaker is not happy about the situation. He or she may express dissatisfaction with things or events. This usually occurs during the **problem/solution** encounter, although it can appear in other conversations too.

- **Uncertain or Confused:** Sometimes the speaker is uncertain or confused, especially in **service encounters**. The speaker will be unsure of what action to take or how to proceed.

Basic Principle #3: Listen for key words and phrases.

In each passage type you will hear certain key words or phrases that will cue you in to taking the notes you need to answer the questions.

In general, when listening to lectures, listen for words such as “theory”, “example”, “cause”, “explanation”, and “views”. Whenever you hear such words, write down what the speaker says next: including the related details.

In problem/solution conversations, write down the details that the speaker talks about following words such as these: “problem”, “trouble”, “difficulty”, or “issue”. In service encounters, words to listen for are: “requirement”, “form”, or “application”. Finally, in significant event conversations, listen for the speakers to use words such as “program”, “event”, “plans”, “participate”, “free”, or “busy”.

Basic Principle #4: Pay Attention to Transitions.

Listen for transitions and digression sentences. Typically, North American English grammar structure is the opposite of most languages in the world, so be particularly alert for opposite direction words. Words like “despite”, “however”, “although”, “on the other hand”, and

"but". You will hear them most often in the Academic Lectures, but they also may appear in conversations as well.

You should be aware of common transitions from the reading section. These transitions appear in lectures and conversations alike.

Common Direction Words

Same Direction	Opposite Direction	Sequence of Progression
And	Although	First
Because	However	Second
So	Yet	Third
Therefore	Despite	Next
Another	But	After
For example	In contrast to	Lastly
One reason	On the other hand	Then
Due to	Rather	Previously
Thus	Even so	Before
Additionally		Following
		Finally

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NOTE: Be especially alert for **Reversals and Negations.**

Reversal Transitions

Speakers on the TOEFL iBT will may change the direction or logic of the conversation or lecture. They will begin one train of thought and then get away from the main topic. They will then use a phrase that will indicate that they are returning to the main idea, such as: "we'll come back to that in a moment", or "I don't want to go into that now", or "we'll come back to that later".

Regardless of the topic, what the professor means by the reversal is that this topic will not be discussed now.

Negation Transitions

Speakers will sometimes use a positive word to indicate a negation. For example: "You do understand what I'm saying, right?" or "I don't have to explain that, right?"

Regardless of the topic, the speaker assumes that the listener knows what the speaker is talking about and that no further discussion or explanation is needed.

Basic Principle #5 Pay attention to Questions being asked.

When listening to lectures, any time a professor asks a question to a specific student, or any time a student asks a question, be sure to take notes of the answer. This information will often be the topic of one or more questions following the lecture.

However, when a professor asks a question in general, such as "Does anyone know why fireflies light up?," the question is merely rhetorical. The professor is asking this question only to get the class's attention and to get them to pay closer attention to what is about to be explained further. In other words, regardless of the topic, all the professor is doing is asking the class to pay attention.

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Basic Principle #6 Look at Photos, Drawings, and Diagrams.

Whenever you see a photo, drawing or diagram, make sure to take notes of the details the professor gives about it. These details will most likely be the answers to a multiple point question that will follow the lecture.

Basic Principle #7 Listen for "what comes next".

In some lectures the professor will mention what the class will do next. This information can come at any time during the lecture, but usually comes near the end. Make sure to note what the class will do next as it will definitely be the subject of one of the questions following the passage.

KEY WORDS AND PHRASES FOR CONVERSATIONS

Another problem most people have in the Listening Section is that they try to listen to every word and memorize the entire lecture or conversation. Not only is that very hard to do, it isn't necessary. Simply listen for the "key words and phrases" and take notes on the related information.

There are three different types of conversations. Regardless, they all begin with an introduction between a man and a woman. While taking notes, indicate "M" for the male (Man), and "F" for the female (Woman). Remember that "M" is referred to as "he, him, or his", and "F" is referred to as "she, her, and hers." This will help you when answering the questions. The conversations may be between two students, a group of students, or between a student and a campus professional such as a professor or counselor. Each conversation type has its own structure and question types. Being familiar with the conversations and related question types will help you to know what notes to take for each one. Use your practice tests to familiarize yourself with these.

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Alternative: Rather than use "M" for male, and "F" for female, you may choose to use "B" for boy and "G" for girl. The reasoning behind this is that in some languages such as Spanish for example, "M" could be mistaken for "Mujer", which is Spanish for woman, rather than "M" standing for male.

Whichever letter you decide to stand for man and woman, make sure that you know the two apart and don't mistake one for the other.

NOTE: Conversation types may appear in any order on the TOEFL iBT.

NOTE: Every skill you use to take notes and answer questions on this test will be used when studying in university.

PROCESS OF ELIMINATION

The P.O.E. for the Listening section is the same as that used for the Reading section:

1. **Beyond the Information** – This is information from a different part of the passage than where the question directs you to look in your notes.
2. **Altered Information** – A significant word or words have been changed from the information in the passage.
3. **Not Mentioned** – These are choices that have not been mentioned in the passage.
4. **Extreme Language** – These choices use words like; all, most, never, none and only. They are choices that have exaggerated the information from the passage.
5. **Opposite of what is stated in the passage**. (Does it need an explanation?)

NOTE: Use your P.O.E. first when answering the questions to avoid falling for TOEFL Traps.

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