



京都大学

*TOEFL iBT*®テスト説明会

ETS Japan合同会社



# ETS Japanとは

以前は一般社団法人CIEE国際教育交換協議会が  
長年、TOEFLテスト日本事務局として活動。

2021年5月 TOEFL® テストの開発・運営団体である  
ETSの日本の子会社としてETS Japan設立。

2021年6月15日よりTOEFLテスト日本事務局として、  
本格的に始動。TOEFL®テスト広報活動、TOEFL®  
ITPテスト運営、TOEFL®テスト公式準備教材、  
Criterion®など総合取扱機関として活動中。



# 本日の説明内容

*TOEFL*®テスト内容・種類

*TOEFL iBT*®テスト構成・特徴

申込方法・注意点

情報収集等・受験準備

# ***TOEFL®***テスト 内容・種類



# TOEFL®テストとは

- アメリカのNPO ETSが開発・実施
- 英語を母語としない人々の英語力を測定
- 約160か国で実施
- 160か国約11, 500以上の大学・国際機関等が、そのスコアを英語力の証明として利用
- 年間受験者数：約100万人
- 世界中で延べ3,500万人以上が受験

世界基準の英語運用能力テスト



# TOEFL®テスト ～内容～

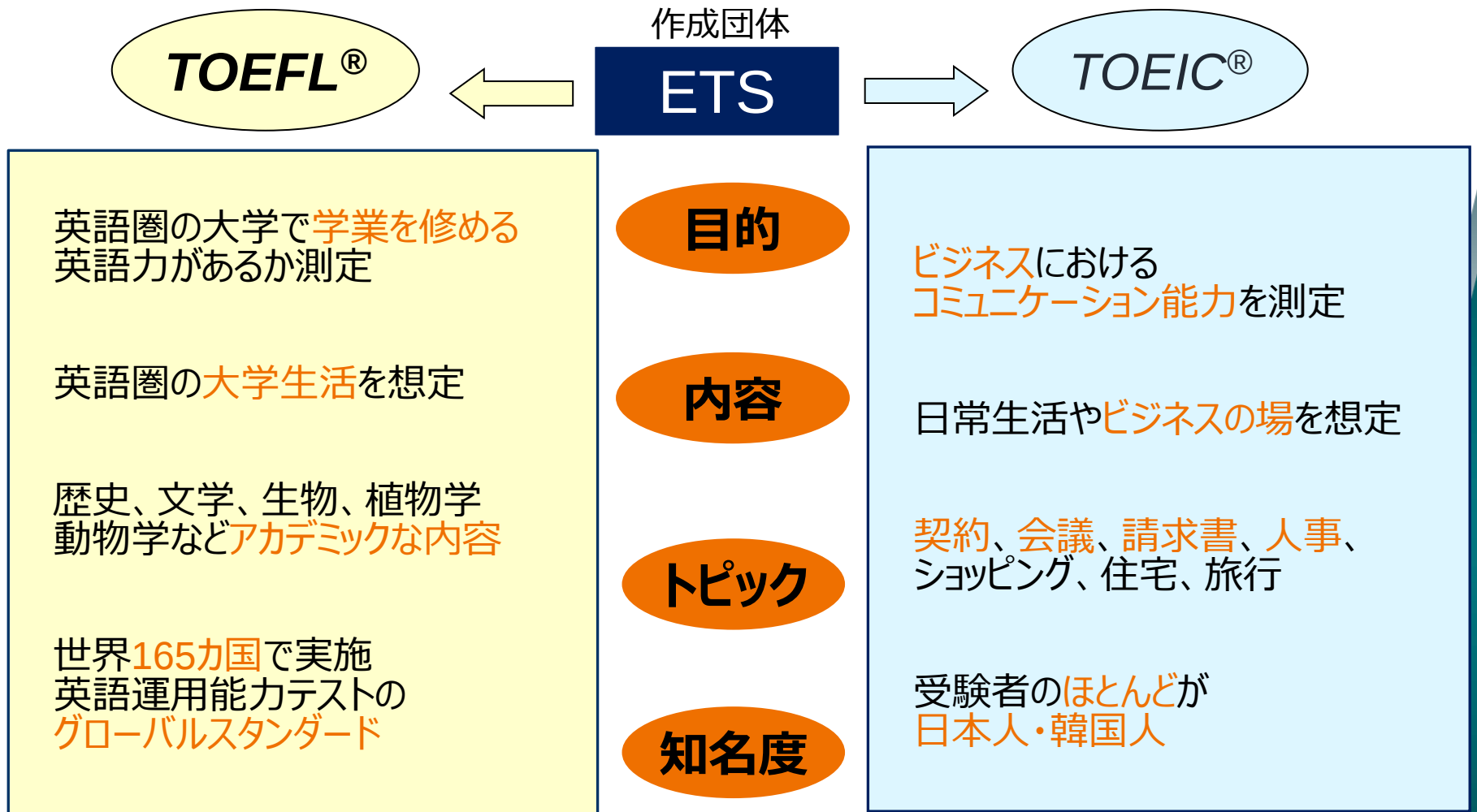
- カフェテリアでの友人同士の会話
- 先生と学生との会話
- 一般教養レベルのListening・Reading

日々の生活～一般教養の講義まで  
高等教育を受けることを想定した出題

合否ではなく、スコア方式で  
現在の英語コミュニケーション能力を表わす



# TOEFL®テストとTOEIC®テストの違い



# TOEFL<sup>®</sup> テストの問題は「アカデミック」

## アメリカの大学で1-2年生が学ぶ教養教育(Liberal Arts Education)の内容を素材としている

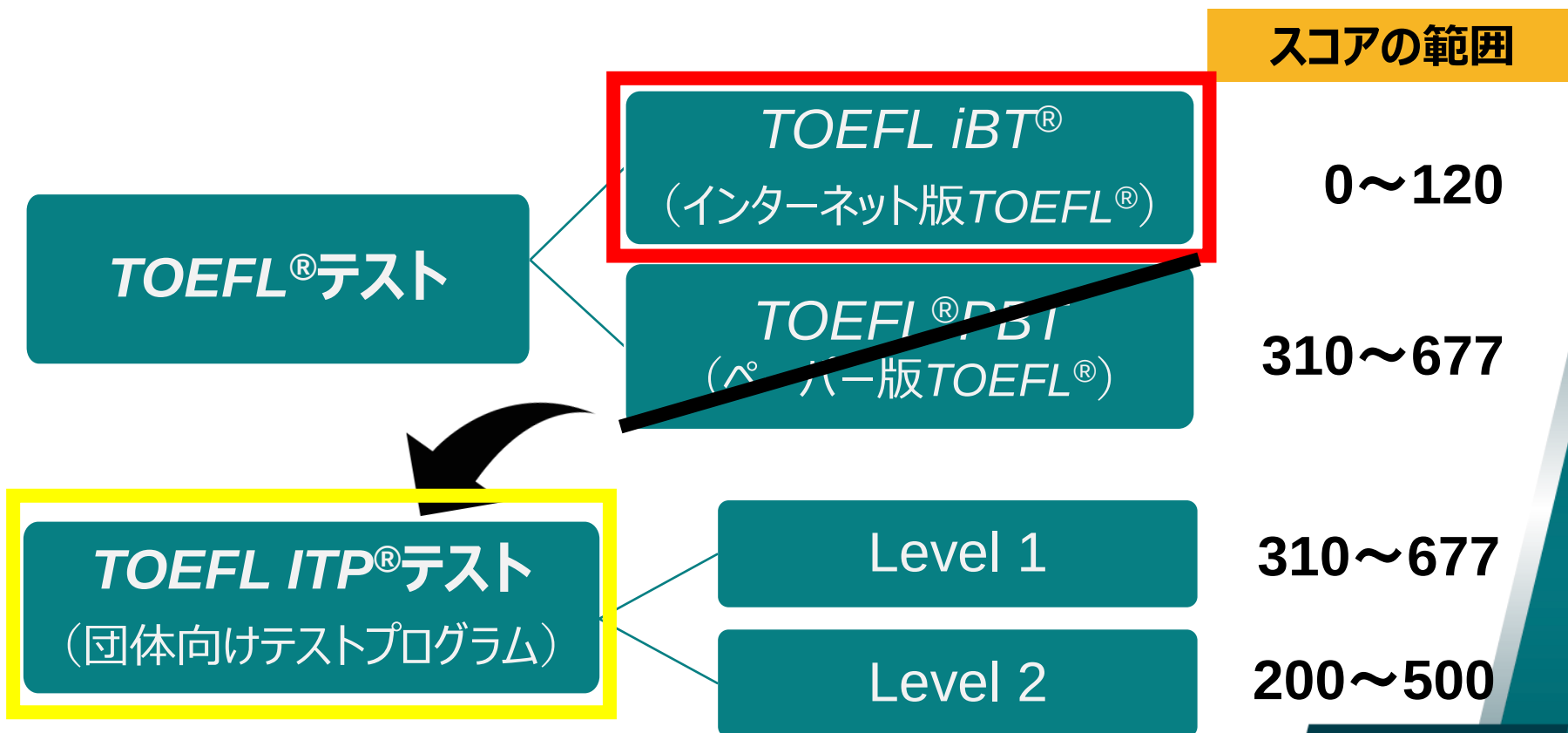
(但し文化的な偏りが多い内容は問題としては選ばれない)

Liberal Arts Education の科目とは...

- Arts (fine arts, music, performing arts, literature)
- Social science (anthropology, geography, history, jurisprudence, linguistics,
- Natural Sciences (biology, chemistry, physics, astronomy, earth sciences)
- Philosophy
- Religious studies
- political science, psychology, sociology)
- Mathematics
- 



# TOEFL®テスト ～種類～



# TOEFL ITPテストの出題分野 (ETS HPより)

## Academic Topics

- **Arts:** fine arts, crafts, theater, dance, architecture, literature, music, film, photography
- **Humanities:** history, political science, government, philosophy, law
- **Life Sciences:** paleontology, biochemistry, animal behavior, ecology, anatomy, physiology, genetics, health science, biology, agriculture
- **Physical Sciences:** geology, astronomy, chemistry, Earth science, engineering, meteorology, energy, technology, oceanography, physics
- **Social Sciences:** anthropology, sociology, education, geography, archaeology, psychology, economics, business, management, marketing, communications

## Campus-life Topics

- **Classes:** class schedules, class requirements, library references, assignments (papers, presentations, readings), professors, studying, field trips
- **Campus administration:** registration, housing on and off campus, study abroad, internships, university policies
- **Campus activities:** clubs, committees, social events

# TOEFL iBT®テストとTOEFL ITP®テスト

## TOEFL iBT

(インターネット版TOEFLテスト)

## TOEFL ITP

(団体向けテストプログラム) Level1

|       |                                              |                                    |
|-------|----------------------------------------------|------------------------------------|
| 受験形式  | コンピューターによる受験<br>TOEFL公式テスト                   | 団体受験、マークシート形式<br>過去の公式テスト問題を利用     |
| セクション | Reading・Listening<br>Speaking・Writing<br>4技能 | Listening・Structure・Reading<br>2技能 |
| スコア   | 0～120                                        | 310～677                            |

**TOEFL®iBT →世界で通用する公式スコア…交換留学、国内院入試など**

**TOEFL®ITP →団体内で利用できるスコア…iBT準備、留学選考など**

# TOEFL®テスト スコア相関表

| TOEFL ITP®テスト<br>レベル1<br>Total Score | CEFR | 英語力の目安                         | TOEFL iBT®テスト<br>Total Score |
|--------------------------------------|------|--------------------------------|------------------------------|
|                                      | C2   |                                | 114～120                      |
| 627～677                              | C1   | Proficient User                | 95～113                       |
| 544～626                              | B2   | Independent User – Vantage –   | 72～94                        |
| 460～542                              | B1   | Independent User – Threshold – | 42～71                        |
| 337～459                              | A2   | Basic User                     |                              |

<TOEFL ITP®テスト平均点>

L1 486.55 / L2 403.31

※2020年4月～2021年3月

※日本国内で受験した大学生

<TOEFL iBT®テスト平均点>

世界 87 / 日本 73

※2020年



各セクション別CEFR

Total Scoreだけでなく  
各セクションのスコアを確認し、  
学習の助けにしましょう

TOEFL ITP®テスト レベル1

各セクション別CEFR対照表



TOEFL ITP®テスト レベル2

各セクション別CEFR対照表



留学の目標スコアはまずはこのあたり

# 主要国別平均スコア

【TOEFL iBT®トータルスコア】 (2021.1月-12月)

| 地域             | 国名                | スコア | 地域                          | 国名          | スコア |
|----------------|-------------------|-----|-----------------------------|-------------|-----|
| AFRICA         | South Africa      | 98  | EUROPE                      | Ireland     | 94  |
|                | Mauritius         | 89  |                             | Austria     | 102 |
|                | Zimbabwe          | 89  |                             | Netherlands | 99  |
|                | Botswana          | 85  |                             | Switzerland | 100 |
| SOUTH AMERICAS | Argentina         | 92  |                             | Belgium     | 98  |
|                | Brazil            | 90  |                             | Germany     | 100 |
| ASIA           | Singapore         | 98  |                             | Denmark     | 98  |
|                | India             | 96  |                             | Luxembourg  | 98  |
|                | Malaysia          | 92  |                             | Italy       | 94  |
|                | Philippines       | 90  |                             | Spain       | 92  |
|                | Indonesia         | 88  |                             | France      | 89  |
|                | Republic of Korea | 86  | MIDDLE EAST<br>NORTH AFRICA | Bahrain     | 92  |
|                | Taiwan            | 87  |                             | Israel      | 93  |
|                | China             | 87  |                             | Egypt       | 86  |
|                | Thailand          | 83  | PACIFIC                     | New Zealand | 96  |
|                | Japan             | 73  |                             | Australia   | 94  |

日本の平均スコア

# スコアの統計から (TOEFL ITP®テスト)

利用団体別平均スコア (2021年4月-2022年3月)

| Level 1   |        |
|-----------|--------|
| 大学        | 484.55 |
| 短期大学      | 418.15 |
| アメリカ大学日本校 | 463.31 |
| 高等学校      | 439.59 |
| 語学学校      | 440.34 |
| 企業        | 477.35 |
| 官公庁       | 477.88 |

| Level 2 |        |
|---------|--------|
| 大学      | 403.76 |
| 高等学校    | 388.24 |
| 語学学校    | 413.50 |
| 企業      | 409.22 |

自分のスコアはどれくらい  
ですか？



# 京都大学 TOEFL ITP®テスト実施予定 (希望者対象の実施予定)

2023年度 TOEFL-ITPテスト

検定料 5,160円

申込受付： キャリア&トラベル(ショッブルネ)、宇治購買部、桂Bショップ

## スケジュール一覧

受付開始：13:30／試験時間：13:50～16:00（予定）

| 試験回 | 試験日       | 時間帯 | 場所             | 申し込み期間           | スコア返却  | 定員  |
|-----|-----------|-----|----------------|------------------|--------|-----|
| 第1回 | 5月13日(土)  | PM  | 生協会館（吉田ショップ）2階 | 4/17（月）-5/11（木）  | 5月31日  | 20名 |
| 第2回 | 6月17日(土)  | PM  | 生協会館（吉田ショップ）2階 | 5/22（月）-6/15（木）  | 7月5日   | 20名 |
| 第3回 | 9月2日(土)   | PM  | 生協会館（吉田ショップ）2階 | 8/7（月）-8/31（木）   | 9月21日  | 20名 |
| 第4回 | 10月14日(土) | PM  | 生協会館（吉田ショップ）2階 | 9/19（火）-10/12（木） | 11月1日  | 20名 |
| 第5回 | 11月11日(土) | PM  | 生協会館（吉田ショップ）2階 | 10/16（月）-11/9（木） | 11月30日 | 20名 |
| 第6回 | 12月9日(土)  | PM  | 生協会館（吉田ショップ）2階 | 11/13（月）-12/7（木） | 12月27日 | 20名 |

日時・試験会場・検定料等を変更する場合があります。各回の開催要項は店頭告知ポスターを確認ください

※新型コロナウイルスの感染拡大状況によっては中止する場合がございます。

TOEFL-ITPとは、過去に出題されたTOEFL-PBT（paper-based test＝筆記形式）のテスト問題を利用して行なう、「リーディング」・「リスニング」・「文法」の3技能を測定する団体向けテストです。（公式スコアとしての使用不可）  
TOEFL公式テスト（TOEFL-iBT）の受験対策、大学院入試対策として受験しましょう。  
スコアは**12営業日後**を目途にお返し致します

なお、TOEFL-iBTテストの受験申込受付は、京大生協では承っておりません。  
TOEFLテスト日本事務局公式サイトより申込方法をご確認のうえ、各自お申し込みください。

# *TOEFL iBT*®テスト

## インターネット版 *TOEFL*®テスト



# TOEFL iBT®テストの特徴



- 現在の公式TOEFLテスト
- 「読む」「聞く」「話す」「書く」の4技能をバランスよく測定
- テスト会場での受験に加えて2020年4月、自宅受験も開始
- コンピュータ受験による信頼性の高いテストと公平な採点
  - **スピーキングは回答音声をマイクを通して録音**
  - **ライティングはタイピング**
  - 採点は複数の採点者とAI採点を併用した方式
- CEFRに連動したスコア型4技能テスト
- 全セクションでメモを取ること（Note-taking）が可能
- **同時に複数の技能を測定する「Integrated Task」**



# Integrated Taskとは

- 同時に複数の技能(スキル)を測定する問題
  - **Speaking Section**
    - **Reading + Listening → Speaking**
    - **Listening → Speaking**
  - **Writing Section**
    - **Reading + Listening → Writing**

実際の使用状況に近い問題形式でスキルを測定  
＝使える英語力

テストで留学生生活を疑似体験

# *TOEFL iBT*®テスト 構成・出題内容



# TOEFL iBT® テスト構成

実際の留學生活で体験するようなアカデミックな場面において  
英語をどれだけ「知っているか」ではなくどれだけ「**使いこなせるか**」を測るテスト

| セクション                     | 問題数                                       | 時間                 | スコア   |
|---------------------------|-------------------------------------------|--------------------|-------|
| Reading                   | 3-4 パッセージ                                 | 54-72 min.         | 0-30  |
| Listening                 | 会話 : 2-3題<br>講義 : 3-4題                    | 41-57 min.         | 0-30  |
| 休憩10分（この間は問題を進めることができません） |                                           |                    |       |
| Speaking                  | 1 Independent Tasks<br>3 Integrated Tasks | 17 min.            | 0-30  |
| Writing                   | 1 Integrated Task<br>1 Independent Task   | 20 min.<br>30 min. | 0-30  |
| Total                     | -                                         | 3時間                | 0-120 |

# TOEFL iBT 問題例 (Quick Prep掲載問題より)

|          |                                                |
|----------|------------------------------------------------|
| ジャンル     | Reading                                        |
| 歴史       | The Rise of TEOTIHUACAN                        |
| 人類学      | Agriculture, Iron and The Bantu People         |
| 恐竜学      | Extinction of the dinosaurs                    |
| 地学       | The Geologic history of the Mediterranean      |
|          |                                                |
|          | Listening                                      |
| 大学職員との会話 | Conversation between a student and a librarian |
| 大学職員との会話 | Conversation between a student and a registrar |
| 芸術       | Theater History                                |
| 化学       | Lecture in Chemistry class                     |
| 生物学      | Lecture in Biology class                       |
| 歴史       | Lecture in History class                       |
| 地学       | Lecture of Geology                             |
| 芸術       | Lecture of Art History                         |

# TOEFL iBT 問題例 (Quick Prep掲載問題より)

|             |                                                   |
|-------------|---------------------------------------------------|
|             | Speaking                                          |
| ( 2 者選択問題 ) | Taking risks/trying new things vs Not adventurous |
| キャンパス内会話    | Sculpture Class to be discontinued                |
| キャンパス内会話    | Students discuss the university plan              |
| キャンパス内会話    | Conversation between two students                 |
| 経営          | Lecture in a business class                       |
| 歴史          | Lecture in a History class                        |
| 生物学         | Lecture in a biology class                        |
|             |                                                   |
|             | Writing                                           |
| 生態学         | Ecology class                                     |
| 歴史          | Lecture in a History class                        |
| 文化          | Agree or disagree : Television advertisement      |

# Reading Section

## 問題：アカデミックな長文読解問題

3 or 4 パッセージ（1パッセージ 約700語、各10問）

※1パッセージ18分で解答を目指しましょう

※Readingセクションのみ、前の問題に戻れます

## 出題形式

- 選択問題
- 文をパッセージに挿入する問題
- グループ分けする問題
- 要約を作成する問題



PAUSE  
TESTSECTION  
EXITGUESS: SHOW  
SOLUTION

Question 1 of 12

The word **squander** in the passage is closest in meaning to

- ☐ extend
- ☐ transform
- ☐ activate
- ☐ waste

4 択問題  
Traditional  
multiple choice  
format

### Opportunists and Competitors

Growth, reproduction, and daily metabolism all require an organism to expend energy. The expenditure of energy is essentially a process of budgeting, just as finances are budgeted. If all of one's money is spent on clothes, there may be none left to buy food or go to the movies. Similarly, a plant or animal cannot **squander** all its energy on growing a big body if none would be left over for reproduction, for this is the surest way to extinction.

All organisms, therefore, allocate energy to growth, reproduction, maintenance, and storage. No choice is involved; this allocation comes as part of the genetic package from the parents. Maintenance for a given body design of an organism is relatively constant. Storage is important, but ultimately that energy will be used for maintenance, reproduction, or growth. Therefore the principal differences in energy allocation are likely to be between growth and reproduction.

Almost all of an organism's energy can be diverted to reproduction, with very little allocated to building the body. Organisms at this extreme are "opportunists." At the other extreme are "competitors," almost all of whose resources are invested in building a huge body, with a bare minimum allocated to reproduction.

Dandelions are good examples of opportunists. Their seedheads raised just high enough above the ground to catch the wind, the plants are no bigger than they need be, their stems are hollow, and all the rigidity comes from their water content. Thus, a minimum investment has been made in the body that becomes a platform for seed dispersal. These very short-lived plants reproduce prolifically; that is to say they provide a constant rain of seed in the neighborhood of parent plants. A



**Directions:** Select the appropriate phrases from the answer choices and match them to the type of organism to which they relate. TWO of the answer choices will NOT be used. **This question is worth 4 points.**

Drag your answer choices to the spaces where they belong. To review the passage, click on **View Text**.

**Answer Choices**

- Vary frequently the amount of energy they spend in body maintenance
- Have mechanisms for protecting themselves from predation
- Succeed in locations where other organisms have been removed
- Have relatively short life spans
- Invest energy in the growth of large, strong structures
- Have populations that are unstable in response to environmental conditions
- Can rarely find suitable soil for reproduction
- Produce individuals that can withstand changes in the environmental conditions
- Reproduce in large numbers

**Opportunists****Competitors**

Category chart  
Question  
Up to 4points



**Directions:** 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. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Drag your answer choices to the spaces where they belong. To review the passage, click on **View Text**.

**Scholars have wondered about the meaning of the subjects, location, and overpainting of Lascaux cave images.**

Summary  
Question  
Up to 2points

**Answer Choices**

The paintings may have recorded information about animal migrations, and may only have been useful for one migration at a time.

Unlike painters of the recently discovered paintings, other Lascaux cave painters usually painted on rocks near cave entrances or in open spaces outside the caves.

The human figures represented in the paintings appear to be less carefully shaped than those of animals.

Some scholars believe that the paintings motivated hunters by allowing them to picture a successful hunt.

It is possible that the animals in the paintings were of mythical significance to the tribe, and the paintings reflected an important spiritual practice.

Scientific analysis suggests that paintings were sprayed onto the rock walls with tubes made from animal bones.

# Listening Section

**問題：実際の留学生活で体験するような会話と講義の2種類**

- 講義：3～4題、各6問
  - 会話：2～3題、各5問
- キャンパス内を想定／約3分

## 出題形式

- 選択問題
  - ・ 4肢から1つ選択する問題
  - ・ 複数の選択肢から2つ以上選択する問題
- イベントや工程や手順を正しい順番に並べる問題
- 情報をまとめて表を完成させる問題





Question 11 of 17

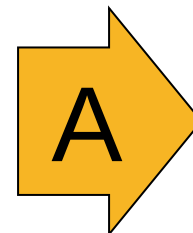
HIDE TIME 00 : 29 : 29



# Now get ready to answer the questions.

**Q. Why does the woman go to see her professor ?**

- A. To get materials for a class she missed
- B. To discuss an assignment she is working on
- C. To ask a question about a video her class recently watched
- D. To inform the professor of changes in her schedule



# Speaking Section

| タスクの種類            |                          | 準備時間 | 解答時間 |
|-------------------|--------------------------|------|------|
| Independent Tasks |                          |      |      |
| 1                 | Speak 1問                 | 15秒  | 45秒  |
| Integrated Tasks  |                          |      |      |
| 2                 | Read + Listen → Speak 2問 | 30秒  | 60秒  |
| 3                 | Listen → Speak 1問        | 20秒  | 60秒  |



# Speaking - Integrated Tasks -

- ① 読んで + 聞いて → 話す (2問) ② 聞いて → 話す (1問)



Reading Time: 45 seconds

Antelope

For thousands of years, humans have domesticated mammals that in the wild live together in herds for agricultural work and transportation. Yet, a good indicator of an animal's suitability for domestication is its behavior in herds. Non-territorial animals are easy to domesticate because they can live close together with other animals. In contrast, territorial animals are difficult to domesticate because they have a hierarchical social structure that makes them difficult to manage. Animals with a hierarchical social structure are easy to domesticate, since a human can take the place of the dominant animal in the hierarchy.



The professor describes the behavior of horses and antelope in herds. Explain how their behavior is related to their suitability for domestication.

Preparation Time: 30 Seconds

Response Time: 60 Seconds

PREPARATION TIME

00 : 00 : 00



## Question 3 of 6

*Reading Time: 45 seconds*

*Animal Domestication*

For thousands of years, humans have been able to domesticate, or tame, many large mammals that in the wild live together in herds. Once tamed, these mammals are used for agricultural work and transportation. Yet some herd mammals are not easily domesticated.

A good indicator of an animal's suitability for domestication is how protective the animal is of its territory. Non-territorial animals are more easily domesticated than territorial animals because they can live close together with animals from other herds. A second indicator is that animals with a hierarchical social structure, in which herd members follow a leader, are easy to domesticate, since a human can function as the "leader".



## Question 3 of 6





## Question 3 of 6

The professor describes the behavior of horses and antelope in herds.  
Explain how their behavior is related to their suitability for domestication.

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Preparation Time: 30 Seconds  
Response Time: 60 Seconds

**PREPARATION TIME**

00 : 00 : 21

# Speaking Section

## Integrated Tasks (Listen→Speak)

### Academic Course

- ①講義を聞く
- ②講義の内容を要約する

準備時間20秒→解答時間60秒



# Writing Section

| タスクの種類                                                                                                                                           | 解答時間           |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Integrated Task</b>                                                                                                                           |                |
| <b>Read + Listen (講義) → Write</b><br>①テキスト (230-300 words) を3分で読む<br>②同じトピックの講義を聞く (約2分: 230-300 words)<br>③設問に答える<br>※解答は150-225 wordsが適切とされている | <b>20 min.</b> |
| <b>Independent Task</b>                                                                                                                          |                |
| <b>Write</b><br>与えられたトピックについてのエッセイを作成<br>※解答は300 words以上が適切とされている                                                                                | <b>30 min.</b> |



In many organizations, perhaps the best way to approach certain new projects is to assemble a group of people into a team. Having a team of people attack a project offers several advantages. First of all, a group of people has a wider range of knowledge, expertise, and skills than any single individual is likely to possess. Also, because of the numbers of people involved and the greater resources they possess, a group can work more quickly in response to the task assigned to it and can come up with highly creative solutions to problems and issues. Sometimes these creative solutions come about because a group is more likely to make risky decisions that an individual might not undertake. This is because the group spreads responsibility for a decision to all the members and thus no single individual can be held accountable if the decision turns out to be wrong.

Taking part in a group process can be very rewarding for members of the team. Team members who have a voice in making a decision will no doubt feel better about carrying out the work that is entailed by that decision than they might doing work that is imposed on them by others. Also, the individual team member has a much better chance to "shine," to get his or her contributions and ideas not only recognized but recognized as highly significant, because a team's overall results can be more far-reaching and have greater impact than what might have otherwise been possible for the person to accomplish or contribute working alone.



Volume



Help



Next





## Question 1 of 2

HIDE TIME

00 : 19 : 53

**Directions:** You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

**Question:** Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

In many organizations, perhaps the best way to approach certain new projects is to assemble a group of people into a team. Having a team of people attack a project offers several advantages. First of all, a group of people has a wider range of knowledge, expertise, and skills than any single individual is likely to possess. Also, because of the numbers of people involved and the greater resources they possess, a group can work more quickly in response to the task assigned to it and can come up with highly creative solutions to problems and issues. Sometimes these creative solutions come about because a group is more likely to make risky decisions that an individual might not undertake. This is because the group spreads responsibility for a decision to all the members and thus no single individual can be held accountable if the decision turns out to be wrong.

Taking part in a group process can be very rewarding for members of the team. Team members who have a voice in making a decision will no doubt feel better about carrying out the work that is entailed by that decision than they might doing work that is imposed on them by others. Also, the individual team member has a much better chance to "shine," to get his or her contributions and ideas not only recognized but recognized as highly significant, because a team's overall results can be more far-reaching and have greater impact than what might have otherwise been possible for the person to accomplish or contribute working alone.

Cut

Paste

Undo

Redo

Hide Word Count

0

According to the lecture, opportunists...

I

# Speaking・Writingの採点基準表

## TOEFL iBT® Test

### Independent **SPEAKING** Rubrics

| SCORE | GENERAL DESCRIPTION                                                                                                                                                                                                                                                                                                       | DELIVERY                                                                                                                                                                                                                                                 | LANGUAGE USE                                                                                                                                                                                                                                                                                                                                                                                                                         | TOPIC DEVELOPMENT                                                                                                                                                                                                                                                                                              |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:                                                                                        | Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.                                                | The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.                                                                                                                                                                 | Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).                                                                                                                                          |
| 3     | The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following: | Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected). | The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.                          | Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.                                                                        |
| 2     | The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:                                 | Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pacing; meaning may be obscured in places.                                                                      | The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition). | The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear. |
| 1     | The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:                                                                                                     | Consistent pronunciation, stress and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.                                                                        | Range and control of grammar and vocabulary severely limit or prevent expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.                                                                                                                                                                                                                              | Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.                                                                            |
| 0     | Speaker makes no attempt to respond OR response is unrelated to the topic.                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                |

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## TOEFL iBT® Test

### Independent **WRITING** Rubrics

| SCORE | TASK DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5     | <p><b>An essay at this level largely accomplishes all of the following:</b></p> <ul style="list-style-type: none"> <li>Effectively addresses the topic and task</li> <li>Is well organized and well developed, using clearly appropriate explanations, exemplifications and/or details</li> <li>Displays unity, progression and coherence</li> <li>Displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice and idiomaticity, though it may have minor lexical or grammatical errors</li> </ul>                                                                                                                                                                                                                |
| 4     | <p><b>An essay at this level largely accomplishes all of the following:</b></p> <ul style="list-style-type: none"> <li>Addresses the topic and task well, though some points may not be fully elaborated</li> <li>Is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications and/or details</li> <li>Displays unity, progression and coherence, though it may contain occasional redundancy, digression, or unclear connections</li> <li>Displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form or use of idiomatic language that do not interfere with meaning</li> </ul> |
| 3     | <p><b>An essay at this level is marked by one or more of the following:</b></p> <ul style="list-style-type: none"> <li>Addresses the topic and task using somewhat developed explanations, exemplifications and/or details</li> <li>Displays unity, progression and coherence, though connection of ideas may be occasionally obscured</li> <li>May demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning</li> <li>May display accurate but limited range of syntactic structures and vocabulary</li> </ul>                                                                                                                                                                   |
| 2     | <p><b>An essay at this level may reveal one or more of the following weaknesses:</b></p> <ul style="list-style-type: none"> <li>Limited development in response to the topic and task</li> <li>Inadequate organization or connection of ideas</li> <li>Inappropriate or insufficient exemplifications, explanations or details to support or illustrate generalizations in response to the task</li> <li>A noticeably inappropriate choice of words or word forms</li> <li>An accumulation of errors in sentence structure and/or usage</li> </ul>                                                                                                                                                                                                                  |
| 1     | <p><b>An essay at this level is seriously flawed by one or more of the following weaknesses:</b></p> <ul style="list-style-type: none"> <li>Serious disorganization or underdevelopment</li> <li>Little or no detail, or irrelevant specifics, or questionable responsiveness to the task</li> <li>Serious and frequent errors in sentence structure or usage</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |
| 0     | <p><b>An essay at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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Quality Beyond Measure.

# Speaking Independent Task

ETS TOEFL<sup>®</sup> In English with Confidence<sup>™</sup>

**TOEFL iBT<sup>®</sup> Test**  
Independent Speaking Rubrics

| SCORE | GENERAL DESCRIPTION                                                                                                                                                                                                                                                                                                       | DELIVERY                                                                                                                                                                                                                                                 | LANGUAGE USE                                                                                                                                                                                                                                                                                                                                                                                                                       | TOPIC DEVELOPMENT                                                                                                                                                                                                                                                                                              |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:                                                                                        | Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.                                                | The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.                                                                                                                                                               | Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).                                                                                                                                          |
| 3     | The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following: | Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected). | The response demonstrates fairly automatic and effective use of grammar and vocabulary and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.                         | Response is mostly coherent and sustained and conveys relevant ideas; information. Overall development is somewhat limited, usually lacks elaboration or specificity; relationships between ideas may at times not be immediately clear.                                                                       |
| 2     | The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:                                 | Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.                                                                        | The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluency. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connectors made among them (serial listing, conjunction, juxtaposition). | The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and supports). At times relevant substance may be vaguely expressed or repetitious. Connectors of ideas may be unclear. |
| 1     | The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:                                                                                                     | Consistent pronunciation, stress and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.                                                                        | Range and control of grammar and vocabulary severely limit or prevent expression of ideas and connectors among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.                                                                                                                                                                                                                             | Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.                                                                            |
| 0     | Speaker makes no attempt to respond OR response is unrelated to the topic.                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                |

**Delivery**  
発音や会話のペース

**Language Use**  
語彙・文法が適切に使用されているか

**Topic Development**  
トピックの展開



# ***TOEFL iBT®***テスト 申込方法・注意点



# TOEFL iBT®テスト実施概要

**受験会場** 日本各地の教育機関およびテストセンター、**自宅受験**  
**実施回数** 会場受験の場合、年間約45回以上（主に土・日）  
**受験料** US\$245.00

| 受験申込方法                   | 支払い方法              | 締切日          |
|--------------------------|--------------------|--------------|
| オンライン<br>(My TOEFL Home) | クレジットカード<br>PayPal | テスト日の7日前まで★1 |
| 電話                       | クレジットカード           | テスト日の7日前まで★2 |
| 郵送                       | クレジットカード           | テスト日の4週間前まで  |

## Late Registration

★1 オンライン：締切日以降テスト日2日前まで

★2 電話：締切日以降テスト日の前営業日17時まで

空席があれば受験料US\$285で受験申込可能

# TOEFL iBT®テスト（会場受験/自宅受験）

## 会場受験

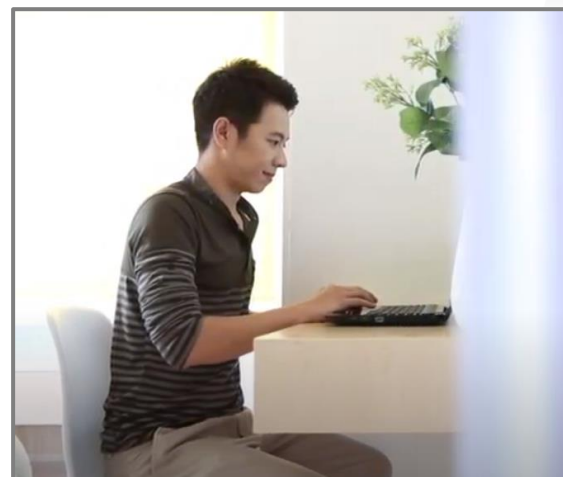
- 申し込んだテスト会場にて1人1台コンピュータが割り当てられる
- チェックインした受験者から順に受験を開始



## 自宅受験

（TOEFL iBT Home Edition）

- テスト会場でのTOEFL iBTテストと同じテスト内容・フォーマットで受験
- 同じテスト料金・支払い方法
- 同じ採点方式・スコアレポート



# My TOEFL Homeの作成 (必須)

## TOEFL iBT®テスト受験者用アカウントページ

TOEFLテスト公式 (ETS)Webサイト上に作成

- ✓ 試験日・会場の検索
- ✓ 受験申込
- ✓ スコアの確認
- ✓ スコアレポート送付手続き

### 【注意点】

「My TOEFL Home」で登録する氏名とテスト当日に提示するIDの氏名のスペルは、完全に一致している必要があります。

受験予定がなくても  
作成可能

Sign In for Test Takers

Returning Users

Sign in to schedule a test, view scores, update your profile and more.

Username

Password

Sign in

[Forgot Username](#) | [Forgot Password](#)

OR

New Users

Create an Account

[Learn more about the TOEFL® test](#)

登録済みの方は  
ここからログイン

新規登録は  
ここから

# 受験における注意事項

申込前

1. Bulletin（受験要綱）の内容確認

申込時

2. 規定の身分証明書を用意

3. My TOEFL Homeの作成・申込

※「My TOEFL Home」で登録する氏名とテスト当日に提示するIDの氏名のスペルは、完全に一致している必要があります。

※ 未成年者の申込には、保護者の同意が必要です。

試験前日

4.「My TOEFL Home」で受験会場・時間を再確認し、印刷

試験当日

5. 規定の身分証明書を必ず持参

忘れた場合は受験できません！！

6. 15歳以下の受験者の付添いを推奨

再受験

7. 受験間隔を3日間あける必要がある

詳細は必ずBulletin（受験要綱）で確認してください



# スコア

## スコアの確認

テスト日の約6日後に「My TOEFL Home」で確認可能

## スコアの有効期間

テスト日から2年間

## スコアレポート

### ✓ Official Score Reports（公式スコアレポート）

- 受験者が大学などの機関にスコアを提出する際に利用
- 受験者の送付依頼手続後、ETSが送付依頼先に直接送付

### ✓ Test Taker Score Report（受験者用控えスコアレポート）



# スコアの確認方法 (My TOEFL Home)



- ✓ テスト日から約6日後、オンライン上にて確認可能
- ✓ My TOEFL Homeにログイン  
「スコアとスコアの送付先を表示する」をクリック
- ✓ 該当のテスト日から  
「スコアを表示する」をクリック

マイTOEFL iBT®テストスコア

Below is a summary of your scores. View [feedback on your performance](#).  
See [Approximate Score Reporting Dates](#) for an estimate of when scores will be available.

Test Taker Name:  
Test Appointment Number:

Your Scores from Test Date:  
**August 25, 2019**

| Total (0-120) | Reading (0-30) | Listening (0-30) | Speaking (0-30) | Writing (0-30) |
|---------------|----------------|------------------|-----------------|----------------|
| <b>92</b>     | <b>28</b>      | <b>21</b>        | <b>22</b>       | <b>21</b>      |

★ **MyBest™ Scores** as of August 29, 2019  
Your highest section scores from all valid test dates are shown below.

| Sum of Highest Section Scores (0-120) | Reading (0-30)          | Listening (0-30)        | Speaking (0-30)         | Writing (0-30)          |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <b>92</b>                             | <b>28</b>               | <b>21</b>               | <b>22</b>               | <b>21</b>               |
|                                       | Test Date: Aug 25, 2019 | Test Date: Aug 25, 2019 | Test Date: Aug 25, 2019 | Test Date: Aug 25, 2019 |

\*\* Section not administered

PDFレポートのダウンロード スコアの通知の注文

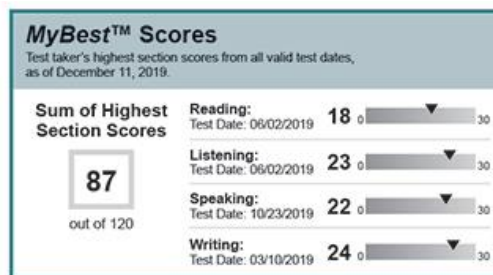
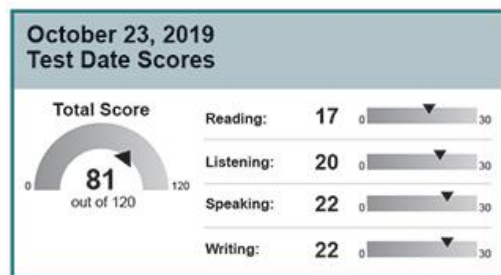
Test Taker Score Report (PDF)  
がダウンロードできる

該当日のスコアと  
MyBest™スコアが表示される

# My Best™スコアの導入

過去2年間の全ての有効なTOEFL iBTテストスコアから  
各セクションの最高スコアを組み合わせる表示

2019年8月1日以降に送付されるスコアレポートに  
My Best™スコア と Test Dateスコアの両方を表示



ETS TOEFL iBT Institutional Score Report [Security Guard goes here]

Name: Setiadi, Alin  
Last Name (Surname) Name, First (Given) Name, Middle Name  
Email: setiadi@ets.org  
Gender: F  
Date of Birth: Oct 13, 1992  
Appointment Number: 0000 0000 0036 5909  
Test Date: Oct 23, 2019

A. Setiadi  
73, Jalan Cikaki  
BANDUNG 40115  
INDONESIA

Country of Birth: Indonesia  
Native Language: Bahasa  
Test Center: STN22222C  
Test Center Country: United States

Inst. Code: 0000  
Dept. Code: 00  
Dept. Description:   
Security Identification:   
ID Type: Passport ID No: 23045 Issuing Country: Indonesia

**October 23, 2019  
Test Date Scores**

**MyBest™ Scores**  
Test taker's highest section scores from all valid test dates, as of December 11, 2019.

**INFORMATION ABOUT SCORES**  
For the TOEFL iBT™ test, there are four section scores and a total score. A total score is not reported when one or more sections have not been administered. These scores have the following ranges:

| Section     | Score Range |
|-------------|-------------|
| Reading     | 0-30        |
| Listening   | 0-30        |
| Speaking    | 0-30        |
| Writing     | 0-30        |
| Total Score | 0-120       |

**VALIDITY OF SCORES**  
Because English proficiency can change considerably in a relatively short period, scores more than two years old cannot be reported or validated. Please note the test date(s). Expired scores are not included in MyBest™ calculations.

**IMPORTANT MESSAGE TO SCORE RECIPIENTS:**  
This report of TOEFL iBT test scores is valid ONLY if received directly from ETS. Photocopies should never be accepted.

If you need to verify these scores, please call the TOEFL Score Verification Service at +1-800-257-8547 or +1-609-771-7100. Scores more than two years old cannot be reported or validated.

Additional information about TOEFL iBT scores is available at [www.ets.org/test/institutions/scores](http://www.ets.org/test/institutions/scores).

ETS Security Guard test is printed with a special heat-sensitive ink for security. To activate this security feature, apply heat to the test, either by holding it or blowing on it, and the ETS Security Guard test will disappear.

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# ***TOEFL iBT***<sup>®</sup>テスト 情報収集・受験準備



# ETS TOEFL®テスト公式WEBサイト

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## The TOEFL® Family of Assessments

**Trusted information for confident decisions.** There's a TOEFL® test for every stage of English-language proficiency to guide learning, inform teaching and help students achieve their academic goals.



ここをクリック

## Important Updates

ETS launches TOEFL iBT® Home Edition to help test takers affected by test center closings

ETS Testing Updates Due to COVID-19

[Help](#)

# TOEFL iBT®テスト最新情報の集め方

- ETS Japan WEBサイト <https://www.toefl-ibt.jp/>



# TOEFL iBT®テスト 最新情報はSNSでも！



TOEFLテスト日本事務局公式チャンネル



Twitter



LINE



# TOEFLテストの勉強 何から始めればいいのか・・・？



目標スコアを設定

テスト形式をチェック！

TOEFLのスコア確認！  
⇒弱点を知ろう！

テスト対策！

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# TOEFL iBT®テストに備えて 無料サンプル問題



## TOEFL iBT® Free Practice Test

- ✓ 過去問題から全4セクションを出題
- ✓ Reading, Listeningセクションの解答付き
- ✓ Speaking, Writingセクションのサンプル回答付き

## TOEFL iBT® Practice Sets

Reading, Listening, Speaking, Writingの  
各セクションの過去問題を掲載

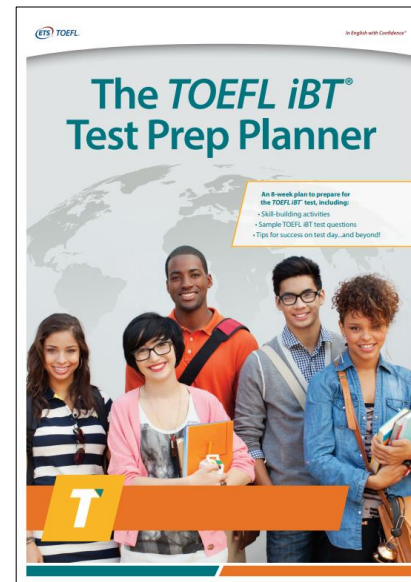


# TOEFL iBT®テストに備えて

## The TOEFL iBT® Test Prep PLANNER (無料)

- ETS作成のTOEFL iBTテスト受験者向けガイドブック（PDF）
- 8週間の勉強計画、サンプル問題、スコアリングガイドを掲載
- ETS TOEFLテスト公式WEBサイト  
（<https://www.ets.org/toefl>）からダウンロード

The TOEFL iBT® Test Prep PLANNERへの  
QRコードはこちら



# TOEFL®テストに備えて

## 公式オンライン模擬テスト

### TOEFL iBT® Complete Practice Test

- ・TOEFL iBTテストで実際に出題された過去問題
- ・全セクションを自動採点・スコアが確認できる



[www.officialtestprep.jp/](http://www.officialtestprep.jp/)



# Official TOEFL iBT® Prep Course Plus

- 60時間、約200問の問題を収録
- 1日40分学習した場合、90日間でコース完遂。コース開始から180日間は繰り返し学習が可能

|                                                                                                                                                                                                                       |                                                                                                                                                                                                                               |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1</b><br/>唯一公式</p>  <p>自主学習型(Self-Study)の<br/>唯一の公式 eラーニング教材</p>                                                               | <p><b>2</b><br/>同採点方式</p>  <p>実際の TOEFL iBT テストと同じ<br/>自動採点技術を使った<br/>スコアとフィードバック</p>                                                        | <p><b>3</b><br/>客観的判断</p>  <p>自身の SW スキルの客観的な確認</p>                                                                                | <p> Reading <b>8</b> レッスン<br/>内容一致 / 不一致、推測、言い換え、要約問題など</p> <p> Listening <b>6</b> レッスン<br/>大意聞き取り、推測、並べ替え、表完成問題など</p> |
| <p><b>4</b><br/>24 時間</p>  <p>自分のペース 24 時間好きな時間に<br/>場所を選ばずに進められる</p>                                                                | <p><b>5</b><br/>高クオリティお得な価格</p>  <p>試験開発元の ETS が提供する信頼のカリキュラム、高いクオリティの問題を<br/>6 か月間繰り返し学習できて 1 日あたりたったの 83 円*<br/>*定価 14,900 円、180 日間で計算</p> | <p>各セッション別<br/>プレテスト・ポストテスト<br/>オーディオパートはスクリプト付き</p>                                                                             |                                                                                                                                                                                                                                                                                              |
| <p> Speaking <b>4</b> レッスン<br/>読み聞きした内容のノートテイキング、<br/>要約、解説などを含む統合 / 単独問題解答練習<br/>※一部実際の TOEFL iBT テストと同じ自動採点技術を使ったスコアとフィードバック</p> |                                                                                                                                                                                                                               | <p> Writing <b>10</b> レッスン<br/>選択回答、ノートテイキング、<br/>文章の組み立てなどを含む統合 / 単独問題作文練習<br/>※一部実際の TOEFL iBT テストと同じ自動採点技術を使ったスコアとフィードバック</p> |                                                                                                                                                                                                                                                                                              |

## 【期待できる成果】

- TOEFL iBT®テストの4つのスキルセッションに対応する学習・受験戦略を身につけることができる
- アカデミックな題材の英文の読解スキル
- 英語での会話や講義を理解するスキル
- 英語で意見を述べたり、返答したりする能力
- 標準的な英語による論説文や情報源に基づくエッセイを書く能力

・TOEFLをベースにAcademic Englishの対策に



# TOEFL®テストに備えて

## TOEFL® Web Magazine

TOEFL® Web Magazine

[TOEFL®テスト対策](#)

[受験体験レポート](#)

[インタビュー](#)

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TOEFL® Web Magazine

TOEFL iBT®テストで、挑戦を続けましょう

[TOEFL®テストの最新情報はこちら](#)

- TOEFL®テスト対策
- 受験体験レポート
- インタビュー
- コラム
- 公式教材・過去問

など



# TOEFL® Web Magazine



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🏠 HOME > [TOEFL®テスト対策](#) > [TOEFL iBT®テスト対策](#)

📁 CATEGORY

## TOEFL iBT®テスト対策

TOEFL iBT®テスト対策を紹介します。ぜひ参考にしてください。

[Listening](#)

[Reading](#)

[Speaking](#)

[TOEFL iBT®テストWeb準備講座](#)

[TOEFL iBT®テスト対策、ここがポイント！](#)

[TOEFL® TESTスピーキング英単語 ワンポイント講義](#)

[TOEFL®テストに役立つ！世界基準の語彙学習法](#)

[TOEFL®テストミニアドバイス](#)

[TOEFL®テスト質問箱](#)

[Writing](#)

# TOEFL® Web Magazine



## 目次

- スコアアップの心得その1. 最初から全部読まない！
- スコアアップの心得その2. 「大きく読む」と「小さく読む」を使い分ける（緩急をつけ）
- スコアアップの心得その3. 「読める」と「正解できる」は違う
- スコアアップの心得その4. 正解の根拠＝不正解の根拠（消去法の強化）
- スコアアップの心得その5. Right（Perfect）AnswerよりもBest Answer！
- スコアアップの心得その6. 読むスピードアップ→パラグラフ単位での強化
- スコアアップの心得その7. 単語学習：分野別に、最低センテンス単位で覚える
- スコアアップの心得その8. 論理マーカーで前後を予測する
- スコアアップの心得その9. 前よし中よし後ろよし！（最低3センテンスで確認）
- スコアアップの心得その10. 時間配分が勝負！

## 心得その1. 最初から全部読まない！

まだReading対策に慣れていない人からよくある質問が、「パッセージ（本文）を一通り先に読んでから

# TOEFL® Web Magazine

「TOEFL®テストらしいリスニングのレクチャーとはどんなものか？」

「TOEFL®テストリスニングのレクチャーのポイントとは何か？」

と質問を受けることがよくあります。ワークショップの参加者からはもちろん、出版社の問題作成者・編集者からも訊かれます。言い換えられる、TOEFL®テストらしい特徴や傾向は何か？ということですね。もちろんレクチャーのタイプにはいろいろあります（比較、時系列、因果関係など）。一言で全てをまとめるのは不可能なのですが、多くの場合私は「**ヒネリだ**」と答えます。

このヒネリとは何なのか？[前回](#)の、聴く際の姿勢で簡単に触れたのですが、レクチャーの中盤から後半にかけての部分で



- ・ それまでに出了されたアイデアに対する反論・ダメ出し
- ・ 特にユニークな点

がある時に、そのヒネリが顕著になります。逆に、冒頭～中盤においては、あまりヒネリが少ない、オーソドックスな展開とも言えるでしょう。

では以前の出題に基づく一つの例を参考にしながら、このヒネリがどのような役割を果たすのかを見ていきましょう。

（注：あくまでも参考例ですので、科学的に証明されたものとは限りません）

# TOEFL® Web Magazine

TOEFL® test takers talk about taking the TOEFL iBT® test

TOEFL iBT®テスト対策の授業で繰り返し行った  
ディスカッションや、教授からのアドバイスを  
活かして初受験に挑みました

— 神田外語大学 M.M さん

2022年1月20日

## 第81回《会場受験》TOEFL iBT®テスト体験レポート 神田外語大学 M.Mさん

『TOEFL iBTテスト対策の授業で繰り返し行ったディスカッションや、教授からのアドバイスを活かして初受験に挑みました』会場受験を経験された神田外語大学の大学生からのレポートです。ぜひご覧ください。

[続きを読む >](#)

TOEFL® test takers talk about taking the TOEFL iBT® test

一度脳みそをどっぷり英語に浸けてしまうのが良い

— 京都大学大学院総合生存学館 関大吉さん

2021年4月20日

## 第80回《会場受験》TOEFL iBT®テスト体験レポート 京都大学 関大吉さん

『一度脳みそをどっぷり英語に浸けてしまうのが良い』会場受験を経験された大学院生からのレポートです。ぜひご覧ください。

[続きを読む >](#)

TOEFL® test takers talk about taking the TOEFL iBT® test

ゴールはTOEFL®テストを教えること  
一人でも多くの学生が  
世界で活躍できる人材へと成長すること

— Y.E.S. ESL International, Inc. 長野勇先生

2021年3月20日

## 第79回《自宅/会場受験》TOEFL iBT®テスト体験レポート 英語講師 長野勇先生

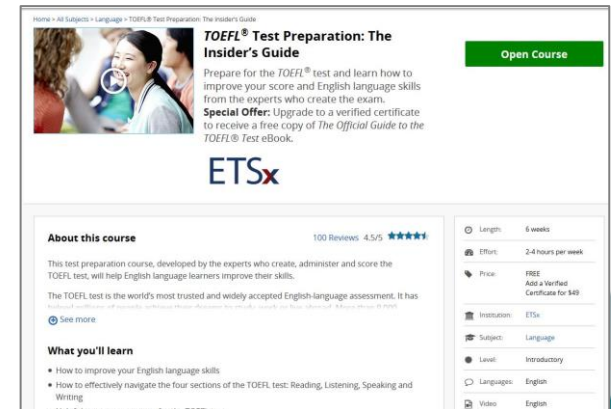
『ゴールはTOEFLテストを教えることに一人でも多くの学生が世界で活躍できる人材へと成長すること』自宅受験と会場受験を経験された社会人からのレポートです。ぜひご覧ください。

[続きを読む >](#)

# TOEFL iBT®テスト対策オンライン講座

## TOEFL® Test Preparation: The Insider's Guide

|      |                                                                                                                                           |
|------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 受講期間 | 受講登録から6週間は無料で受講可能<br>※アップグレード（US\$49）すると継続して受講が可能となり、修了証が発行されます                                                                           |
| 使用言語 | 英語                                                                                                                                        |
| 講座内容 | TOEFLテストを開発・運営している米国 Educational Testing Service (ETS)のインストラクターが、過去のテスト問題を使いながらTOEFLテストの4セクション（Reading, Listening, Speaking, Writing）を解説。 |



[www.ets.org/toefl/insidersguide](http://www.ets.org/toefl/insidersguide)



# ETS Japanがテスト受験までの8週間を応援



📌 対象者 📌 特典 📌 サポート期間 📌 申込登録 📌 初受験者は困っています

## テスト受験までの8週間サポート The TOEFL iBT® Test Prep Planner

# 動画で学ぶTOEFL iBTスコアアップセミナー



TOEFL®テスト日本事務局  
受験者

動画で学ぶ



ログイン/申込



団体・教育関係者



公式教材・過去問



アーカイブ配信で効率よく学習

🔍 初心者対象セミナー

はじめてTOEFL iBTを受験される方を対象に、テストの概要、サンプルを使った問題演習、おすすめの勉強方法や具体的な学習・受験スケジュールの立て方を、TOEFLのスペシャリストが分かりやすく解説しています。

【対象者】

- ・ TOEFL iBTテスト初受験者

アーカイブ配信で効率よく学習

🔍 目標スコア60  
RL強化セミナー

Reading & Listeningに特化した90分間。スコア60のレベル感や特徴、各セクションのスコアアップに役立つ問題演習 & 解説をETS公認トレーナーが分かりやすく解説しています。

【対象者】

- ・ 目標スコア60の方
- ・ RLが苦手な方

アーカイブ配信で効率よく学習

🔍 目標スコア60  
SW強化セミナー

Speaking & Writingに特化した90分間。スコア60のレベル感や特徴、各セクションのスコアアップに役立つ問題演習 & 解説をETS公認トレーナーが分かりやすく解説しています。

【対象者】

- ・ 目標スコア60の方
- ・ SWが苦手な方

アーカイブ配信で効率よく学習

🔍 目標スコア80  
4セクション対策セミナー

テスト本番と同じ3時間のオンラインセミナーで4セクションを対策！スコア80を目指す上で抑えておきたいポイントや各セクションのスコアアップに役立つ問題演習 & 解説あり。

【対象者】

- ・ 目標スコア80の方
- ・ CEFR B1以上の方

# TOEFL®プロダクツを活用し 留学を実現させましょう！

## 英語上達への道 ～モデルケース：留学～

TOEFL®テストを使って英語を上達させよう！  
この流れを参考に、留学を目指してください。



留学実現！！



STEP4 TOEFL iBT®テストを受験しよう  
公式スコアを手に入れる



STEP3 TOEFL iBT® Complete Practice Testを利用しよう  
模擬試験でTOEFL iBT®テスト受験準備とスコア予測



STEP2 目標設定をしよう  
上記の能力表でTOEFL iBT®テストスコアを予想し目標を設定



STEP1 TOEFL ITP®テストを受験しよう  
数回受験して実力を知り、TOEFL®テストに慣れる。まずは目標500！



\* TOEFL ITP®テストとTOEFL iBT®テストの違いについては、1ページ参照。

\* TOEFL iBT® Complete Practice Testとは、自宅でできるスコアも出るTOEFL iBT®テストのオンライン模試。出題形式も画面表示も操作も本番同様。

# TOEFL iBT® Enhancements

*The experience test takers deserve,  
and the quality, validity, and security  
institutions expect.*



2023年夏～ TOEFL iBT®テストは  
3時間 → 2時間 になります

### 変わること

- Reading、Listeningのスコアに加算されない問題(ダミー問題)の撤廃
- Readingパッセージが3～4つ(計30～40問)→2つ(計20問)に
- WritingのIndependent task(30分)  
→ Writing for an Academic Discussion task(10分)に変更
- 各セクションの冒頭のinstructionを簡素化
- 休憩時間の撤廃

導入開始:2023年7月26日～  
(全世界で会場受験、自宅受験ともに適用)

# テスト形式について

|           |      | 新形式<br>2023年7月26日 以降                                              | 現在の形式<br>2023年7月25日 まで                                            |
|-----------|------|-------------------------------------------------------------------|-------------------------------------------------------------------|
| Reading   | 設問数  | 2パッセージx各10問<br>計20問                                               | 3～4パッセージx各10問<br>計30～40問                                          |
|           | 試験時間 | 35分*                                                              | 54～72分                                                            |
| Listening | 設問数  | 講義形式3題(各6問)/ 対話形式2題(各5問)<br>計28問                                  | 講義形式3～4題(各6問)/ 対話形式 2～3題(各5問)<br>計28～39問                          |
|           | 試験時間 | 36分*                                                              | 41～57分                                                            |
| 休憩        |      | なし                                                                | あり(10分)                                                           |
| Speaking  | タスク数 | 4                                                                 | 4                                                                 |
|           | 出題形式 | Independent task 1問                                               | Independent task 1問                                               |
|           |      | Integrated tasks 3問<br>(Read+Listen→Speak 2問、<br>Listen→Speak 1問) | Integrated tasks 3問<br>(Read+Listen→Speak 2問、<br>Listen→Speak 1問) |
|           | 試験時間 | 16分*                                                              | 17分                                                               |
| Writing   | タスク数 | 2                                                                 | 2                                                                 |
|           | 出題形式 | Writing for an Academic Discussion task<br>1問(10分)*               | Independent task 1問(30分)                                          |
|           |      | Integrated task 1問(20分)*<br>(Read+Listen→Write)                   | Integrated task 1問(20分)<br>(Read+Listen→Write)                    |
|           | 試験時間 | 29分*                                                              | 50分                                                               |
| 試験時間      |      | 約2時間                                                              | 約3時間                                                              |

\*ETS独自の統計データとプロセスデータの分析に基づき、ほとんどの受験者が費やすと予想される試験時間です。  
各セクション内にあるInstruction等の進め方により多少前後します。

ETS TOEFL

Volume Help

Writing | Question: 1 of 2

**Instructions:** Your professor is teaching a class on economics. Write a post responding to the professor's question. In your response you should:

- express and support your personal opinion
- make a contribution to the discussion in your own words

An effective response will contain at least 100 words.



**Professor Henson**

When people are asked about the most important discoveries or inventions made in the last two hundred years, they usually mention something very obvious, like the computer or the cell phone. But there are thousands of other discoveries or inventions that have had a huge impact on how we live today. What scientific discovery or technological invention from the last 200 years – other than computers and cell phones – would you choose as being important? Why?

**Paul N**

I mean, we're so used to science and technology that we're not even aware of all the things we use in our daily lives. I probably choose space satellites. This is a relatively new thing, but in the last hundred years, and it has become an essential part of our lives. Just think about navigation, even the military.

**Lena A**

Television has been the technology that has had the most impact in the past 100 years of computers. Television has brought education into people's living rooms and has played a major role in influencing the way we live. It has also played a role in influencing the way we work and the world around us.

Cut Paste Undo Redo

One technology that has had a significant impact on the world is the automobile. The invention of the automobile has allowed people to travel faster and further than ever before. It has also allowed people to explore new places and travel long distances. The automobile industry has also led to economic growth around the world. However, the automobile has also led to pollution, traffic congestion, and climate change. It is a double-edged sword, providing significant benefits but also creating significant challenges that we must address as we move forward.

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# Writing for an Academic Discussion

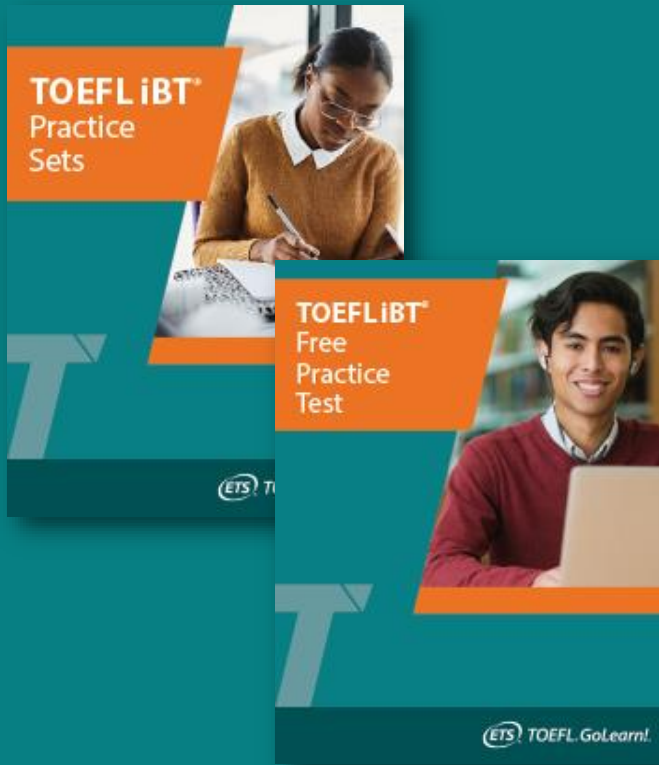
現代のニーズに即した質の高いWriting問題

受験者に期待されること:

- 提示された題材に関する学生のアイディアに触れる、またはそれを基にする
- 立場や主張を明確に述べたり、詳しく説明したりする
- アカデミックな文脈の中で、さまざまな文法構造と語彙を正確かつ有意義に使用できることを示す

これまでと同様の高い信頼性と妥当性を基に、より短い時間で習熟度を証明します。

## 新形式対応のテスト対策教材



- TOEFL iBT Free Practice Test (無料練習テスト): 公開中
- TOEFL iBT Practice Sets (無料練習セット): 公開中
- TOEFL Practice Online (オンライン模試): 5月

その他の対策教材がリリースされましたら  
随時お知らせします。



**TOEFL®テスト日本事務局**  
**ETS Japan合同会社**  
**[www.etsjapan.jp/](http://www.etsjapan.jp/)**  
**[www.toefl-ibt.jp/test\\_takers/](http://www.toefl-ibt.jp/test_takers/)**

