

最新托福改革指南

渠 宏 ELIZABETH 等编译

TOEFL

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渠宏 Elizabeth 等编译

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前 言

《最新托福改革指南》一书由美国教育中心在一九八七年五月考试改革后编制，是迄今为止所发行的最新试题。本书在总结借鉴历年《托福》考试试题的基础上，提纯取精，增加了写作部分，并且详细地介绍了作文考试之趋势、常用词汇、写作技巧及评分标准。书中六套试题各具特色。参考答案注释详尽，深入浅出，便于读者无师自通、自我检测。全书共分六章：

1. Introduction to the TOEFL
2. Writing an Essay
3. How the TOEFL Essay Is Scored
4. Six Full-length Sample Examinations
5. Answer Keys for the Six Tests
Translation of the Explanatory Answer to the Six Tests
6. Daily Words for the TOEFL Composition

全书结构合理，指导性强。在词汇、语法、阅读理解和写作方面均可为读者提供参考及临场经验，实为不可不备之实用参考书。

本书由渠宏，Elizabeth, J. T. Rucquoi Berger编译，由王玉昆同志定稿。限于水平，疏漏及不当之处在所难免。诚请读者不吝指教。

许多同行及朋友在编译过程中，热心相助，使得此书能与读者早日见面。在此我们向他们表示诚挚的谢意。

编译者

CATALOGUE

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PART I

Introduction to the TOEFL

The goal of the TOEFL is to measure the English proficiency of international students whose native language is not English. The examination is divided into three multiple-choice sections that test the student's ability to understand spoken North American English, to recognize standard written English, and to understand nontechnical reading matter.

In July and November of 1986 and May of 1987, the TOEFL also included an essay section to evaluate writing proficiency. The results of these first administrations of the essay test will be analyzed by the Educational Testing Service to determine correlations between the objective

portions of the test and the essay and to determine the best way to score the essay. It is likely that some form of essay question will be included in future versions of the TOEFL, but it will probably be up to the individual colleges or universities to decide whether or not to require this essay. To prepare you to write this essay, tests in this book include an essay section.

The all multiple-choice TOEFL is given in a single session of about three hours, which includes the time required for admitting examinees. The essay section adds an additional thirty minutes to the testing time. A description of each section of the TOEFL follows.

SECTION I: LISTENING COMPREHENSION

(50 Questions—40 Minutes)

This section of the test measures your ability to understand *spoken* English. There are three parts to this section.

Part A (20 Questions)

In this part of the test you will listen to a recording. For each question in Part A, you will hear a single short sentence. You must listen carefully to each sentence, since these sentences will not be written in your test book, and each sentence will be spoken only once. After you hear each sentence, look at the four answer choices in your test booklet. The answer choices are marked (A), (B), (C), and (D). Select the sentence that is closest in meaning to the sentence you heard. On your answer sheet, find the number of the question you are answering, then blacken the circle that has the letter of your answer choice.

Example

You will hear:

"Question number 1. Mary called on Susan."

You will read:

1. (A) Mary telephoned Susan.
(B) Mary ate with Susan.
(C) Mary visited Susan.
(D) Mary shouted at Susan.

Answer

Answer (C), "Mary visited Susan," is the closest in meaning to the statement "Mary called on Susan." You should have chosen (C) as the answer to question 1 and marked your answer sheet like this:

1 (A) (B) ● (D)

Part B (15 Questions)

In Part B you will hear fifteen short conversations between two speakers. After each conversation, a third voice will ask a question about what was said. As in Part A, each conversation will be spoken only once, and neither the conversation nor the question about it will appear in your test book. After you hear each conversation and question, look at the four answer choices in your test book, and select the one that is the best answer to the question you heard. On your answer sheet, find the question number and fill in the circle that has the same letter as the answer you have chosen. You will have about fifteen seconds to answer each question in this part.

Example

You will hear:

"Question number 2."

(Man) "Martha certainly has strange illnesses. They come and go as quickly as anything else I know of."

(Woman) "Yes. She's sick when there's work to be done, but well when there's a party."

(Third voice) "How does the woman feel about Martha's illnesses?"

You will read:

- (A) Martha's illnesses are serious.
- (B) Martha's illnesses are pretended.
- (C) Martha's illnesses are brief but real.
- (D) Martha's illnesses occur only when there is a party.

Answer

You should have chosen (B) as the answer to this question. From the conversation, we can conclude that Martha uses sickness as an excuse whenever she has to work. On the other hand, she is never sick when a party is going on. To indicate your answer, mark your answer sheet like this:

2 ☒ A ☐ B ☐ C ☐ D

Part C (15 Questions)

This part consists of three to five long conversations or short talks that you will hear only once. The talks and questions will not be written out for you, so you must listen carefully and remember what the speakers say. After each talk, you will be asked several questions about what was said. When you hear a question, look at the four possible answers in your test book. Select the one that is the best answer to the question you heard. Record your answer by filling in the circle that has the letter of your answer choice.

Example

You will hear:

"Questions 3 through 5 are based on the following talk about Alaska."

"Alaska belonged to Russia until the United States purchased the territory just after the Civil War. Influences of the Russian period are to be seen in Southeast, Southwest, and Central Alaska today. You drive to quiet, peaceful communities on the Kenai Peninsula, or fly to Kodiak or Sitka, and step back into a simpler, less hurried time. Strolling through the grounds of a Russian Orthodox church is like stepping back into nineteenth-century Russia, but you're still in the United States. What an incredible buy, you realize. Russia sold us this magnificent land for only two cents an acre."

"Anchorage, the commercial hub and home for nearly half of the state's 400,000 residents, is one of the youngest major cities in the United States. Anchorage today is an 'air crossroads' to more than 1.5 million passengers who shuttle each year over the Pole between Europe and the Far East or who fly on direct flights to Alaska from West Coast and Midwest cities. You don't know quite what to expect when your jet lands at Anchorage. The name sounds nautical, but driving into town you realize you've entered a familiar, modern city. Here, Alaskans have pushed a hole in the frontier and made an exciting urban oasis. Your surprise makes it all the more exciting."

You will hear:

"Question number 3. Russian influence is obvious in Alaska in all of the regions named except which one?"

You will read:

- 3 (A) The Southeast.
(B) The Northwest.
(C) The Southwest.
(D) The central part of the country.

You will hear:

"Question number 4. How much did the United States pay for Alaska?"

You will read:

4. (A) A hundred dollars an acre.
(B) Five hundred dollars an acre.
(C) Two cents an acre.
(D) Ten dollars an acre.

You will hear:

"Question number 5. According to the lecture, approximately how many residents are there in Anchorage?"

You will read:

5. (A) 200,000.
(B) 300,000.

- (C) 100,000.
(D) 400,000.

Answers

3. The speaker mentioned that Russian influence can be seen in the Southeast, the Southwest, and in central Alaska. The only area not mentioned is the Northwest. Therefore, you should have chosen answer (B).

4. Russia sold Alaska for two cents an acre. Therefore, you should have chosen answer (C).

5. You are told that almost half of the total population of 400,000 people lives in Anchorage. That means that Anchorage has approximately 200,000 residents, which is answer (A).

To indicate the answers to questions 3, 4, and 5, you should mark your answer sheet like this:

- 3 (A) ● (C) ●
4 (A) ● (B) ● (D) ●
5 ● (B) (C) (D)

SECTION II: STRUCTURE AND WRITTEN EXPRESSION

(40 Questions—25 Minutes)

The questions in this section test your ability to recognize standard *written* English. There are two parts of this section, each having special directions.

Part A (15 Questions)

Each question in this part consists of an incomplete sentence. Below each sentence you will see four words or phrases marked (A), (B), (C), and (D). Select the one word or phrase that best completes the sentence. The correct choice results in a sentence that is grammatically correct and makes sense. Record your answer by filling in the circle that corresponds to the letter of the answer you have chosen.

Example

6. I wonder _____
(A) how much costs that book
(B) what of that book the price is
(C) how much does that book cost
(D) what that book costs

Answer:

In correct English, the sentence would be, "I wonder what that book costs." Therefore, you should have chosen answer (D) and marked your answer sheet like this:

- 6 (A) (B) (C) ●

Part B (25 Questions)

In this part, each sentence has four underlined words or phrases. The underlined parts of each sentence are marked (A), (B), (C), and (D). You are to select the one underlined word or phrase that must be changed in order to make a sentence that is grammatically correct. On your answer sheet, find the question number and fill in the circle that has the letter of the answer you have chosen.

Example

7. If I had known that chemistry was going to
A B
be such a difficult subject, I never would
C
have took it up during my first semester.
D

Answer

After "never would have," you must use the correct past participle form of the verb. The correct form is *taken*. Therefore, the incorrect word in this sentence is *took*, which is marked (D). To indicate this answer, you should mark your answer sheet like this:

7 (A) (B) (C) ●

SECTION III: VOCABULARY AND READING COMPREHENSION

(60 Questions—45 Minutes)

This section tests your ability to read and understand *written* material that a college or university student would be likely to encounter in books, magazines, or newspapers. There are two types of questions with specific directions for each.

Part A (30 Questions)

Each question in this part consists of a sentence in which one word or a group of words is underlined. Below each sentence are four other words or groups of words. You are to select the word or group of words that can be substituted for the underlined part of the sentence *without changing the meaning* of the original sentence. Note that several of the answer choices could replace the underlined words and still produce a meaningful sentence. However, only one of the answer choices will produce a sentence that means the same as the original sentence. Record your answer by filling in the circle that has the same letter as the answer you have chosen.

Example

8. That room is spacious enough to be a good place for the party.
(A) attractive
(B) convenient
(C) colorful
(D) large

Answer

Notice that if any of the four choices were used to replace the underlined word, the sentence would still make sense. The only way that you can decide which of the four words would keep the meaning of the original sentence is by knowing the meaning of the underlined word, *spacious*. If you know that *spacious* means "large," your task is simple. If you do not know the meaning of *spacious*, you still might be able to find the answer if you look for the root of the word. The root of *spacious* is "space," a word that can refer to size. Since only choice (D) refers to size, you would choose (D) as your answer. Mark your answer sheet like this:

8 (A) (B) (C) ●

Part B (30 Questions)

Part B consists of questions based on a variety of reading materials. The readings may vary in length from a single sentence to several paragraphs. For each question, you are to choose the one best answer and indicate your choice by filling in the circle that corresponds to the number and letter of your answer choice. Answer all questions following a reading passage on the basis of what is *stated* or *implied* in that passage.

Example

Questions 9-10

- (1) When the power of Carthage was at its height, a Punic admiral named Hanno reputedly made a voyage down the West African coast. He appears to have sailed to within 8° of the equator and to have established settlements on the way. An account attributed to Hanno says that he took thirty thousand settlers with him on his expedition. About the time that Hanno was exploring the African coast, a fellow countryman, Himilco, (10) was traveling northward to explore the remoter shores of Europe. He may have been in search of the Tartessan source of tin. The account of his voyage is nebulously preserved in the works of ancient authors. The *Ora Maritima* of Avienus (15) attributed a horrendous description of the Atlantic to him.
9. Hanno and Himilco both
- (A) explored the African coast.
 - (B) took thousands of settlers with them on their expeditions.
 - (C) came from the same country.
 - (D) were in search of the Tartessan source of tin.
10. Himilco's account of his voyage was recorded in the writings of
- (A) Hanno.
 - (B) Avienus.
 - (C) an unknown Carthaginian sailor.
 - (D) a Punic admiral.

Answers

- 9 (A) (B) (C) (D)
10 (A) (B) (C) (D)

Step-by-Step Explanation

Step 1. Read the selection through quickly to get the general sense of it.

Step 2. Read each question, but do not read the possible answers.

Step 3. Reread the passage selectively, noting that the answer to Question 1 is in sentence four, and that the answer to Question 2 is in sentences six and seven.

Step 4. Concentrate on each question. Now that you have located the areas in which each question and answer are discussed, you will reread only those sections.

Question 1 involves both Hanno and Himilco and so you reread sentence 4, which mentions both men. Choice (A) cannot be correct since sentence 4 says that Himilco was exploring not the African but the European coast. Choice (B) could be correct, but although sentence 3 mentions that Hanno took settlers, no mention is made of any settlers traveling with Himilco. Choice (C) looks like the right answer—Hanno and Himilco are said to be "fellow countrymen" but it is best to check further. Choice (D) can be eliminated, since the paragraph nowhere mentions any connection between Hanno and the Tartessan source of tin. So, you return to choice (C) as the best possible answer.

Next, concentrate on Question 2 with its four possible answers, remembering that the answer lies in sentences 6 and 7, which contain the key words "account of his voyage." Choice (A) is obviously wrong; Hanno was an explorer, not a writer. Choice (B) certainly seems to be correct, but you should look quickly at the remaining choices, just to be sure. (C) is not even mentioned and can be easily eliminated; choice (D) is incorrect, since the only Punic admiral mentioned is Hanno, whom you have already eliminated. Choice (B) is the answer.

Step 5. Go back to the selection. Check to see that you have answered each question and marked the answer in the proper space on the answer sheet.

Part B may also include questions in which you are given a sentence and four restatements of that sentence. You are asked to choose the answer that is the closest restatement of the original sentence. Note that more than one of the statements may be factually correct.

Example

11. Traveling by commercial airplane is cheaper than traveling by a chartered yacht.

- (A) A yacht, which may be privately chartered, is more expensive than a private airplane.
- (B) Traveling on a chartered yacht costs less than traveling on a commercial airplane.
- (C) It is cheaper to travel on a commercial airplane than to travel on a chartered yacht.
- (D) Because the yacht is chartered, it is more expensive than the airplane.

Answer

11 A B C D

Explanation

First, read the given sentence carefully. Next, consider each of the possible choices separately, comparing the information each gives with that given in the original sentence. Choice (A) states that yacht travel costs more than plane travel, which, at first, seems to be the same information given in the original sentence. However, the original sentence was comparing a chartered yacht to a commercial plane, and choice (A) compares a chartered yacht to a private plane. Choice (B) is clearly incorrect, since the information it gives contradicts the information given in the original sentence. In choice (C), although the sentence pattern is different from that of the original sentence, the meaning seems to be the same. Choice (C) seems to be the answer, but take a quick look at choice (D) to be certain. Choice (D) may well be factually correct: that the yacht is chartered may possibly account for the difference in cost. However, the original sentence does not tell the reader *why* the cost of the yacht is more, so choice (D) can be eliminated. Choice (C) is the answer.

SECTION IV: ESSAY

(30 Minutes)

This section of the test measures your ability to write a thoughtful, well-organized, grammatically correct essay in English. The writing assignment will probably be one of two types. The first type will ask you to compare and contrast two points of view. For this essay, you must demonstrate that you have looked at both sides of the issue and then argue for one of them. The second type will ask you to describe and interpret charts or graphs, perhaps pie graphs, bar graphs, or line graphs.

While it is important to write enough to allow the readers to determine your level of writing proficiency, your essay will be judged on the relevance of what you have to say and the skill with which you say it rather than on its length. Although you will not be graded on the neatness of your handwriting, studies show that readers are influenced by the degree of difficulty they have in deciphering handwriting, so be sure to write as legibly as you can. To help you to write more legibly, handwriting exercises are provided on page 347. Some techniques for generating ideas about a topic, organizing those ideas into a well-developed essay, writing introductions and conclusions, and editing to eliminate careless grammar and spelling errors are given in the chapter called "Writing An Essay."

This chapter also includes several sample essays, a rating scale similar to the one used to score TOEFL essays, and explanations of how the sample essays would be rated according to that scale. By comparing your own essays to the sample essays, you can use the rating scale to assess your essays.

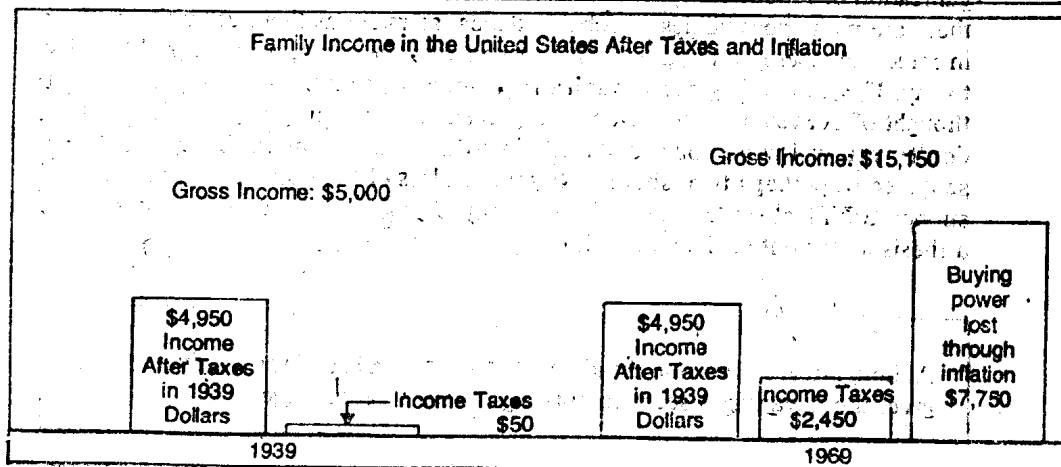
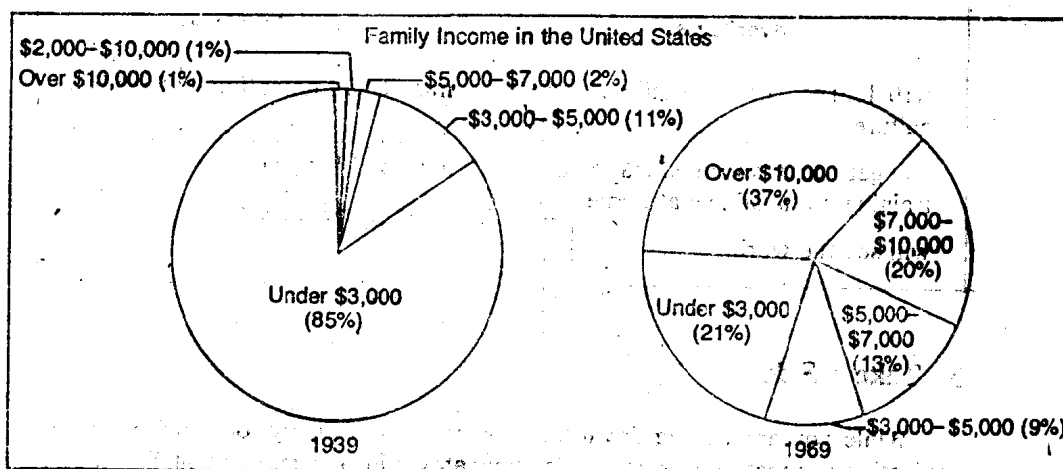
Two Sample Essay Topics

Sample Topic One

Some people believe that attending a college or university in a foreign country has many advantages; others believe that the disadvantages outweigh the advantages. Write a short essay in which you briefly consider both sides of this issue and make clear which side you support.

Sample Topic Two

Imagine you are about to write a report in which you interpret the graphs that follow. Discuss how the information in the two pie graphs is related to the information in the bar graph. Explain the conclusions you have reached from the information in the graphs. Be certain that your conclusion is supported by the information in the graphs.



Step-by-Step Directions for Answering the Essay Question

1. Be sure you understand the topic.

Before you begin to write, reread the topic carefully to make certain you understand what you are being asked to write about. No matter how well-written your essay is, if it is not on the assigned subject, it will receive a low score.

2. Make a list.

Once you are certain that you understand the assignment, your next step is to "brainstorm;" that is, collect all your thoughts about the topic before you begin to write. Use the space provided below the topic to jot down everything that occurs to you. For Sample Topic 1, the essay about colleges, you will want to make two brief "lists"—one of the advantages and another of the disadvantages of studying abroad. Your lists might include items such as the following:

Advantages	Disadvantages
will learn a new language and culture	must leave home/family/friends
will get an advanced education or training not available at home	must spend time/energy learning a second language
will see the world	must spend a great deal of money

3. Take a Side

While you are writing down these ideas, do not worry too much about organization or repetition—just put down whatever ideas occur to you. Obviously, there are many possibilities—probably almost as many as there are writers. Keep in mind that there is no one "right" response to the topic, no one "right" thing to say. If, after reading over your list, you conclude that the advantages you have thought of outweigh the disadvantages (remember that you might decide that they don't), you will write your conclusion in a thesis statement. This statement (one sentence or perhaps two) should tell your readers of the opinion that you plan to support with facts in the body of your essay. For this topic, you might decide on a thesis statement such as the following:

Although there are some disadvantages to going abroad for a university degree, the advantages seem to outweigh these disadvantages.

4. Write Your Introduction

Now that you have a clear thesis, you are ready to write your introduction. What you are looking for in your introduction is a lead-in to your thesis that will prepare your readers for your subject and interest them enough to keep them reading. For this essay, you may decide to begin with a brief discussion of your qualifications to write on this topic.

Like most students who take the TOEFL, I have been considering the possibility of going abroad to continue my education. To make such an important decision is not easy. I have spent much time discussing my options with my parents and teachers as well as with friends who have gone abroad to study. Although there are some disadvantages to going abroad for a university degree, the advantages seem to outweigh the disadvantages.

Note that your thesis statement, usually the final sentence in the paragraph is a part of this introduction.

5. Organize Your Notes

Now you are ready to write the body of your paper, to persuade your readers that your thesis is valid. To begin, go back to your original list. Your first decision is which points on your list to discuss. You may decide that some points are irrelevant and can be omitted, but, for this example, we will assume that you will mention everything on your list. Since you want to prove that there are more advantages than disadvantages to going abroad to study, you will focus on the points you listed under "advantages." Your next decision will be in what order to discuss each of these points. You might decide that "getting an advanced education or training not available at home" is the most important reason to study abroad. "To see the world" might be the least important. That leaves "to learn a new language and culture" in the middle. You might decide to end your paper with your most convincing argument, and therefore you would discuss your ideas in order of increasing importance. You could easily make an outline of this section of your essay simply by numbering your original list.

Advantages	Disadvantages
(2) will learn a new language and culture	must leave home/family/friends
(3) will get an advanced education or training not available at home	must spend time/energy learning a second language
(1) will see the world	must spend a great deal of money

Since the directions for this assignment told you to consider “both sides of the issue,” and since you will be more convincing if you demonstrate that you have considered them both, your next step will be to consider your list of disadvantages. Again, you might decide to list them in order of increasing importance. You might number the items on your list as follows:

Advantages	Disadvantages
(2) will learn a new language and culture	(3) must leave home/family/friends
(3) will get an advanced education or training not available at home	(1) must spend time/energy learning a second language
(1) will see the world	(2) must spend a great deal of money

Since you want to show the reader that you have considered both sides, you might plan to begin with a brief look at the disadvantages on your list. You can then go on to discuss at greater length the main points in your argument—the advantages.

You now have a simple but adequate outline for your thirty-minute essay. It should have taken you no more than five minutes to reach this point, and, because you won't have to stop as you write to decide what to write next, you will actually use your thirty minutes more efficiently by taking this time out to plan.

6. Add Details to Support Each Point

As you begin the body of your essay, remember to give concrete details to support each of the points that you make. For instance, in discussing your most important argument in favor of going abroad, you might mention pursuing a particular engineering degree that is not offered in your home country, having access to special equipment, and having the chance to get practical field experience in your major. Remember, be specific.

As you write, make certain that your ideas flow smoothly, that each new sentence builds on the one preceding it and leads to the one that follows. One way to make certain of this coherence is to reread the sentence you have just written before adding the next sentence. Using a variety of transitions is another way to make certain your readers are able to see the relationships among the points that you are making. A list of some of the more common transitional devices and words is included in the chapter called “Writing an Essay.”

7. Come to a Conclusion

Finally, you will need a brief conclusion. If you have time, you might wish to write a brief concluding paragraph, but, at the very least, you will need one or

two sentences to signal to the reader that you have made your point. In this essay, your conclusion might read as follows:

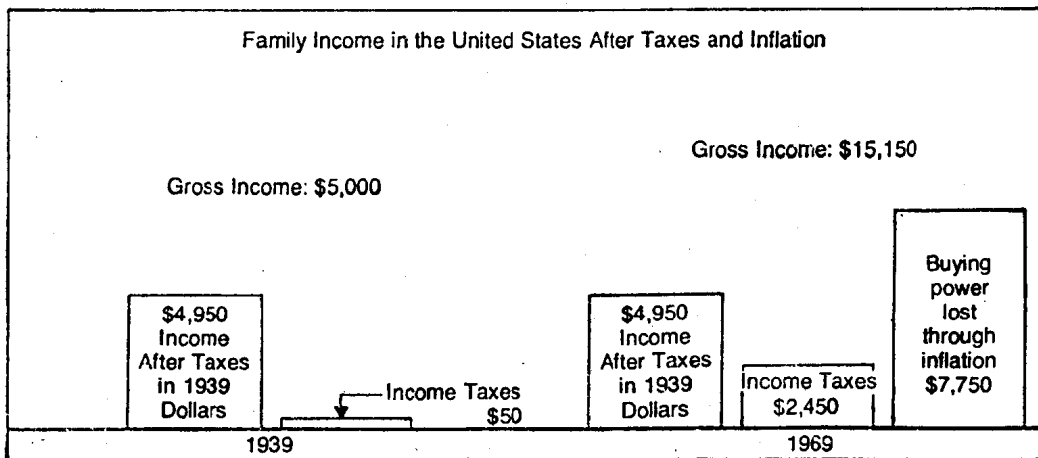
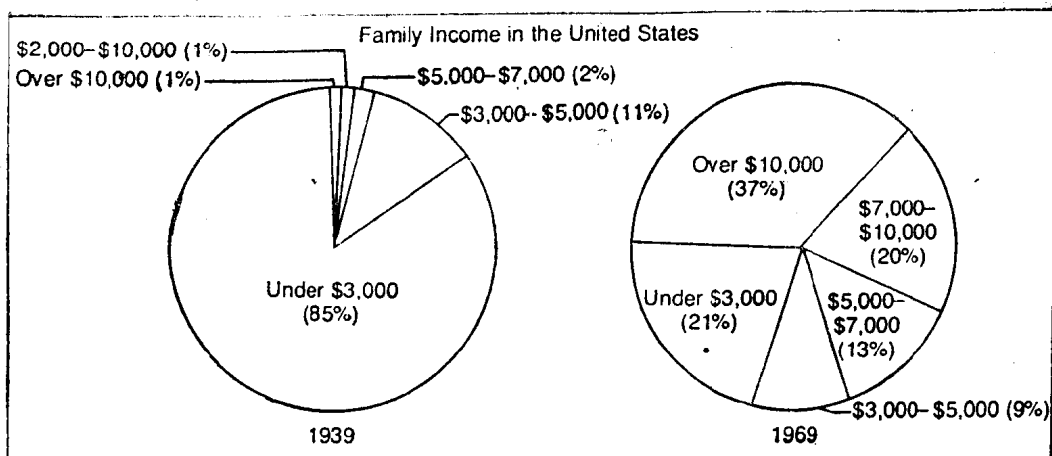
As in most things we do, there is no gain without pain. Living and studying abroad gives students a new understanding of how people of other cultures think and feel and prepares them for interesting and challenging careers. I think that what I would gain more than makes up for what I would sacrifice.

8. Save Five Minutes to Reread and Revise

While you are writing your essay, do not worry too much about matters of grammar, punctuation, or spelling. If you take time out from your writing to puzzle over points such as these, you will almost certainly forget the idea that you are developing. Instead, when you use a grammar or spelling rule of which you are unsure, simply mark that word, phrase, or sentence in some way (perhaps by an asterisk or a check in the margin or next to the word or words). Then, when you have all your ideas on paper, you can use the final five minutes to go back over your paper, spending time on those points about which you were doubtful. Whether or not you have marked areas to reconsider, you should read over your essay carefully after you have completed it. From the structure and written expression sections of this book and from your other experiences in writing in English, you know the areas with which you are most likely to have difficulty. These are the areas you need to check when you edit. By the time you write your essay on the actual TOEFL, you should have your own personal checklist which includes the kinds of errors you usually make, for example, errors in agreement, use of verb tenses, punctuation, or capitalization. You can then use this checklist to edit your essay. Even though time is short, it is usually most productive to read each sentence for a single problem. For instance, if you have great difficulty with agreement of subject and verb, you would locate the subject and verb of each sentence, checking to make certain that they agree. On the other hand, if consistency of verb tense is a problem for you, you might go back to the beginning of your essay and check each sentence to make certain that you have not shifted tense illogically. Remember that a review of basic grammatical structures is included in the review section of this book.

Sample Topic Two

Imagine that you are about to write a report in which you interpret these graphs. Discuss how the information in the two pie graphs is related to the information in the bar graph. Explain the conclusions you have reached from the information in the graphs and how the graphs support those conclusions.



How to Write an Essay Based on a Graph

As with the first sample topic, begin by rereading the directions carefully to make certain that you understand the assignment. Then, look at the graphs or charts to be certain that you understand what they show. In the space provided, you might wish to make a few notes on the main pieces of information illustrated by each graph.

Graph #1

In 1939, most families in the United States had incomes of less than \$3,000.

Graph #2

By 1969, there were more families in the United States with incomes over \$10,000 than families with incomes under \$3,000.

Graph #3

A family in the United States earning \$5,000 in 1939 would have had to earn \$15,150 in 1969 to keep the same buying power.