

**NEWLY REVISED  
AND UPDATED!**

# **BARRON'S**

**HOW TO PREPARE FOR THE**

# **TOEFL**

**TEST OF ENGLISH AS A FOREIGN LANGUAGE**

**HIGH INTERMEDIATE AND ADVANCED PREPARATION FOR THE TOEFL**

**6 FULL-LENGTH PRACTICE EXAMS**  
patterned after the TOEFL  
**ALL ANSWERS EXPLAINED IN DETAIL**  
with analyses of all answer choices

**THE EFFECTIVE WAY TO PREPARE FOR  
THE ENGLISH PROFICIENCY TEST REQUIRED  
BY SCHOOLS IN THE U.S. AND CANADA**

**FIFTH EDITION**  
Pamela J. Sharpe, Ph.D.  
Founder, American Language Institute



**BARRON'S**  
**HOW TO PREPARE FOR THE**  
**TOEFL**  
**TEST OF ENGLISH AS A FOREIGN LANGUAGE**

by  
**Pamela J. Sharpe, Ph.D.**

The Ohio State University

*Fifth Edition*  
Revised and Updated



**BARRON'S EDUCATIONAL SERIES, INC.**  
Woodbury, New York • London • Toronto • Sydney

To my former students  
at home and abroad

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# Preface

## To the Teacher

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### Rationale for a TOEFL Preparation Course

Although *Barron's How to Prepare for the TOEFL* was originally written as a self-study guide for students who were preparing to take the TOEFL, in the years since its first publication, I have received letters from ESL teachers around the world who are using the book successfully for classroom study. In fact, in recent years, many special courses have been developed within the existing ESL curriculum to accommodate TOEFL preparation.

I believe that these TOEFL preparation courses respond to three trends within the profession. First, there appears to be a greater recognition on the part of many ESL teachers that student goals must be acknowledged and addressed. For the engineer, the businessperson, the doctor, or the preuniversity student, a satisfactory score on the TOEFL is one of his or her most immediate goals; for many, without the required score, they cannot continue their professional studies or obtain certification to practice their professions. They may have other language goals as well, such as learning to communicate more effectively or improving their writing, but these goals do not usually exert the same kinds of pressure that the required TOEFL score does.

Second, teachers have recognized and recorded the damaging results of test anxiety. We have all observed students who were so frightened of failure that they have performed on the TOEFL at a level far below that which their performance in class would have indicated. The standardized score just didn't correspond with the score in the gradebook. In addition, teachers have become aware that for some students, the TOEFL represents their first experience in taking a standardized test with a test book and a separate answer sheet. The concepts of working within time limits, marking an answer grid, and guessing to improve a score are often new and confusing to students, and they forfeit valuable points because they must concentrate on unfamiliar procedures instead of on language questions.

Third, teachers have observed the corresponding changes in student proficiency that have accompanied the evolutionary changes in ESL syllabus design. Since this book was first written, we have moved away from

a grammatical syllabus to a notional functional syllabus, and at this writing, there seems to be growing interest in a content-based syllabus. Viewed in terms of what has actually happened in classrooms, most of us have emphasized the teaching of functions and meaning and de-emphasized the teaching of forms. As we did so, we noticed with pride the improvement in student fluency, and with dismay, the corresponding loss of accuracy. Some of our best, most fluent students received disappointing scores on the test that was so important to them.

Through these observations and experiences, teachers have concluded that (1) students need to work toward their own goals, (2) students need some time to focus on accuracy as well as on fluency, and (3) students need an opportunity to practice taking a standardized test in order to alleviate anxiety and develop test strategies. In short, more and more teachers have begun to support the inclusion of a TOEFL preparation course in the ESL curriculum.

### Organization of a TOEFL Preparation Course

Organizing a TOEFL preparation course requires that teachers make decisions about the way that the course should be structured and the kinds of supplementary materials and activities that should be used.

### Structuring

Some teachers have suggested that each review section in this book be used for a separate class; they are team-teaching a TOEFL course. Other teachers direct their students to the language laboratory for independent study in listening comprehension three times a week, checking on progress throughout the term; assign reading and vocabulary study for homework; and spend class time on structure and written expression. Still other teachers develop individual study plans for each student based on previous TOEFL part scores. Students with high listening comprehension and low reading and vocabulary scores concentrate their efforts in reading labs,

while students with low listening comprehension and high reading scores spend time in listening labs.

## Materials and Activities

*Listening comprehension.* Studies in distributive practice have convinced teachers of listening comprehension that a little practice every day for a few months is more valuable than a lot of practice concentrated in a shorter time. In addition, many teachers like to use two kinds of listening practice—intensive and extensive. Intensive practice consists of listening to problems like those in the review of listening comprehension in this book.

By so doing, the student progresses from sentences through conversations to minitalks, gaining experience in listening to simulations of Parts A, B, and C of the TOEFL examination. Extensive practice consists of watching a daytime drama on television, listening to a local radio program, or auditing a class. Creative teachers everywhere have developed strategies for checking student progress such as requiring a summary of the plot or a prediction of what will happen the following day on the drama; a one-sentence explanation of the radio program, as well as the name of the speaker, sponsor of the program, and two details; a copy of student notes from the audited class.

*Structure and written expression.* Of course, the focus in a review of structure and written expression for the TOEFL will be on form. It is form that is tested on the TOEFL. It is assumed that students have studied grammar prior to reviewing for the TOEFL, and that they are relatively fluent. The purpose of a TOEFL review then, is to improve accuracy. Because accuracy is directly related to TOEFL scores and because the scores are tied to student goals, this type of review motivates students to pay attention to detail that would not usually be of much interest to them.

Among ESL teachers, the debate rages on about whether students should ever see errors in grammar. But many teachers have recognized the fact that students *do* see errors all the time, not only in the distractors that are used on standardized tests like the TOEFL and teacher-made tests like the multiple choice midterms in their grammar classes, but also in their own writing. They argue that students must be able to recognize errors, learn to read for them, and correct them.

The student preparing for the TOEFL will be required not only to recognize correct answers but also to eliminate incorrect answers, or distractors, as possibilities. The review of structure and written expression in this book supports recognition by alerting students to avoid certain common distractors. Many excellent teachers take this one step further by using student compositions to create personal TOEFL tests. By underlining four

words or phrases in selected sentences, one phrase of which contains an incorrect structure, teachers encourage students to reread their writing. It has proven to be a helpful transitional technique for students who need to learn how to edit their own compositions.

*Reading comprehension and vocabulary.* In order to improve reading, students need extensive practice in reading a variety of material, including newspapers and magazines as well as short excerpts from textbooks. In addition, students need to check their comprehension and time themselves carefully. Many teachers are using preparation books for the General Education Degree (GED) in special reading labs for students preparing for the TOEFL. Books such as *Barron's How to Prepare for the GED* contain passages at about the same level as those on the TOEFL, and include comprehension questions after each passage. Teachers report that passages on natural science, social science, and general interest only should be assigned because literature passages often require that the student read and interpret poetry and plays, and these literary readings do not appear on the TOEFL. Again, it is well to advise students of the advantages of distributed practice. They should be made aware that it is better to read two passages every day for five days than to read ten passages in one lab period.

One of the problems in a TOEFL preparation course is that of directing vocabulary study. Generally, teachers feel that encouraging students to collect words and develop their own word lists is the best solution to the problem of helping students who will be faced with the dilemma of responding to thirty words from a possible vocabulary pool of thousands of words. In this way, they will increase their vocabularies in an ordered and productive way, thereby benefiting even if none of their new words appears on the test that they take.

## Networking with ESL Teachers

One of the many rewards of writing is the opportunity that it creates to exchange ideas with so many talented colleagues. At conferences, I have met ESL teachers who use or have used one of the previous editions of this book; through my publisher, I have received letters from students and teachers from thirty-seven nations. This preface and many of the revisions in this new edition were included because of comments and suggestions from those conversations and letters.

Thank you for your ideas. I hope that by sharing them in this preface, we can help each other and thereby help our students more. Please continue corresponding.

Pamela Sharpe  
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Toledo, Ohio 43606

# Acknowledgments

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With the permission of Mr. Frank Berlin, Sexton Educational Programs, New York, explanations for the listening comprehension problems have been adapted from previous work by the author.

With the permission of Educational Testing Service, the test instructions contained in this publication for the various sections of TOEFL have been reprinted from the *TOEFL Handbook for TOEFL Applicants, 1976-77*. The granting of this permission does not imply endorsement by ETS or the TOEFL program of the contents of this publication as a whole or of the practice questions that it contains. Since the types of questions in TOEFL and the instructions pertaining to them are subject to change, candidates who register to take TOEFL should read carefully the edition of the *TOEFL Bulletin of Information* that will be sent to them free of charge with their admission tickets.

**Timetable for the TOEFL\***  
Total Time: 120 minutes

Section I (40 Minutes)	Listening Comprehension	50 Questions
Section II (25 Minutes)	Structure and Written Expression	40 Questions
Section III (55 Minutes)	Reading Comprehension and Vocabulary	60 Questions

\*Note: Actual times will vary in accordance with the time the supervisor completes the preliminary work and begins the actual test. Format and timing subject to change.

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# One

## Study Plan for the TOEFL

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Many students do not prepare for the TOEFL. They do not even read the *Bulletin of Information* that they receive from Educational Testing Service along with their application forms. You have an advantage. Using this book, you have a study plan.

### Barron's TOEFL Series

There are three books in the Barron's TOEFL series to help you prepare for the Test of English as a Foreign Language. Each book has a different purpose.

*Barron's Pre-TOEFL Preparation.* A book for learners at an intermediate level who need preview and practice for the TOEFL. It includes a general preview of the TOEFL examination, a preview of the most frequently tested problems, and more than a thousand exercises. A separate cassette tape accompanies the book to give you practice in listening comprehension. You may have used *Barron's Pre-TOEFL Preparation* before using this book.

*Barron's How to Prepare for the TOEFL.* A book for learners at high intermediate and advanced levels who need review and practice for the TOEFL. It includes questions and answers about the TOEFL examination, a detailed review of each section of the examination, practice exercises, and six model tests similar to the actual TOEFL examination. Audiocassettes or records accompany the book to give you practice in listening comprehension. This is the book that you are using now.

*Barron's Basic Tips on the TOEFL.* A pocket-sized edition of *Barron's How to Prepare for the TOEFL*. It is for high intermediate and advanced learners who need review and practice for the TOEFL and want to be able to carry a book with them in a pocket or purse. It includes questions and answers about the TOEFL examination, 101 basic tips on how to prepare for the TOEFL, and two model tests from *Barron's How to Prepare for the TOEFL*. A separate cassette tape accompanies the book to give you practice in listening comprehension.

### More About This Book

In preparing to take the TOEFL or any other language examination, it is very important to review the language skills for each section of the examination and to have an opportunity to take model tests that are similar to the actual examination.

Reviewing will help you recall some of the language skills you have studied in previous classes and other books. Taking model tests will give you the experience of taking a TOEFL before you take the actual examination.

Remember, the purpose of this book is to provide you with a detailed review of the language skills for each section of the TOEFL examination and to provide you with six opportunities to take a model test similar to the actual TOEFL examination.

By studying this book, you should renew and sharpen your skills, increase your speed, and improve your score.

## Planning to Take the TOEFL

Most learners who use *Barron's How to Prepare for the TOEFL* take the test *after* they have finished studying this book.

### Study Plan I

This plan is for learners at an intermediate level.

- First, use *Barron's Pre-TOEFL Preparation*.
- Then use this book, *Barron's How to Prepare for the TOEFL*.

### Study Plan II

This plan is for learners at a high intermediate or an advanced level.

- Use this book, *Barron's How to Prepare for the TOEFL*.

### A Ten-Week Calendar

**Week One.** First, read Chapter 2 in this book, "Questions and Answers Concerning the TOEFL." Then, following the instructions in Chapter 2, write the TOEFL Office for a copy of the *Bulletin of Information for the TOEFL*. Research shows that when you know what to expect in an examination, your score will be better. After you have read the *Bulletin*, arrange your test date.

**Week Two.** Study Chapter 3, "Review of Listening Comprehension," and test yourself by taking Section I, Listening Comprehension, of Model Test One. Be sure to time yourself. Then, refer to the Answer Key in Chapter 7 and the Explanatory Answers in Chapter 8. Review your errors by returning to the recording and listening to it again. Finally, refer to the "Transcript for the Listening Comprehension Sections" in the Appendix of this book.

**Week Three.** Study the *patterns* in Chapter 4, "Review of Structure and Written Expression." Skim those problems that are familiar to you and concentrate on the unfamiliar ones. Spend two days reviewing verbs, then one day each reviewing pronouns, nouns, modifiers, comparatives, and connectors. At the end of each day, complete the practice exercise and mark those problems that you are still unsure of so that you can return to them easily at a later time.

**Week Four.** Study the *style problems* in Chapter 4, "Review of Structure and Written Expression." At the end of each day, complete the practice exercise and mark those problems that you are still unsure of so that you can return to them easily at a later time. Test yourself by taking Section II, Structure and Written Expression, of Model Test One. Be sure to time yourself. Then, refer to the Answer Key in Chapter 7 and the Explanatory Answers in Chapter 8. Review your errors by returning to the problems keyed in the "Review of Structure and Written Expression." Study those problems again.

**Week Five.** Study Chapter 5, "Review of Reading Comprehension and Vocabulary," and test yourself by taking Section III, Reading Comprehension and Vocabulary, of Model Test One. Be sure to time yourself. Then, refer to the Answer Key in Chapter 7 and the Explanatory Answers in Chapter 8. Review your errors by returning to the passages and reading them again.

**Week Six.** First, test yourself by taking all three sections of Model Test Two. Be sure to time yourself. Then, refer to the Answer Key in Chapter 7 and the Explanatory Answers in Chapter 8. Review your errors.

**Week Seven.** Test yourself by taking all three sections of Model Test Three. Then, refer to the Answer Key in Chapter 7 and the Explanatory Answers in Chapter 8. Review your errors.

**Week Eight.** Test yourself by taking all three sections of Model Test Four. Then, refer to the Answer Key in Chapter 7 and the Explanatory Answers in Chapter 8. Review your errors.

**Week Nine.** Test yourself by taking all three sections of Model Test Five. Then, refer to the Answer Key in Chapter 7 and the Explanatory Answers in Chapter 8. Review your errors.

**Week Ten.** Test yourself by taking all three sections of Model Test Six. Then, refer to the Answer Key in Chapter 7 and the Explanatory Answers in Chapter 8. Review your errors.

### Adjusting the Calendar

Ideally, you will have ten weeks to prepare for the TOEFL. But, if you have a shorter time to prepare, follow the plan in the same order, adjusting the time to meet your needs.

If you have taken the TOEFL before, you already know which section or sections are difficult for you. Look at the part scores on your score report. If your lowest score is on Section I, Listening Comprehension, then you should spend more time reviewing Section I. If your lowest score is on Section II or Section III, then you should spend more time reviewing them.

### Suggestions for Preparation

To improve your scores most, follow three suggestions:

- *First*, concentrate on listening, structure, writing ability, and reading, instead of on vocabulary. Your score will improve, because when you are engaged in listening and reading, you are practicing skills that you can apply during the examination regardless of the content of the material. When you are reviewing structure, you are studying a system that is smaller than that of vocabulary, and, like the skills of listening and reading, has the potential for application on the TOEFL that you take. Many of the structures that you study will probably appear on the examination.

But when you review lists of vocabulary, even very good lists, you may study hundreds of words and not find any of them on the examination. This is so because the system is very large. There are thousands of possible words that may be tested.

- *Second*, spend time preparing every day for at least an hour instead of sitting down to review once a week for seven hours. Even though you are studying for the same amount of time, research shows that daily shorter sessions produce better results on the test.

- *Finally*, do not try to memorize questions from this or any other book. The questions on the test that you take will be very similar to the questions in this book, but they will not be exactly the same.

What you should try to do as you use this and your other books is to learn how to apply your knowledge. Do not hurry through the practice exercises. While you are checking your answers to the Model Tests, *think* about the correct answer. Why is it correct? Can you explain the answer to yourself before you check the Explanatory Answer? Is the question similar to others that you have seen before?

### Suggestions for Additional Preparation

Although this book should provide you with enough review material, some of you will want to do more in order to prepare for the TOEFL. Suggestions for each section follow.

To prepare for Section I, Listening Comprehension, listen to radio and television newscasts and weather reports, television documentaries, lectures on educational television stations,

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and free lectures sponsored by clubs and universities. Attend movies in English. Try to make friends with speakers of American English and participate in conversations.

To prepare for Section II, Structure and Written Expression, use an advanced grammar review book. If you are attending an English course, do not stop attending.

To prepare for Section III, Reading Comprehension and Vocabulary, read articles and advertisements in English newspapers and magazines, college catalogues and admissions materials, travel brochures, and entries that interest you from American and English encyclopedias. Try to read a variety of topics—American history, culture, social science, and natural science. Pay careful attention to indexes and charts.

### Suggestions for Success

Your attitude will influence your success on the TOEFL examination. You *must* develop patterns of positive thinking. To help in developing a positive attitude, memorize the following sentences and bring them to mind after each study session. Bring them to mind when you begin to have negative thoughts.

I know more today than I did yesterday.  
I am preparing.  
I will succeed.

Remember, some tension is normal and good. Accept it. Use it constructively. It will motivate you to study. But don't panic or worry. Panic will cause loss of concentration and poor performance. Avoid people who panic and worry. Don't listen to them. They will encourage negative thoughts.

You know more today than you did yesterday.  
You are preparing.  
You will succeed.

## Two

# Questions and Answers Concerning the TOEFL

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Approximately 380,000 students from 140 countries register to take the Test of English as a Foreign Language (TOEFL) every year at test centers in the United States and in their home countries. Some of them do not pass the TOEFL because they do not understand enough English. Others do not pass it because they do not understand the examination.

The following questions are commonly asked by students as they prepare for the TOEFL. To help you, they have been answered here.

### What Is the Purpose of the TOEFL?

Since 1963 the TOEFL has been used by scholarship selection committees of governments, universities, and agencies such as Fulbright, the Agency for International Development, AMIDEAST, Latin American Scholarship Program and others as a standard measure of the English proficiency of their candidates.

The majority of admissions committees of colleges and universities in the United States require foreign applicants to submit TOEFL scores along with transcripts and recommendations in order to be considered for admission. Some colleges and universities in Canada and other English-speaking countries also require the TOEFL for admissions purposes.

Many universities use TOEFL scores to fulfill the foreign language requirement for doctoral candidates whose first language is not English.

### What Is an International TOEFL Testing?

The TOEFL is offered six times a year on regularly scheduled Saturdays in August, October, November, January, March, and May at designated test centers in 135 countries throughout the world, including all of the states of the United States. This is called an International TOEFL Testing. A list of test centers established for the purpose of administering the International TOEFL Testing appears in the free *Bulletin of Information and Application Form* available from the TOEFL Office.

In order to receive a copy of the *Bulletin of Information and Application Form* write:

TOEFL Office  
CN 6151  
Princeton, NJ 08451  
U.S.A.

It is correct to limit your letter to two sentences. For example:

### A Letter of Request for the *Bulletin of Information and Application Form*

TOEFL Office  
CN 6151  
Princeton, NJ 08451  
U.S.A.

(write your address here)  
(write the date here)

Dear Sir:

Please send a copy of the *TOEFL Bulletin of Information and Application Form* to the address above.

Thank you for your earliest attention.

Sincerely yours,

(write your name here)

The TOEFL *Bulletin* is also available overseas in U.S. embassies and offices of the United States International Communication Agency (binational centers) as well as IIE and AMIDEAST Counseling Centers. A partial list of centers follows.

## What Is an Institutional TOEFL Testing?

Some language institutes affiliated with schools and universities in the United States and abroad adjust their test dates to correspond to the university calendar. Test dates are usually in March, June, August, and December. This is called an Institutional TOEFL Testing. It is generally offered to the students who have just finished an intensive English course in the institute administering the TOEFL.

If you plan to take the TOEFL at an Institutional TOEFL Testing, confirm your eligibility with the director of the institute at least one month in advance of the test date. The examination will probably be given on the campus of the school or university with which the language institute is affiliated.

## What Is a Special Center Testing?

There are more than eighty Special TOEFL Test Centers located in fifty countries where tests are offered six times a year on regularly scheduled Fridays.

A list of Special TOEFL Test Centers appears in the free *Bulletin of Information and Application Form*.

## Are Scores Considered the Same for All Testings?

There is no difference in the scores from an International TOEFL Testing, an Institutional TOEFL Testing, or a Special TOEFL Center Testing.

**Where to Obtain a TOEFL Bulletin**

**ALGERIA, BAHRAIN, IRAN,  
IRAQ, KUWAIT, LIBYA,  
OMAN, QATAR, SAUDI  
ARABIA, SUDAN, UNITED  
ARAB EMIRATES:**

AMIDEAST  
P.O. Box 65307  
Washington, DC 20035  
USA

**CANADA:**

TOEFL Distribution Center  
P.O. Box 162, Station S  
Toronto, ON M5M 4L7  
Canada

**EGYPT:**

AMIDEAST  
9 Gamal el-Din Abou  
el-Mahasen Street  
Apartment 7, Third Floor  
Garden City, Cairo, Egypt

**EUROPE:**

(all countries, including  
Cyprus, Great Britain, Iceland,  
and Turkey)  
CITO-TOEFL  
P.O. Box 1203  
6801 BE Arnhem  
Netherlands

**HONG KONG:**

Hong Kong Examinations  
Authority  
San Po Kong Sub-office  
17 Tseuk Luk Street  
San Po Kong  
Kowloon, Hong Kong  
or  
Institute of International  
Education  
Hong Kong Arts Centre  
12th Floor  
2 Harbour Road, Wanchai  
G.P.O. Box 10010  
Hong Kong

**INDIA:**

Institute of Psychological  
and Educational  
Measurement  
25-A Mahatma Gandhi  
Marg  
Allahabad, U.P. 211 001  
India

**INDONESIA:**

Institute of International  
Education  
P.O. Box 718  
Kebayoran  
Jakarta Selatan 10000  
Indonesia

**JAPAN:**

Council on International  
Educational Exchange  
Sanno Grand Building  
Room 216  
14-2 Nagata-cho 2-chome  
Chiyoda-ku, Tokyo, 100  
Japan

**JORDAN:**

AMIDEAST  
P.O. Box 1249  
Amman, Jordan

**KOREA:**

Korean-American  
Educational Commission  
K.P.O. Box 643  
Seoul 110, Korea

**LEBANON:**

AMIDEAST  
P.O. Box 135-155  
Beirut, Lebanon

**MALAYSIA:**

MACEE  
TOEFL Services  
355, Jalan Ampang  
Kuala Lumpur 16-03  
Malaysia

**MEXICO:**

Institute of International  
Education  
Londres 16, 2nd Floor  
Apartado Postal 61-115  
Mexico 06600 D.F., Mexico

**MOROCCO:**

AMIDEAST  
25 bis, Patrice Lumumba  
Apt. No. 8  
Rabat, Morocco

**NIGERIA:**

African-American Institute  
Attn: TOEFL  
P.O.B. 2382  
Lagos, Nigeria

**PEOPLE'S REPUBLIC OF  
CHINA:**

China International  
Examinations  
Coordination Bureau  
#35 Da Mu Cang Hu Tong  
Xi Dan, Beijing  
People's Republic of China

**SYRIA:**

AMIDEAST  
P.O. Box 2313  
Damascus, Syria

**TAIWAN:**

The Language Training &  
Testing Center  
2-1-Hsu-chow Road  
Taipei, Taiwan 100

**THAILAND:**

Institute of International  
Education  
Room 219  
A.U.A. Language Center  
179 Rajadamri Road  
G.P.O. Box 2050  
Bangkok 10501, Thailand

**TUNISIA:**

AMIDEAST  
BP 1134  
Tunis, Tunisia

**YEMEN ARAB REPUBLIC:**

AMIDEAST  
c/o Yemen-American  
Language Institute  
Beit Al-Hamdi  
P.O. Box 1088  
Sana'a, Yemen Arab  
Republic

**ALL OTHER COUNTRIES  
AND AREAS:**

TOEFL  
CN 6154  
Princeton, NJ 08541-6154  
USA

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However, if you plan to send your scores to several colleges or universities for admission purposes, you should take the International or Special Center Test. The scores from an Institutional Test can be used only by the institution where you take the test.

### Which Language Skills Are Tested on the TOEFL

Five language skills are tested on the TOEFL. They are tested in three separate sections:

Section I	Listening Comprehension
Section II	Structure and Written Expression
Section III	Reading Comprehension and Vocabulary

There are 150 questions in all.

### Is the Same TOEFL Used for All Testings?

The same TOEFL is used for all International Testings, Institutional Testings, and Special Center Testings in the United States and around the world.

Some TOEFL Tests with more than 150 questions are experimental editions. In an experimental test, additional questions are included as part of the experiment. In an experimental test, only 150 questions are scored. The extra questions for the experiment do not count toward your score.

### How Do I Register for an International Testing?

An application form is included in the free *Bulletin of Information and Application Form*.

If you are living in the United States, return the application along with a \$24 registration fee to TOEFL Office, CN 6151, Princeton, NJ 08541.

If you are living in another country, return the application along with a \$24 registration fee to the TOEFL agent for your country. TOEFL agents are listed on page 7 of this book. If your country does not have a TOEFL agent, return the application and fee to TOEFL, CN 6151, Princeton, NJ 08541, U.S.A.

All fees must be paid in U.S. dollars. Pay by check, bank draft, or money order.

If you are living in a country where it is difficult to comply with this regulation, mail your completed application to a friend or relative living in the United States, Canada, or a country where checks, bank drafts, or money orders may be drawn on banks in the United States. Your friend or relative may mail the application and fee directly to the TOEFL Office.

The check, bank draft, or money order must be made out to TOEFL, and your TOEFL application number must appear on it.

### How Do I Register for an Institutional Testing?

You will need to fill out the same application form that is used in an International Testing, but it will probably not be necessary for you to write to the TOEFL Office in order to secure

one. The language institute that administers the Institutional Testing should have application forms available. Fees vary from \$10 to \$24.

The institute will return your application form and the registration fee to the TOEFL Office along with the forms and fees of all of the other applicants for the Institutional Testing. You will receive your Admission Ticket from the language institute.

## **How Do I Register for a Special Center Testing?**

Registration for a Special Center Testing is the same as for an International Testing.

The fee for a Special Center Testing is \$32.

## **What Is the International Student Identification Service (ISIS)?**

The International Student Identification Service (ISIS) offers an opportunity to complete a questionnaire containing fifteen questions about your academic records and your educational plans. You can do this at the time you register for the TOEFL.

If you decide to participate by completing the questionnaire, your name will be sent to colleges and universities interested in students with your background and qualifications. You will probably receive information in the mail from these colleges.

Participation in the International Student Identification Service is free and voluntary.

## **Will Educational Testing Service Confirm My Registration?**

One month before your test date, the TOEFL Office will mail you an Admission Ticket. You must complete the ticket and take it with you to the test center on the day of the test. On the back of the ticket is a photo file record to which you must attach a passport-sized photograph.

## **May I Change the Date or Cancel My Registration?**

Test date changes are not permitted. If you want to take the test on another date, you must send in a new application form with another check or money order for \$24.

If you do not take the test, you can send your Admission Ticket to the TOEFL Office in Princeton, New Jersey. If they receive your request within sixty days of your test date, you will receive part of your money as a refund.

## **May I Register on the Day of the TOEFL Examination?**

Registration of candidates on the day of the TOEFL examination is not permitted under any circumstances at test centers in the United States or abroad.

## **How Should I Prepare the Night Before the TOEFL Examination?**

Don't go to a party the night before you take your TOEFL examination. But don't try to review everything that you have studied in this book either. By going to a party, you will lose

the opportunity to review a few problems that may add valuable points to your TOEFL score. But by trying to review everything, you will probably get confused, and you may even panic.

Select a *limited* amount of material to review the night before you take the TOEFL.

And remember, you are not trying to score 100 percent on the TOEFL Examination. No one knows everything. If you answer 75 percent of the questions correctly, you will receive an excellent score.

### **What Can I Do If I Do Not Appear to Take the Test?**

If you do not appear to take the test, you have a right to request a partial refund. The refund for an International TOEFL is \$8. The refund for a Special Center TOEFL is \$10. All refunds are in the form of a credit voucher that you can use as partial payment toward the fee for a future test. If you enter the examination room, you cannot request a partial refund. You must make your request within sixty days of the date of the TOEFL test.

To make a request, write a letter to the TOEFL Office at the address listed on page 5 of this book.

### **What Should I Take With Me to the Examination Room?**

Take three sharpened number two pencils with erasers on them, your Admission Ticket, and photo identification. It would be very helpful to take a watch. Books, dictionaries, tape recorders, and notes are not permitted in the examination room.

### **Where Should I Sit?**

If you have an opportunity to choose your seat, try to locate the speakers attached to the tape recorder or record player which will be used in the Listening Comprehension Section of the examination. Even though the tape recorder or record player is in the front of the room, the speakers may be set up in the back of the room.

Choose a seat near the speakers, but not directly in front of them. If you do not have an opportunity to choose a seat, don't worry. It is the responsibility of the supervisor to assure that everyone is able to hear the tape or record. If you can't hear well, ask the supervisor to adjust the volume.

It is usually better not to sit with friends. You may find yourself looking at friends instead of concentrating on your test materials. You may even be accused of cheating if it appears that you are communicating in some way.

### **How Long Is the Testing Session of the TOEFL?**

The total time for the testing session of the TOEFL is 120 minutes. Since the instructions are not included as part of the timed sections, the actual time which you will spend in the examination room will be about three hours.