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EDITH H. BABIN
CAROLE V. CORDES
HARRIET H. NICHOLS

5th
EDITION



TOEFL

TEST OF ENGLISH AS A FOREIGN LANGUAGE

EDITH H. BABIN
CAROLE V. CORDES

Department of English
Louisiana State University

HARRIET H. NICHOLS
English Language Center
Old Dominion University



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TOEFL
TEST OF ENGLISH
AS A FOREIGN
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PART I

THE TEST OF ENGLISH AS A FOREIGN LANGUAGE

Preface

WHY USE THIS BOOK?

If you are planning to take the TOEFL (Test of English as a Foreign Language), this book will be indispensable for a higher score.

You are well aware that the TOEFL is one of the most important examinations that you will ever take. Your entire future may well depend on your performance on the TOEFL. The results of this test will determine, in great measure, whether you will be admitted to the school of your choice. There will be many candidates taking the TOEFL—and not all will score well enough to be accepted by the schools they choose.

This book is designed to guide you in your study so that you will *score high* on the TOEFL. This claim—that this book will help you to achieve a higher rating—has both educational and psychological validity, for these reasons:

1. You will know what to study. A candidate will do better on a test if he or she knows what to study. The questions in this book will show you what is required and therefore help you get the most benefit from your study time.

2. You will spotlight your weaknesses. Using this book, you will discover where your weaknesses lie. This self-diagnosis will provide you with guidelines for spending your time where it will do the most good.

3. You will get the “feel” of the exam. It is important to get the “feel” of the entire examination. Gestalt (meaning *configuration* or *pattern*) psychology stresses that true learning results in a grasp of the entire situation. Gestaltists tell us that we learn by “insight.” One of the salient principles of this kind of learning is that we succeed in “seeing through” a problem as a consequence of experiencing previous similar situations. This book contains many “similar situations”—as you will discover when you take the actual examination.

4. You will gain confidence. While preparing for the exam you will build up confidence, and you will retain this confidence when you enter the exam room. This feeling of confidence will be a natural consequence of getting the “feel” of the exam.

5. You will add to your knowledge. In going over the practice questions in this book, you will not—if you use this book properly—be satisfied merely with the answer to a particular question. You will want to do additional research on the other choices for the same question. In this way, you will broaden your background to be prepared adequately for the exam to come, since it is quite possible that a question on the exam which you are going to take may require your knowing the meaning of one of these other choices.

WHAT YOU SHOULD KNOW ABOUT THE TEST OF ENGLISH AS A FOREIGN LANGUAGE

Background and Purpose

The Test of English as a Foreign Language (TOEFL) is given each year to hundreds of

thousands of students who plan to enter schools in the United States and Canada and whose native language is not English. Admission committees in the various schools throughout North America

use the individual scores from the TOEFL to determine a student's competency in English. Begun in 1963, the TOEFL program was first administered by the Modern Language Association. In 1965, the College Entrance Examination Board and Educational Testing Service became jointly responsible for the program.

A bulletin for candidates explaining the TOEFL may be obtained by writing to:

TOEFL/TSE Services
P.O. Box 6151
Princeton, NJ 08541-6151
USA

This "Bulletin of Information and Application Form" is free, although there is a fee for taking the TOEFL that must be paid at the time you send in your application. The bulletin contains fee information and a calendar of TOEFL test dates. It discusses test admissions, procedures, and scoring information. The bulletin also identifies Test Centers and sketches TOEFL services provided by Educational Testing Service. There is a brief description of TOEFL materials available from Educational Testing Service that candidates will find particularly valuable.

Plan to take the TOEFL examination in plenty of time to have your scores reported to the institutions to which you wish to apply before their application deadlines. Allow at least six weeks for your score reports to reach these institutions.

Because the writing test is offered on some, but not all test dates, students who wish to take the writing test should be certain to register for one of the dates on which this test will be given.

TOEFL Scores and University Admission

Since there are no passing or failing scores on the TOEFL, each institution usually sets its own standards. Generally speaking, a total score of 600 is considered excellent, while any score falling below 400 is regarded as poor. (Note: This book contains a Scoring Chart modeled after that used by ETS with which to assess your progress on the practice tests. See page 27.) You can learn the required score of individual universities by writing and requesting such information.

After you take the TOEFL, your official score can be sent to individual schools where you have applied for admission. These reports must come from Educational Testing Service, Princeton, New Jersey. Institutions do not usually accept your personal copy of the score report as a substitute for the official score. A publication discussing interpretation of your scores will accompany your TOEFL score report. This leaflet, published by Educational Testing Service, provides detailed information regarding the highest, average, and lowest part scores received by over 100,000 individuals who took the TOEFL over a period of about five years.

Because the majority of American colleges and universities use the TOEFL scores in considering foreign students for admission, it is wise to use this book to help you prepare for the test. Most admission committees rely heavily on the TOEFL scores, since even high academic ability in a student's chosen field may be rendered insufficient if his or her command of English is inadequate. It is true that admission committees will be looking at grade point averages. However, remember that they will also be viewing the TOEFL scores as a valid indication of academic success or failure on the American campus.

Introduction:

The Nature of 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.

If you take the TOEFL at the September, October, March, or May administrations, you will also take the Test of Written English (TWE). This test requires you to write an essay of 200–300 words

on an assigned topic. If you apply to a school that requires the essay test, be sure to register early for one of the dates on which the TWE is offered. To prepare you to write this essay, all 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—35 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) (C) (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:

2. (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) ● (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:

(C) 100,000.

(D) 400,000.

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.

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) (D)

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. In Glover's and Silken's volume _____ several obscure authors, together with more famous writers.
- (A) includes
 - (B) including
 - (C) it includes
 - (D) are included

Answer

In correct English, the sentence would be, "In Glover's and Silken's volume are included several obscure authors, together with more famous writers." Therefore, you should have chosen answer (D) and marked your answer sheet like this:

6 A B C ☒ D

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. Hypothermia is the chill of the bloodstream
A
and vital organs that can eventually end in
B C
death.
D

Answer

In correct English, we say the *chilling* of the bloodstream. Therefore, the incorrect choice in this sentence is *chill*, which is marked (A). To indicate this answer, you should mark your answer sheet like this:

7 ☒ A B C D

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. 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, 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 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.

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.