

THE NEW EDITION

TOEFL

(TEST OF ENGLISH AS A FOREIGN LANGUAGE)

NEW 3-PART FORMAT EXACTLY
PARALLELS THE NEW TEST —
PLUS FIVE 7" RECORDINGS
(80 MINUTES) FOR USE IN
THE LISTENING COMPREHENSION
SECTION OF THE EXAM

FOR STUDENTS WHO PLAN TO ENTER
AN AMERICAN UNIVERSITY
AND WHOSE NATIVE LANGUAGE IS NOT ENGLISH

by Harriet N. Moreno, Edith H. Babin,
and Carole V. Cordes

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THE NEW EXAM**

- *Listening Comprehension*
- *Structure and Written Expression*
- *Vocabulary and Reading Comprehension*



(TEST OF ENGLISH AS A FOREIGN LANGUAGE)

PART I
THE TEST OF ENGLISH
AS A FOREIGN LANGUAGE

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and Carole V. Cordes**

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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 the results of 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 other candidates taking the TOEFL—and not all will score well enough to be accepted by the schools they choose.

This book is designed to do just what the title says—to guide you in your study so that you will *score high* on the TOEFL. This claim—that you will get 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 knows what to study. The questions in this book will tell you what to study.
2. You will spotlight your weaknesses—In using this book, you will discover where your weaknesses lie. This self-diagnosis will provide you with a systematic procedure of study whereby you will spend 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 also tell us that we learn by “insight.” One of the salient facets of this type 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—“The learned become more learned.” 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 of the same question. In this way, you will broaden your background to be adequately prepared 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. Thorndike’s principle of “identical elements” explains this important phase of learning, particularly as it applies to examination preparation.

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 thousands of stu-

dents who plan to enter schools in the United States and whose native language is not English. Admission committees in the various schools

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

A handbook for candidates explaining the TOEFL may be obtained by writing to: Test of English as a Foreign Language, Box 899, Princeton, New Jersey, U.S.A. 08540. This bulletin will tell you how to register for the test and where and when it will be given. Information regarding score interpretation is also contained in this publication of Educational Testing Service.

TOEFL Scores and University Admission

Since there are no passing or failing scores on the TOEFL, each individual 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. 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 related to interpreting your scores will accompany your TOEFL score report. This leaflet, put out 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.

Since 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 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.

The Nature of the TOEFL

The goal of the TOEFL is to objectively measure the foreign student's English proficiency. The examination is divided into three parts which in-

dividually test different language skills. The entire test will last approximately 2 hours.

SECTION I: LISTENING COMPREHENSION

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

Part A

In this part of the test, you will hear 20 brief statements which do not appear in your test booklet. When you have heard a statement, select the answer nearest in meaning to what you have heard. Record your answer on the answer sheet.

Example

You will hear:

"Mary called on Susan."

You will read:

- (A) Mary telephoned her.
- (B) Mary ate with her.
- (C) Mary visited her.
- (D) Mary shouted at her.

Answer (C), "Mary visited her," is the closest in meaning to the statement, "Mary called on Susan." You should have chosen (C).

Part B

Fifteen short conversations between two speakers are presented in this part. At the end, a third voice asks a question about what was said in the conversation. You will hear the question only once. You will be given about fifteen seconds to answer each item.

Example

You will hear:

(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."

(3rd voice) "How does the woman feel about Martha's illnesses?"

You will read:

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

You should have chosen (B). 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.

Part C

This part consists of several short lectures and conversations which you will hear only once. They do not appear in the test booklet. You will be asked several questions about each lecture or conversation. When a question is asked, choose the best answer from the four answers given. Record your answer on the answer sheet.

Example

You will hear:

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 all of this great 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:

1. Russian influence is obvious in Alaska in all of the regions below except which one?

You will read:

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

You will hear:

2. How much did the United States pay for Alaska?

You will read:

- (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:

3. According to the lecture, approximately how many residents are there in Anchorage?

You will read:

- (A) 200,000.
- (B) 300,000.
- (C) 100,000.
- (D) 400,000.

Answers

1. You should have chosen (B).
2. You should have chosen (C).
3. You should have chosen (A).

SECTION II: STRUCTURE AND WRITTEN EXPRESSION

In this section, your ability to recognize standard written English is tested. This section consists of two parts, each having special directions.

Part A

Each item consists of an incomplete sentence which you are required to complete by selecting one of the four answers given. After you have chosen the one word or phrase which is best,

mark your answer in the appropriate space on the answer sheet.

Example

I wonder just _____.

- (A) how much costs that book
- (B) what is the price of that book
- (C) how much does that book cost
- (D) what that book costs

root of “spacious” is “space,” a word that can refer to size, and since only choice (D) refers to size, you would choose (D) as your answer.

Part B

In Part B, although the emphasis is on reading comprehension, you will also frequently be asked the meaning of a particular word in the sentence or paragraph. Even when you are not directly asked what a particular word means, you may be asked questions about the meaning of a sentence or paragraph whose answers depend on your understanding of a particular word. In such cases the underlying meaning of the given sentence can help you.

Example

- (1) Wilson Thompson was such an eloquent speaker that at a camp meeting in an Indiana Maple grove, he once held the rapt attention of an audience of between seven and eight thousand
(5) for only a few minutes less than three hours.

1. The word “rapt” (line 3) means most nearly

- (A) restless.
- (B) unwilling.
- (C) resentful.
- (D) interested.

First, read the sentence carefully. If you know the meaning of the word “rapt,” you will have no problem. If you do not know the meaning of “rapt,” you must look to the context of the sentence to help you find the meaning. You will note that the word “rapt” is being used to describe the attention of the audience. What do you know about that audience? The sentence tells you that the audience is large (seven or eight thousand) and that it has continued listening for a long time (almost three hours). This suggests that the audience must really want to hear what the speaker is saying. Also, Mr. Thompson must be a good speaker, since he is described as being “eloquent.” Now, look at the four choices. Choice (A), “restless,” suggests that the audience is not paying much attention, and since you know that the listeners have not moved for almost three hours, you can eliminate (A). Choices (B) “unwilling” and (C) “resentful” suggest that the audience does not want to listen and does not like

what it hears. Neither of these possible meanings for “rapt” fits the context in which the word is used. Choice (D) “interested,” on the other hand, fits the description of the audience’s behavior, and would be the kind of attention you would expect an audience to give a speaker who is described as “eloquent.” Choice (D) is the answer.

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

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.

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 is exactly opposite that 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 like 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.

The major portion of Part B consists of short paragraphs or advertisements. To do well on this section of the test, you must build up your reading skill by practicing systematically. There are certain steps you can follow which will help you to arrive at the right answer most of the time. An explanation of those steps and suggestions for improving reading comprehension are given in the Appendix of this workbook. Let us apply those suggestions to an actual exam-type question.

Example

- (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
- (5) 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
- (10) 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 attrib-
- (15) uted a horrendous description of the Atlantic to him.
1. 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.
 2. 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.

Step-by-Step Explanations

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

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. If you follow the outlined procedure in answering the reading comprehension questions, you will find that you are answering most questions correctly and quickly. Most passages will require at least two readings, one complete, rapid reading for general sense, and a second, selective reading of the sections which contain the key words or ideas of the questions. The important thing is to know where to find the answers, and to remain calm and collected when examining the possible choices.

How to Be a Master Test-Taker

THE GIST OF TEST STRATEGY

- Approach the test confidently. Take it calmly.
- Remember to review the week before the test.
- Don't "cram." Be careful of your diet and sleep . . . especially as the test draws near.
- Arrive on time . . . and ready.
- Choose a good seat. Get comfortable and relax.
- Bring the complete kit of "tools" you'll need.
- Listen carefully to all directions.
- Apportion your time intelligently with an "exam budget."
- Read all directions carefully. Twice if necessary. Pay particular attention to the scoring plan.
- Look over the whole test before answering any questions.
- Start right in, if possible. Stay with it. Use every second effectively.
- Do the easy questions first; postpone the more difficult questions until later.
- Determine the pattern of the test questions. If it's difficult/easy, etc., answer accordingly.
- Read each question carefully. Make sure you understand each one before you answer. Reread, if necessary.
- Think! Avoid hurried answers. Guess intelligently.
- Note your watch and "exam budget," but do a little balancing of the time you devote to each question.
- Get all the help you can from "cue" words.
- Rephrase difficult questions for yourself. Watch out for "tricky words."
- Refresh yourself with a few, well-chosen rest pauses during the test.
- Now that you're a "cool" test-taker, stay calm and confident throughout the test. Don't let anything upset you.
- Keep working until they call time.

BEAT THE ANSWER SHEET

The present popularity of tests requires the use of electrical test scoring machines. With these machines, scoring which would require the labor of several men for hours can be handled by one man in a fraction of the time. The TOEFL uses a machine-scored answer sheet.

The scoring machine is an amazingly intricate and helpful device, but the machine is not human. It cannot, for example, tell the difference between an intended answer and a stray pencil mark, and will count both indiscriminately. The machine cannot count a pencil mark which is not brought in contact with the electrodes. For these

reasons, specially printed answer sheets with response spaces properly located and properly filled in must be employed. Since not all pencil leads contain the necessary ingredients, a number two lead pencil must be used and a solid, heavy, black mark must be made to indicate answers. Each mark must be in the space between the pair of dotted lines and must entirely fill this space. All stray pencil marks on the paper, clearly not intended as answers, must be completely erased. Every question must have only one answer indicated. Otherwise, the machine will give you *no* credit for your correct answer.