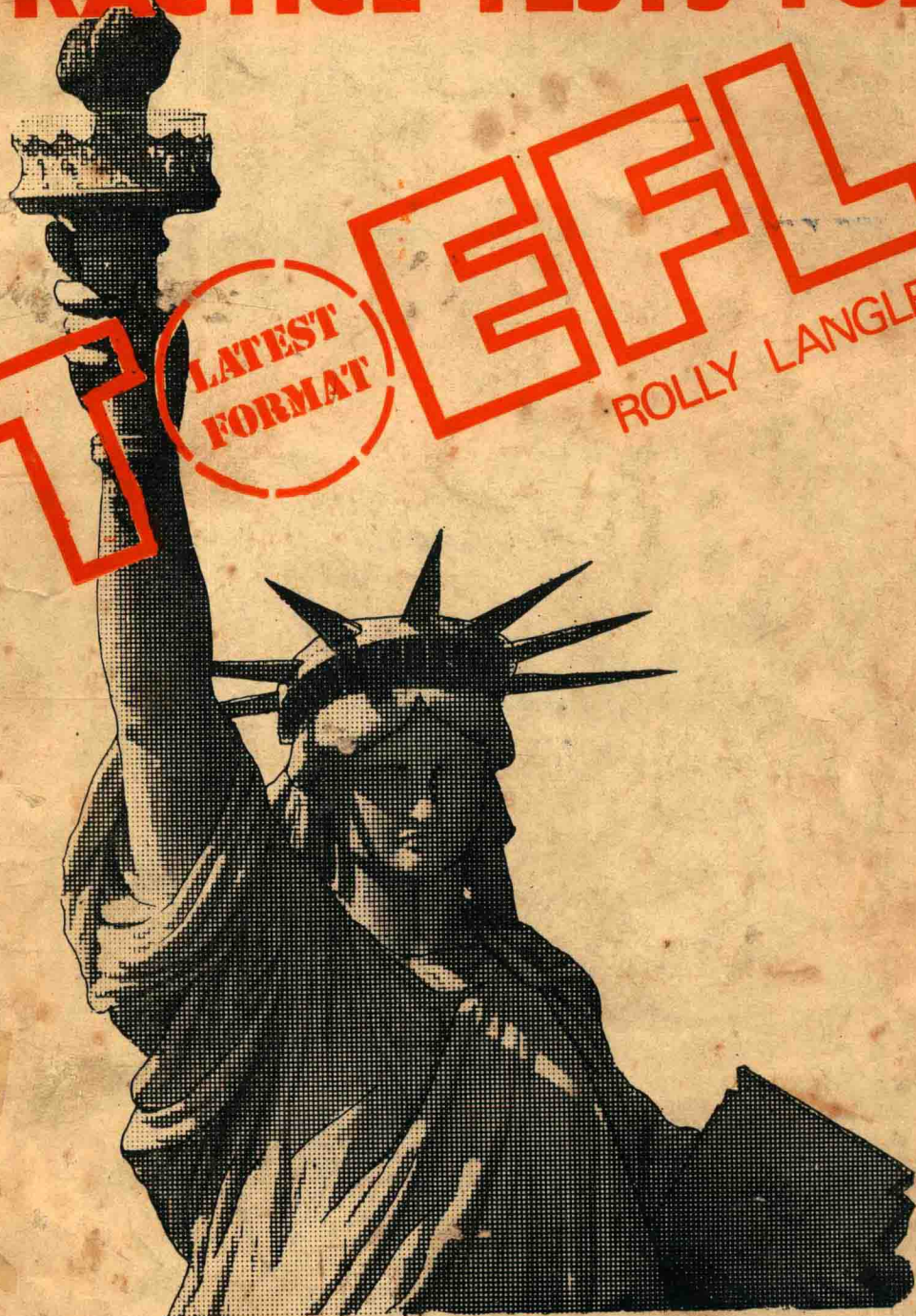


PRACTICE TESTS FOR

T EFL

**LATEST
FORMAT**

ROLLY LANGLEY



PRACTICE TESTS FOR TOEFL

Latest Format

Rolly Langley

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Author's note

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Preface

After completing my formal education with a degree in English Language and Journalism from Stanford, a major university in the United States, I was fortunate enough to take a surface trip around the world before going to work for the San Francisco Examiner. This first job finally led to writing a daily syndicated column for a number of American newspapers and writing for radio and TV, all practical applications of my university training.

Then, in 1967, I was offered an assignment in Bangkok. In addition to my writing, I taught English at Thammasat University there until I was reassigned to Singapore in 1968. In Singapore I have helped many students to prepare for TOEFL, an essential prerequisite for attending a college or university in America. These ambitious students have been from many nations — Argentina, Colombia, Spain, Czechoslovakia, Poland, Soviet Union, France, Italy, Japan, China, South Korea, Taiwan, Burma, Thailand, Vietnam, Laos, Malaysia, Indonesia and, of course, Singapore.

My wife, who has written portions of this book, has a Master's Degree from the University of California, taught English in Bangkok and Singapore, and for a time taught at the American School in Singapore.

Many of those I have worked with have been in the diplomatic service of their countries; some have been businessmen wanting greater skills in English; others were students who went to American universities, graduated, and are now back in their native lands pursuing their careers in widely varied fields.

This experience has been very rewarding to me personally. Seeing at first hand the difficulties foreign students encounter in achieving fluency in speaking, understanding and writing English, I have often thanked my lucky star that in the cosmic arrangement of humanity, I happened to have been born an American. The reason is apparent; English has evolved as the international language for business, diplomacy, education and scientific and cultural communication and bids well to remain in top position in the future. By the accident of birth, I was saved all the time and hard work of gaining proficiency in the English language.

Over the past ten years, I have seen the very real need for an international book which would acquaint foreigners with TOEFL (Test of English as a Foreign Language).

This book has several purposes. It is designed not only for students who wish to take the TOEFL to enter an American institution of higher learning but for those who want to increase their capabilities in English. It should prove useful to business people who wish to check their own proficiency, or the ability of employees.

As vividly as though it were only yesterday, I can remember the first day on the campus of my alma mater. I felt that I had been a rather important person (almost a juvenile VIP) in high school, but I soon learned that at the university, freshmen ("frosh") were the lowest of the low.

Being "put in one's place" may not shatter the ego of an impressionable freshman, but it does teach him the value of conforming to the customs and traditions of the university.

Many students bragged that they'd "hit the books" in time for final examinations, but meantime they'd "live it up".

I soon realized that some of the most popular men in my class were spending too much time socializing and too little on their education.

Every student must think things out for himself. He should place the proper values on all curricular and extra-curricular activities.

America is a very free, permissive society, and young men and women away from home for the first time must guard against excesses.

Foreign students should emulate the positive qualities in their American classmates and shun the dangerous pursuits they are sure to see.

In preparing for TOEFL, the student should allow plenty of time to master the fundamentals of the English language contained in the present book. However, a candidate should never wait until a month or two before the date of TOEFL to learn all the material contained here. Gaining fluency in English takes time. Students should never expect miracles either from their books or from their teachers. They can expect miracles only from themselves — through intelligent hard work.

Rolly Langley
Singapore 1981

Using this book to prepare for the TOEFL

If you intend to take the TOEFL at some future time, you will want to make the highest score possible. Each practice test in this book should be considered seriously, and you should take each one in much the same way you will eventually take the TOEFL.

No one can simulate the conditions under which TOEFL is actually encountered. The apprehension, the tension which builds up in all students as they enter the hall and see the examiners who will watch their every move while taking the test, is understandable. Their TOEFL scores will affect their future lives. A clear head and a relaxed attitude will be most helpful. While the old saying "practice makes perfect" may not be entirely true, practicing the same kind of problems you will face later will contribute much to your self-assurance on the Saturday morning you take the official TOEFL.

When you are ready to take the first practice test in this book you should have two or three medium soft, No. 2 pencils, an eraser, and a clock or watch.

Allow 110 minutes to take the practice test, and choose a time when you will not be interrupted for at least two hours.

Do not consult a dictionary before or while you are taking the test.

You will find directions and examples for each part of the three sections in the test. Start timing yourself *before* you read the directions. Read the directions carefully so that you will know exactly what you are expected to do. Sample answer sheets for you to fill in for each test are at the back of this book. When you fill in the oval you select for your answer, which in all cases will be A, B, C, or D, blacken the area thoroughly, just as you must on the official TOEFL. Making the oval black so a computer

can read it takes time, so try to simulate TOEFL conditions.

Both the actual TOEFL on which these practice tests are patterned and the three tests in this book follow the same format. The sections, their subjects, and the net time allowed for completing them are as follows:

Section I	Listening Comprehension	Net Time 40 minutes
Part A	20 Questions	
Part B	15 Questions	
Part C	15 Questions	

Note: In the actual TOEFL you will hear a tape with two voices, one American male and one American female. To take these practice tests, ask your teacher or some friend who speaks good English to read, or "voice" the 50 sentences and bits of conversation. Your "voice" should allow 10 seconds from the end of one sentence to the start of the next. Then he should read the next sentence, whether or not you are finished.

Section II	Structure and Written Expression	Net Time 25 minutes
Part A	Structure	15 Questions
Part B	Written Expression	25 Questions

Section III	Reading Comprehension and Vocabulary	Net Time 45 minutes
Part A	30 Questions	
Part B	60 Questions	

The importance of timing cannot be emphasized too much. You must learn to take

tests in the time allowed. In taking these practice tests, follow the rules by which you will be forced to work when taking the official TOEFL. If you finish a section in less than the time allowed, do *not* go on to the next section. Spend the remainder of the allotted time in reviewing the section you have just completed. Proceed with the next section only when the clock indicates that you should.

When you finish the test, check your answers with the correct answers in the back of the test section and determine both your raw score and your percentage score. Next, go back and study the explanations for each answer, particularly those you missed.

Look up the definition of any word that you don't know. Make a list of these words, together with the dictionary definitions. You may find it helpful to put the words in an indexed notebook which you can call your Vocabulary Book. Many educators have proven that when you write a word and its definition, and then write several sentences using the word, you will be far more likely to remember it than if you just look up the word and hurriedly go on.

It is advisable to attempt only one test in a day. Make sure that you have mastered the explanations for each test before proceeding to the next. Do not repeat Test No. 1 until you have completed the other practice tests.

The evaluation of your scores on these practice tests should help you find your weakest areas. You can determine whether your performance was up to standard in your comprehension of reading, listening, vocabulary, and your ability to use correct English grammar. If you have not done well, this evaluation should help you to determine whether it is best for you to do more studying by yourself or perhaps enroll in an English course or in private instruction.

If you are poor in listening comprehension it would be difficult for you to improve by studying a book. If you are weakest in English sentence structure you can help yourself considerably by using a good grammar book.

Reading properly chosen material will help improve your vocabulary if you use a dictionary and list words and definitions, returning to the list later for review and practice in using the words in sentences.

Remember, it takes time and a lot of work to become proficient in a foreign language. The sooner you hope to acquire the necessary language ability, the more hours you must be prepared to spend within a short time.

In taking the actual TOEFL it is important that you have a good night's sleep on the previous night and that you put aside any personal worries you may have.

Bring everything you need with you, including an Admission Ticket, if that is necessary.

Be on time.

Listen carefully to all directions, or read them carefully as the case may be. Read them a second time to be sure.

While in the examination room, if some special problem arises, you should bring it to the attention of the examiner.

You must budget your time since there are definite limits for each section of the test. It is important that you answer all the questions. A good plan is to go through the entire section without hesitating long over any one question. Leave out the ones you do not know. Then go back and take a little more time for each question that you skipped. Remember, if you have no idea of the answer and take a blind guess, you have a 25% chance of being right. If you can eliminate one answer as wrong and choose between the only three, you have a 33⅓% chance of being right. If you can narrow it down between two answers, you have a 50% chance. Watch your time so you know how much longer you have to work. If you find that time is running out and you have several questions left in which you have no idea of the answers, it is just as well to pick one letter, say a B, and mark all the rest with that letter. Keep working and looking over your work until time is called.

When you are working on Section III,

Reading Comprehension and Vocabulary, you may find two answers which seem to work well; in that case, select the one which seems most suitable to the sense of the passage.

If you have followed the directions for

taking the practice tests in this book you will have a general idea how you will fare on the actual TOEFL. If your knowledge of the English language is sufficient, you should have a chance of achieving a satisfactory score.

The TOEFL Test and American College Entrance

Note: American spelling is used throughout this book for obvious reasons. Those educated under the English system will notice a few minor differences. See Appendix A.

Perhaps the best way of starting an introduction to this book is to put the question asked most often by foreign students in connection with higher education in America: "Just what does TOEFL mean and how important is it?" The answer to that question is simple. TOEFL is an abbreviation for "Test of English as a Foreign Language" and if a foreign student fails to make a satisfactory TOEFL score, he can't be admitted to *any* accredited college or university in the United States.

The TOEFL test was first developed in 1963 by over thirty organizations, both government agencies and private organizations. Later, a cooperative arrangement was set up between the Educational Testing Service, which provides the TOEFL test, the College Entrance Examination Board, which provides the Scholastic Aptitude Test and the Achievement Tests, and the Graduate Record Examination Board, which provides an Aptitude Test and Advanced Tests in twenty different fields of graduate study. These tests are all given at test centers in the United States and other countries.

The purpose of TOEFL is to furnish valid test scores which establish a norm in the English proficiency of non-native speakers. It is not recommended for students below the eleventh grade level, as the test content is considered too difficult for them. TOEFL is used by a number of academic institutions in Canada and other countries, as well as certain independent organizations and foreign governments. A new form of the test is used each time it is given, and every effort is made to keep the actual material secret so that no one can cram or have an advantage over

others who have not had access to the actual questions.

The purpose of this book is to acquaint foreign students with what to expect when taking TOEFL, but more important, to guide their study of English so as to develop their capability in the language to the point that English can be used as the medium of instruction for other studies.

A student can get full information regarding TOEFL tests and procedures by writing to

Test of English as a Foreign Language
Box 899
Princeton, New Jersey 08540
U.S.A.

Graduate students take the regular TOEFL but special information regarding graduate bulletins, registration forms and admission tests can be requested from:

Graduate Record Examinations
Educational Testing Service
Box 955
Princeton, New Jersey 08540
U.S.A.

or

Graduate Management Admission Test
Educational Testing Service
Box 966
Princeton, New Jersey 08540
U.S.A.

A TOEFL Bulletin Information and Registration Form, updated each year, can be obtained free from any United States Embassy or Consular Section as well as

directly from Princeton, New Jersey. Many of the embassies have a student counselor who is there to help students in all ways possible. They may find that he speaks their mother tongue and is indeed a citizen of their country, employed to help them further their studies in the United States.*

The TOEFL Bulletin includes directions for registering for the test, an official registration form to be filled out by the applicant and a correctly addressed airmail envelope in which to send the form. A U.S.\$21 fee should be enclosed. This applies to all test centers other than those in the U.S., Canada and American territories and possessions, where the fee is \$19. For his fee an applicant receives a registration number on a card which must be presented when the TOEFL test is taken.

TOEFL is given at test centers around the world on regularly scheduled dates. The schedule for a given year is printed in the Bulletin of Information. The number of times the test is given may vary depending on local situations or changes in the program. Within the United States some additional tests are scheduled in certain areas.

About four weeks after an international Test is given, score reports are mailed to the applicants and to the institutions whose codes they marked on their answer sheets. For the basic TOEFL test fee, each applicant is entitled to five copies of his or her score report — one personal copy and four copies for chosen colleges.

On the day of the test, the student may specify which colleges or universities are to receive copies of his score report by marking the correct code on the answer sheet. If he designates fewer than four copies, the remaining score reports are sent to him. The TOEFL office does not release any scores except on receipt of the student's written request.

Those who have taken the test may request the TOEFL office to send transcripts of their

scores to additional colleges at any time up to two years after the date on which they took the test. Since language proficiency can change considerably in a short time, the office will not send scores that are more than two years old.

APPLYING FOR ENTRANCE TO A UNIVERSITY OR COLLEGE

Prior to taking the TOEFL, the student should consider which college or university he would like to attend. The Handbook for Applicants lists a large number of institutions by state, and it is advisable to write directly to the colleges far in advance.

Reference books and catalogs of some American universities and colleges are available for public reference use in all United States Embassies. Some of the reference books commonly used are:

Degrees Offered by Colleges
(Macmillan)

American Universities & Colleges
(American Council on Education)
Guide to Graduate Study Programs
(American Council on Education)

American Junior College
(American Council on Education)
Lovejoy's College Guide
(Simon & Schuster)

Lovejoy's Career and Vocational School Guide
(Simon & Schuster)

College Entrance Examinations
Graduate Study in Management
(Graduate Business Admissions Council)

U.S. Colleges — Narrative Descriptions (Macmillan)

Also available for use by prospective students at the American Library Resource Center is a 40-minute video cassette entitled "If You Want to Study in the U.S."

*Certain portions of the following information have been taken from the *TOEFL Test and Score Manual* © 1978 by Educational Testing Service. All rights reserved. Reprinted by permission.

When writing to a university the student should ask for an application for admission and instructions for submitting his application. He should also give the institution a brief description of his educational background, what he hopes to specialize in and when he plans to begin studies there. Testimonials and academic transcripts should *not* be sent with these initial letters. The institutions will then inform him of further steps to take in making his application.

It takes considerable time to process the application of a student for entry into the United States. It is therefore advised that he call at the Consular Section of the American Embassy to inquire about the procedure for applying for a student visa as early as possible. He should *not* wait until he is admitted to an American university or college before making his inquiries.

In order to be eligible for admission as a first-year undergraduate student in an American university, a student must have successfully completed twelve years of schooling and have a full high school certificate. In exceptional cases certain tests may be substituted as an academic equivalent. Often an aptitude test is also required in addition to passing the TOEFL.

To be eligible to apply for admission to a U.S. graduate school, a student should have already earned an academic or professional degree. He should also have obtained excellent grades — especially in those subjects which are regarded as essential preparation for graduate-level programs in his intended field of study.

There are roughly 3,000 institutions of higher learning in the United States, and there is a great diversity among them. There are six regional accrediting associations which evaluate institutions for acceptable standards of quality. The student should apply to institutions which are accredited by one of the six regional accrediting associations and also by the professional association in his field if he is applying for a professional course.

The following is a sample letter that could be written to any college or university to inquire about their program, admission regulations, and fees.

For example, such a letter sent to the University of Houston in Texas would bring a bulletin entitled "Information for International Students" to the overseas applicant. This is a twelve-page bulletin giving very detailed information about finances, insurance protection, orientation, admission procedures and requirements, and the major fields of study offered. Also enclosed would be an application for admission and a letter of financial backing which must be furnished by non-immigrant students.

2101 Chancery Lane,
Singapore 11
March 23, 1982.

International Admissions Section
Office of Admissions
University of Houston
Houston, Tx 77004
U.S.A.

Dear Sirs,

In the coming year I will be completing my secondary school studies here in Singapore and would like to continue my education in the United States on a student visa, commencing in September 1983. The University of Houston particularly interests me because of its strong biology department. I plan to major in biochemistry.

Would you please send me an application for admission? I would also appreciate receiving any information you have regarding your requirements for international students.

Sincerely yours,


Henry Tan

TOEFL GRADES

Students often ask what constitutes a "passing TOEFL grade", but there is no answer to the question. While this is unfortunate, there is a logical explanation. Under the American system of education, each university and college determines for itself what TOEFL score is acceptable. Each school has different courses and scholastic requirements. Even among the most exclusive of them, the student will find a variation in what each currently considers a "satisfactory score". Other factors besides the candidate's TOEFL score influence the school's selections. The standard of the student's secondary school achievement is always important, and frequently his social and cultural activities and goals are considered. Another factor is the degree of overcrowding existing in the college to which he is applying. In the last two or three years enrollment in some universities has declined and they can accept more foreign students.

In 1977 the TOEFL staff surveyed a number of colleges and universities to determine which scores were considered adequate for their admission requirements.

In general a slightly higher score was required for students at the graduate level than those at the undergraduate level; however, the field of study can have some bearing on the decision. Students in fields such as journalism require near-native proficiency in English, while students in technical fields such as mathematics, chemistry, medicine and engineering may be able to get along with slightly less proficiency.

According to the TOEFL reports, other requirements being equal, it may be said in general that students with a score range of 550 and above are usually admitted to the college with no restrictions.

Students with scores between 500 and 549 may need some initial limitation on academic load and supplementary instruction in English for at least the first term.

Students with scores of between 450 and 499 may be admitted if strong in all aspects of

their application other than English. Consideration may be given to the field of study and the TOEFL section scores. Students scoring in this range generally require a significant amount of English instruction (perhaps half time) with a corresponding reduction in normal course load. To comply with Immigration and Naturalization Service requirements, which call for a full program of study, an institution that does not offer courses in English as a second language generally advises such students to attend an English language institute on a full-time basis until they can begin a full program of study at the school in question.

Students with scores below 450 may be acceptable to a very few schools, but they generally require a full-time program in English before starting their academic program.

WHAT DO THE SCORES MEAN?

Students often wonder what their TOEFL scores mean. The test results are reported neither as raw scores (number of questions answered correctly out of the total of 150), nor as percentages; rather, the numbers represent scaled scores.

The scale is devised in such a way that the lowest possible raw score would lead to a TOEFL score of 200; the highest possible raw score would give a TOEFL score of 800; and the mean TOEFL score is approximately 500 (in other words, about half of the participants score above 500 and half below). On this weighted scale, roughly 80% of students score between 400 and 600.

This reporting system is necessary because each time the TOEFL is given, different questions are used. While the Educational Testing Service tries to make each form of the test match previous forms, some variation in test difficulty always occurs. Therefore, in order to insure that scores from different forms of the test can be compared, all raw scores are converted to a uniform scale and the conversion formula is weighted to take

into account the difficulty of each particular form. For instance, a TOEFL score of 500 on one form of the test may indicate that the student answered 62% of the questions correctly; on a harder form of the test, a TOEFL score of 500 might mean that the student answered 60% of the questions correctly.

Each section of the test is given equal weight and a poor performance on one section, therefore, can be somewhat offset by high performance on another, as in the case of a student who reads English more proficiently than he hears it. His total score will represent an average of his abilities in English. Finally, there is no penalty for guessing on the TOEFL; it is to the student's advantage to answer as many questions as he can.

For the student to estimate how well he has done on one of these practice tests, the best general rule would be to divide the raw score by 150, and thus determine what percent of the questions he answered correctly. Assuming the tests to be similar to the actual TOEFL, if between 65% and 75% of the questions have right answers, he would probably have a good chance of being able to get an acceptable grade. Other qualifications being equal, with 80 — 85% right, he should be able to get an acceptable score for entrance to most universities and colleges. If he scores much less than 65% he should probably try to improve his language skills further before taking the test.

WHICH UNIVERSITY OR COLLEGE?*

When selecting an institution of higher learning and determining which courses to take, the student should, if possible, have his ultimate academic goals in mind.

During the first two years at the university (called the Lower Division) all students wishing to go into the Upper Division (3rd and 4th years) must get credits for "required courses". The number of credits required for the Upper Division in various classifications such as science, mathematics, social sciences, foreign language, etc., varies with each university. It is very important that every student working for a degree from an American university know before enrolling at a college or university what the requirements are for the Upper Division of the university from which he hopes to get a degree, whether it be in arts, science, architecture, engineering, or whatever.

Many foreign students have found that it is far better to select a junior college, or even a city college for the first two years of Lower Division. Numerous advantages are immediately apparent. There are many more junior and city colleges than universities so the foreign student can choose from a much greater number of these institutions. The junior and city colleges will accept foreign students with lower TOEFL scores than will the universities (with a few exceptions, such as University of San Francisco (Catholic) which is expensive but has accepted foreign students with scores considerably under 500).

* *University*: An institution of higher learning which provides facilities for teaching and research, authorized to grant academic bachelor's degrees upon graduation, and a graduate division which comprises a graduate school and professional schools, each of which may confer master's degrees and doctorates.

* *College*: This term is used loosely sometimes to refer to a university, sometimes to refer to a junior college, and sometimes to refer to a city college which may have much lower academic standards and requirements than either a university or a junior college.

* *Junior college*: An educational institution that offers two years of studies corresponding to those in the first two years of a four-year college, and that often offers technical, vocational and liberal studies to the adults of a community.

The scholastic standards of the two-year colleges are lower than those of the universities. It is easier for the foreign student to get higher marks at the junior and city colleges. They are cheaper insofar as tuition is concerned, and cheaper accommodations can usually be found. If a foreign student attends a junior college in a part of the country where the climate does not vary too greatly from that of his native land, he is apt to be more comfortable and to get good grades.

To give a concrete example, the case of an Indonesian girl of Chinese descent can be cited. After graduating with good marks from an Indonesian secondary school, Miss X went to Singapore where she concentrated on English for a year with passing the TOEFL as her immediate target. She wanted to get a Doctor of Medicine Degree in America so she could return to Indonesia and help her people. Upon the advice of her teacher in Singapore she immediately wrote to a number of universities and colleges in America, asking for catalogs of the curriculum offered, brochures and all literature about environment, facilities and related subjects. Miss X received the requested material after a few months. When she learned that to get an M.D. from an American university required a minimum of eight years, she realized that her family could not afford to support her in America that long. She reluctantly decided on Pharmacy which she could acquire in four years from the University of California (which has some 125,000 students in nine campuses).

Realizing that UC in Berkeley and UCLA (Los Angeles) are both prestigious universities very popular with American students all over the United States, Miss X wisely decided to apply to a city or junior college which wasn't crowded and thus avoid the competition of native-born American students. She knew the Lower Division requirements of the University of California and she found that she could take all the required courses at Santa Barbara City College. She immediately applied for admission and was accepted, subject, of course, to her getting a "satisfac-

tory TOEFL score". In due course, Miss X took the TOEFL in Singapore and asked that her score be sent directly to Santa Barbara City College. In about seven or eight weeks after taking the TOEFL, she received her own copy of the score — 490. After another month her admission to SBCC was confirmed... Miss X enrolled for the Fall Semester. She passed all the Lower Division required courses with flying colors, so it was no problem for her to transfer to UCLA (University of California in Los Angeles). Meantime Miss X had found she could get a Bachelor's Degree in Biochemistry in just four years at UCLA. She felt that being a biochemist was more professional than being a pharmacist, so she majored in that subject and did very well indeed. By that time, after two years at SBCC, her English had improved considerably, and in the Upper Division at UCLA, her competition from American students had decreased because there were far fewer students in all the courses, and she had much better access to her instructors and professors than she would have had in, say, Economics I at UCLA, a lecture course with some 500 students in the lecture hall. Summing up, Miss X had a happy and successful academic career in the United States. Along the way, she avoided the fiercest competition from her peers, lived in a delightful little city on the shores of the Pacific Ocean for the first two years, and in Los Angeles the last two years where the climate was just a little cooler than in her native Indonesia.

The example of Miss X leads naturally into the subject of money — the financing of an education in the United States. Before getting into money matters, consider the case of Mr. K, a young citizen of Singapore, who has no money problem at all since both his mother and father are millionaires. Mr. K took the TOEFL several years ago and passed with a score of exactly 600. While completing his 2½ years of compulsory military training in the National Service, Mr. K applied for admission to a number of prestigious universities, including Harvard, where he wanted to

get a Master's Degree in Business Administration (6 years minimum). He was unwilling to apply for admission to a state or city college. After waiting for more than a year, Mr. K finally lowered his sights and applied to a series of small universities. He was finally accepted by a small private university in Ohio, an inland state east of the Mississippi where the winters can be severe, with sub-zero weather lasting for days at a time, and where snow three to four feet deep is commonplace. As this is written, Mr. K is in Ohio, acclimatizing himself to the weather half a world away from his tropical native land just 77 miles north of the Equator. It is hoped he will not regret his insistence on a university for his first two years of study.

Fees for American colleges and universities vary widely. They are usually higher in private institutions than state and federally supported institutions. Tuition in private universities such as Harvard, Princeton, Stanford University, etc., ranges from US\$1,700 to US\$4,500 for the nine-month academic year. Public universities and colleges may cost between US\$800 and US\$2,400 for the nine-month academic year. Living expenses can vary greatly in terms of the student's living standard, and whether residential facilities are provided where he will attend. He will probably need up to US\$3,500 if he is going to an urban location such as New York, Chicago or San Francisco. He may get by for less than US\$2,000 in a non-urban area.

Asked how the student handles the financial problem in getting a U.S. student visa, a Cultural Affairs Officer in the United States Diplomatic Service replied: "In the final analysis, it pretty well narrows down to a case where the student must bring in a bank letter of credit in an amount sufficient to cover all expenses for the entire period, which is two years for a junior college course, four years for anyone working toward a Bachelor's degree, or six years for an M.A."

The point is made that there is such a great variety of colleges and universities with courses covering the spectrum of educational

opportunities, and at such widely divergent costs, that any person intending to pursue his studies in America should read all the books on American colleges available in the United States Embassies and not request information from the colleges and universities themselves until a perspective is gained and a wise choice is possible. The student should decide when to take the TOEFL, and two to three months should be allowed for registering.

HOW THESE PRACTICE TESTS CAN BE USEFUL

Anyone who has ever set out to learn the rules of English grammar knows that the rules of grammar are (1) exceedingly boring, (2) quickly forgotten, and (3) sometimes difficult to apply. These factors hold true for Americans studying English in secondary schools. Americans finish their high school courses, graduate and move on to colleges and universities. On arrival they are given an English test which many students fail. All who fail are required to take an elementary course (one semester or quarter) in what is jokingly called "Bonehead" English. Students must eventually pass Bonehead English even if they have to repeat the course. Foreign students who pass TOEFL should have no trouble taking the college test after admission to the institution.

Educators have found that using multiple-choice questions as a means of learning English grammar, English usage, sentence structure, and vocabulary has a great psychological advantage over reading a book of rules. If the multiple-choice questions have been selected to cover the grammatical rules, the student sees a practical application of the rules in the answer.

If a student reads a question and is given four answers from which to choose, he faces an interesting challenge. He has a natural desire to answer correctly, so the question and answer becomes a sort of game, a competition where he is trying to win and

make a good score. His curiosity is aroused and he wants to know if he has answered correctly. If he can see the correct answers after a series of 15 or 20 questions, he is far more apt to remember the correct answer.

Just as in the actual or official TOEFL tests, the multiple-choice questions in this book have been designed to cover the important rules of English grammar and sentence structure, as well as writing style. There are passages with multiple-choice questions based on the passage to test reading comprehension, and there are 50 questions in each Practice Test in this book to check listening comprehension.

In preparing to take the TOEFL examination the student should expose himself to the English language in every possible way. He should speak the language with Americans in his country at every opportunity, and if Americans are not available, with everyone he knows who speaks the language competently. He should read English language newspapers and periodicals and watch English language motion pictures and TV shows. The more a student uses the language, the better his grammar and vocabulary will become. If possible, he should listen to the Voice of America on short-wave radio. The news is read in "Special English" (slowly) and in standard English.

Candidates are warned *not* to attempt to cheat when taking the TOEFL. There is little chance of cheating successfully because TOEFL monitors keep careful watch on those taking the test at all times. The monitors are present in the ratio of 1 to 25 — one monitor for every 25 persons taking the test. In addition to the humiliation suffered, the person caught cheating immediately forfeits his right to complete the TOEFL or to have his answer sheets scored. There's an old saying in America "Cheaters never prosper". Certainly it holds true when taking the TOEFL.

Guessing is an entirely different matter. When a student doesn't know an answer, he should try to guess. Wrong answers are not penalized, and there is a 25% chance that the guess will be correct.

The Practice Tests in this book are designed to determine whether a person has attained a level where he can cope with the problems encountered in an American university where English is the medium of instruction.

Everyone wishing to improve his skills in the English language and bring his capability up to university level will, it is hoped, find this book a useful text.

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