

Key TO SUCCESS
ON THE *TOEFL*®

RONALD E. FEARE

Oxford University Press

1989

PREFACE

What Is the TOEFL®?

TOEFL® stands for Test of English as a Foreign Language. Since 1963 it has been used by a majority of U.S. colleges and universities as a measure of English ability and readiness for academic study. It is also used by educational institutions in other English-speaking countries.

In addition, scholarship agencies such as the Fulbright depend on the TOEFL® to determine the English proficiency of candidates. Some international businesses require employees to take the TOEFL to demonstrate their knowledge of English.

The TOEFL is easily the most common and well-known test of English. No other language examination comes close to having the importance of the TOEFL in today's world.

Why Use This TOEFL Handbook?

To answer this question, it is important to consider how this handbook is different from most other TOEFL preparation guides.

First, the handbook is the result of many years of careful research and development. Real TOEFL tests were examined in great detail to determine the important elements. This handbook has been used in actual TOEFL preparation classes and has been improved many times.

Second, it explains the TOEFL by giving numerous examples. This means that you will constantly see the kind of material you can expect when you take the test.

Third, it concentrates on the skills and strategies required for the TOEFL. Your success does not depend only on your knowledge of English; it depends also on how good you are at taking tests like the TOEFL.

Fourth, it contains examples and practice tests that "feel like" the TOEFL. The material is written in the same style and has the same type of content as real TOEFL exams.

Finally, it presents the material clearly and efficiently. The assumption is that you are a busy person and that you must prepare for the TOEFL quickly. Using this handbook will definitely save you valuable time.

How Should I Use This Handbook?

If you are just starting to prepare for the TOEFL, you should work from the beginning of the handbook. First read this Preface to familiarize yourself with the test. Then do the entire Listening Comprehension section before moving on to the next section (Structure and Written Expression). You should study all the examples and explanations in each section before you take any practice exercises or practice tests.

If you have already done some preparation for the TOEFL and have taken the test one or more time(s), then you probably want to study the section that seems most difficult for you. In this case, you should go directly to that section and study it first. Again, it is important to study the examples and explanations carefully before taking any practice exercises or practice tests.

At various places in the handbook, you are referred to additional material in the Appendices. The material is in a separate section so that it can be presented and discussed more thoroughly. You should study this material as it is brought to your attention. Don't think that it is less important because it is at the end.

It would be a good idea for you to study two sections of the Appendices as soon as possible: "Ways to Improve Your Listening Ability" in Appendix A (page 133) and "Ways to Improve Your Reading Ability and Vocabulary" in Appendix C (page 153). You can start improving in these areas now by following the advice in these two sections.

There are the equivalent of three TOEFL examinations in this handbook. Two of these exams are used for practice exercises and practice tests. You will be taking these as you study each section of the TOEFL. The final TOEFL exam should be taken only after you have done all practice exercises and tests.

It is very important for you to follow these guidelines if you want to obtain the most benefit from the material in this handbook.

How Is the TOEFL Organized?

The TOEFL always has three major sections: Listening Comprehension, Structure and Written Expression, and Vocabulary and Reading Comprehension. These three sections are briefly described below.

Each section is in multiple-choice format. This means that you are given four possible answers, and you must choose the most appropriate one.

Section 1 Listening Comprehension (administered by cassette)

Single Statements (Part A)

You will listen to a series of single sentences on the cassette. For each sentence, you will choose the answer that has the closest meaning to the sentence you heard.

Short Conversations (Part B)

You will listen to several short conversations between two speakers on the cassette. Each conversation is followed by a question about what the speakers said.

Academic Talks and Long Conversations (Part C)

You will listen to academic talks and longer conversations on the cassette. Each conversation or talk is followed by several questions about it.

A cassette symbol appears before those sections with which the cassette is used.

Section 2 Structure and Written Expression

Structure

You will read sentences in which some words are missing. Only one answer completes each sentence properly.

Written Expression

You will read sentences that have four underlined parts. You will choose the part that is incorrect in formal written English.

Section 3 Vocabulary and Reading Comprehension

Vocabulary

You will read sentences having an underlined word or phrase. You will choose the answer that has the closest meaning to the underlined word or phrase.

Reading Comprehension

You will read several passages on various academic topics. Each passage is followed by several questions about it.

NOTE: A new writing section has been added to the TOEFL exams given in March, May, September, and October. Your result in this section is given as a separate score. Your overall TOEFL score for the three major sections is not affected. More information on the writing section can be found later in this handbook.

What Are the Types of the TOEFL?

There are two major types of the TOEFL exam: the International TOEFL and the Special TOEFL. The International TOEFL is given six times a year in over 130 countries and is administered on Saturday mornings. The Special TOEFL is also given six times a year, but in less than half as many countries, and is administered on Friday afternoons.

Both exams have the same sections and parts listed previously. However, it is more expensive to take the Special TOEFL because it is given at a limited number of institutions.

How Long Is the TOEFL?

The TOEFL comes in two different lengths—the short form and the long form.

Short Form

The short form consists of 150 questions and takes about one-and-a-half hours to complete. (An additional hour is required for admitting people, completing identification material, and distributing and collecting the tests.)

Section	Time	Number of Questions
Listening Comprehension	30 minutes	50 questions
Structure and Written Expression	25 minutes	40 questions
Vocabulary and Reading Comprehension	45 minutes	60 questions

At the present time, the short form will probably be given in the following months: February, March, May, September, and October. For other months, the form may be either short or long.

Long Form

The long form consists of 230 questions and takes over two hours to complete. (An additional hour is required for administrative matters.)

Section	Time	Number of Questions
Listening Comprehension	40 minutes	80 questions
Structure and Written Expression	35 minutes	60 questions
Vocabulary and Reading Comprehension	65 minutes	90 questions

The long form is basically a short form that has 80 extra questions. These extra questions do not count as part of your TOEFL score. They are experimental questions that are being checked for use on future TOEFL exams. There is no way for you to know which questions are really being tested and which are experimental.

At the present time, the long form may be given in any of the following months: January, April, June, July, August, November, and December. However, there is no way of knowing in advance whether the short form or the long form will be used in these months. Also, there is no correlation between the type of TOEFL (that is, international or special) and the length of the exam.

What Is a Good Score on the TOEFL?

This is a difficult question to answer because universities and colleges vary greatly in the score they require of applicants. In general, a score below 400 is not good, and a score above 600 is excellent. (The maximum score on any TOEFL is 677.)

The following table gives a general indication of the type of score you may need for U.S. educational institutions.

Institution	Score Range	Average Score
2-year college or technical school	400-500	450
4-year undergraduate college or university	450-550	500
2-3 year graduate college or university	500-600	550

Some colleges and universities do not require a TOEFL score for admission. In these cases, however, you generally have to take an English placement test. If your score is not adequate, then you have to enroll in the school's intensive English program.

How Can I Register for the TOEFL?

The *Bulletin of Information for TOEFL* contains registration forms and additional information about the TOEFL. It can be obtained by writing to:

TOEFL Services
CN 6151
Princeton, NJ 08541-6151
USA

In the United States, most admissions offices of colleges and universities, as well as intensive English programs, have the *Bulletin of Information for TOEFL*.

Outside of the United States, you should contact the Cultural Affairs Officer of the U.S. Information Service in your country. You may also write to the address above.

General Test-Taking Strategies

In this handbook you will learn the important test-taking strategies for each section of the TOEFL. The general strategies below are useful for all sections of the TOEFL.

- Do not read the instructions that begin each part of the TOEFL. The instructions, as well as the examples, are the same from test to test. Check quickly to make sure the format of the test has not been changed (this is very unlikely) and then move on to the questions.

NOTE: The wording of the instructions in this handbook differs slightly from that of the actual TOEFL. However, the format of all the tests and exercises in this handbook is identical to the TOEFL.

- When you answer questions, follow these three basic steps:
 1. Look for the correct answer. If you are certain of it, mark the answer on your answer sheet.
 2. If you are not certain, check quickly for the answers that seem impossible. This step may help you find the correct one.
 3. If you are still unsure of the correct answer, guess from the possible correct answers.
- There is NO penalty for guessing, so never leave any blanks on your answer sheet. When guessing, use the same letter choice throughout the exam. [That is, if you guess (B), use (B) throughout the exam. You have a better chance of making correct guesses than if you constantly change the letter you use.]
- Avoid translating from English into your native language. This wastes time and can often confuse you.

The following strategies are useful for Section 2 (Structure and Written Expression) and Section 3 (Vocabulary and Reading Comprehension).

- Take a watch and keep careful track of the time. Remember how long you have to complete each section and to answer each question. (This information is given to you in this text as each section of the TOEFL is discussed.)
- Don't waste any time. You shouldn't rush through the text, but you also shouldn't spend too long on any one question.
- Writing in the TOEFL test booklet is not allowed, but of course you can write on the answer sheet. Here is one trick for you: If you are not sure of an answer and want to go back to it later, you can LIGHTLY put a small checkmark (✓) in the margin of the answer sheet next to the number of the question. Be certain to erase all checkmarks on your answer sheet before the test is finished.

CONTENTS

Page
vii

Preface

What Is the TOEFL?
Why Use This TOEFL Handbook?
How Should I Use This Handbook?
How Is the TOEFL Organized?
What Are the Types of the TOEFL?
How Long Is the TOEFL?
What Is a Good Score on the TOEFL?
How Can I Register for the TOEFL?
General Test-Taking Strategies

SECTION 1 LISTENING COMPREHENSION

1

SINGLE STATEMENTS (Part A)

1

Types of Statements
Types of Correct Answer Choices
Strategies for Paraphrasing
Types of Wrong Answer Choices
Previewing the Answers
Listening Practice A
Transcript and Answers for Listening Practice A
Explanations for Listening Practice A

SHORT CONVERSATIONS (Part B)

14

Types of Conversations
Types of Questions
Types of Answer Choices
Strategies for Part B
Listening Practice B
Transcript and Answers for Listening Practice B
Explanations for Listening Practice B

ACADEMIC TALKS AND LONG CONVERSATIONS (Part C)

24

Types of Talks and Conversations
Types of Questions
Types of Answer Choices
Strategies for Part C
Listening Practice C
Transcript and Answers for Listening Practice C
Explanations for Listening Practice C

LISTENING PRACTICE TEST

33

Explanations and Answers for Listening Practice Test

SECTIONS 2 STRUCTURE AND WRITTEN EXPRESSION

45

STRUCTURE (Part A)

45

Special Note
Common Types of Problems
Strategies for Part A
Structure Practice
Explanations and Answers for Structure Practice

WRITTEN EXPRESSION (Part B)	56
Common Types of Problems	
Strategies for Part B	
Written Expression Practice	
Explanations and Answers for Written Expression Practice	
STRUCTURE PRACTICE TEST	67
Explanations and Answers for Structure Practice Test	
SECTION 3 VOCABULARY AND READING COMPREHENSION	77
VOCABULARY (Part A)	77
Word Analysis	
Context Clues	
Strategies for Part A	
Vocabulary Practice	
Explanations and Answers for Vocabulary Practice	
READING COMPREHENSION (Part B)	86
Reading for the Main Idea	
Reading for Details	
Reading for Inferences	
Strategies for Part B	
Reading Practice	
Explanations and Answers for Reading Practice	
READING PRACTICE TEST	106
Explanations and Answers for Reading Practice Test	
SECTION 4 TEST OF WRITTEN ENGLISH (TWE)	125
Types of Questions	
General Considerations	
Preparing Your Essay	
Writing Your Essay	
Strategies for the TWE	
Writing Practice	
APPENDIX A LISTENING APPENDIX	133
Ways to Improve Your Listening Ability	
Common Idiomatic Expressions	
APPENDIX B STRUCTURE APPENDIX	145
Clauses and Phrases	
Word Forms	
Common Preposition Combinations	
APPENDIX C VOCABULARY AND READING APPENDIX	153
Ways to Improve Your Reading Ability and Vocabulary	
Word Analysis	
APPENDIX D COMPLETE TOEFL TEST	157
Listening Transcript, Explanations, and Answers for Complete TOEFL Test	

SECTION I

LISTENING COMPREHENSION

The first section of the TOEFL exam tests your ability to understand spoken English. Both the long-form and short-form versions (described in the Preface) contain three parts:

- Single Statements (Part A)
- Short Conversations (Part B)
- Academic Talks and Long Conversations (Part C)

The short-form TOEFL has 50 questions and takes about 30 minutes to complete. The long-form TOEFL has 80 questions and takes about 45 minutes. The listening comprehension section is administered by audiotape.

To do well on this section, you must have good listening skills in English. You can improve your listening ability by talking to native speakers of English frequently, by listening to English broadcasts on television and radio, and by using the telephone as a tool for obtaining information. If you have not already done so, you should review the suggestions in Appendix A (page 133).

Single Statements (Part A)

In Part A, you hear a single, short statement **ONLY ONE TIME**. You have 12 seconds to choose the correct answer. The correct answer is the one that is **CLOSEST IN MEANING** to the statement you hear.

MODEL

You will hear: When the speaker finished, she received a big hand.

- You will read:
- (A) The speaker was known for her big hands.
 - (B) The speaker finished when she got a big hand.
 - (C) The speaker was Finnish.
 - (D) The audience applauded the speaker.

- (A) This answer is incorrect. You hear a *big hand*, which is an idiom meaning *applause*. However, this idiom does not refer to the size of the speaker's hands.
- (B) This answer is incorrect. It has most of the same information, but the order of events is opposite.
- (C) This answer is incorrect. You hear *finished* but read *Finnish*. The similar sound could confuse you.
- (D) This answer is correct. The idiom a *big hand* means *applause*. The situation suggests that there is an audience.

Types of Statements

Below are some general facts that you should know about the kinds of statements in Part A.

- Most statements you hear and the answer choices you read are **DECLARATIVE SENTENCES**. This means that they are not question forms.

1. You will hear: Bob tried to do it several times.

You will read: (A) Bob had several things to do.
(B) Bob made many attempts to do it.
(C) Bob tried to change the time.
(D) Bob had enough time to do it.

All the sentences above are declarative ones. (B) is correct because it is closest in meaning to what you hear.

- Real question forms are not often used in Part A. However, sometimes a **TAG QUESTION** is added to a declarative sentence.

2. You will hear: It was an excellent film, wasn't it?

You will read: (A) It wasn't an excellent film.
(B) I need to buy some more film.
(C) The movie was very good.
(D) The seller lent the film to me.

A tag question is used to determine if another person agrees with an idea. The correct answer usually does not have a tag question. (C) has the same meaning as the statement.

- Sometimes an **EXCLAMATORY FORM** will appear in Part A. Such forms begin with *how* or *what* and end with an exclamation point (!).

3. You will hear: What a mistake they made!

You will read: (A) They made a big mess.
(B) I made them take the water.
(C) The mistake was made yesterday.
(D) They made a bad mistake.

The exclamatory form emphasizes that the mistake was a serious one. (D) is the correct answer.

- Statements containing **NEGATIVE WORDS** or having **NEGATIVE MEANING** are common.

4. You will hear: I don't believe Sue's arrived yet.

You will read: (A) Sue has to leave soon.
(B) I believe she's survived the accident.
(C) I don't think Sue's come yet.
(D) I don't want to sue her.

The word *not* makes the statement negative. (C) is the correct answer because *think* means *believe* and *come* means *arrive*.

5. You will hear: Mary doubts that she can take a vacation.

You will read: (A) Mary is not certain she can go on vacation.
(B) Mary doubts that her vacation will be fun.
(C) Mary has to find a new vocation.
(D) Mary has to take a vacation this week.

The word *doubt* has the negative meaning of *not to be certain*. Since *go on vacation* means *take a vacation*, (A) is the correct answer.

- Statements containing **TIME EXPRESSIONS** and expressing **TIME RELATIONSHIPS** often occur.

6. You will hear: Tom's parents are leaving the day after tomorrow.

You will read: (A) Tom's parents are leaving tomorrow.
(B) Tom's parents are departing in two days.
(C) Tom's left his pants at the laundry.
(D) Tom is leaving with his parents tomorrow.

The time expression *day after tomorrow* means the same as *in two days*. *To leave* is the same as *to depart*, so (B) is the correct answer.

7. You will hear: The exam began when the teacher finished reviewing.

You will read: (A) The exam ended before the review.
(B) The test started after the review.
(C) The teacher reviewed the exam with the class.
(D) The test ended when the review began.

Words and phrases like *when*, *while*, *before*, *after*, and *as soon as* are used to show time relationships. (B) is correct because it maintains the same time relationship as the statement.

- Statements that show **CONTRAST** with *but* and *although* can occur.

8. You will hear: She used to share a dorm room, but now she doesn't.

You will read: (A) She is used to sharing a dorm room.
(B) She is sure that the dorm has room for her.
(C) Although she has her own room now, she used to share one.
(D) She must move out of the dorm.

The word *but* shows that there is a contrast between the past and the present. (C) is the correct answer because *although* maintains the same contrast.

- Statements that show **CONDITION** with *if* and *unless* can occur.

9. You will hear: If you don't register early, you won't get the class you want.

You will read: (A) You should want to go to class.
(B) Early registration is not possible.
(C) You should register when you go to class.
(D) Unless you register early, you won't get that class.

The negative condition in the *if* clause is used to show some possible future situation. (D) is the correct answer because it maintains the same meaning by using *unless*.

- Statements that show REASON (*because*) and RESULT (*so*) can appear.

10. You will hear: I don't trust him at all because he lied to me.

- You will read: (A) He told me a lie, so I have no faith in him.
 (B) I lied to him because I don't trust him.
 (C) He said the car had no rust at all.
 (D) Everything he says is a lie.

A relationship of reason (*because*) can be restated in terms of a relationship of result (*so*).
 (A) maintains the same meaning as the statement.

Types of Correct Answer Choices

For each statement in Part A, there is only one correct answer. This answer is always the one that is CLOSEST IN MEANING to the statement you hear. The types of correct answer choices are described below.

- Sometimes the correct answer is an INFERENCE. An inference is a conclusion you must make from some information. The correct answer is not directly stated; it is only suggested.

11. You will hear: Kyle fixed dessert before making the main dish.

- You will read: (A) Kyle was putting dessert on the table.
 (B) Kyle was preparing a meal.
 (C) Kyle was fixing a plate.
 (D) Kyle was dishing out the dessert.

From the statement you can conclude that Kyle was cooking. Therefore, (B) is an appropriate inference to make.

- Usually the correct answer is a PARAPHRASE of what you hear. The answer contains all or part of the same information as the statement; it never contains any new information. A paraphrase is also called a RESTATEMENT.

12. You will hear: Carl put on his jacket because of the cold.

- You will read: (A) Carl wore his jacket because he had a cold.
 (B) Because it was chilly, Carl wore his jacket.
 (C) Carl put his jacket on the counter.
 (D) Carl's jacket felt quite cold.

(B) is the correct paraphrase. It contains all the same information as the statement, even though some of the vocabulary has changed.

13. You will hear: Mike saw me at the supermarket and thought that I was shopping for groceries.

- You will read: (A) Mike and I were shopping for groceries.
 (B) I might shop at the supermarket tomorrow.
 (C) Mike believed I was buying food.
 (D) I didn't notice Mike buying groceries.

(C) is the correct paraphrase, even though it includes only the last part of the statement and the vocabulary is very different.

Strategies for Paraphrasing

One key to success in Part A is knowing how to choose the best PARAPHRASE, or restatement, of the sentence you hear. Below are some important strategies to remember.

- Determine the IMPORTANT IDEAS in the statement you hear. A paraphrase doesn't have to contain all of the same information as the statement.

14. You will hear: On the top of page 60 is the exercise you need to do for homework.

You will read: (A) Your homework is on page 60.

(B) It isn't necessary to do your homework.

(C) You can do your homework in 60 minutes.

(D) You need to do all of page 60 for homework.

The important ideas in the statement are WHAT has to be done and WHERE it is. The correct answer is (A).

- As you listen to a statement, concentrate on the meaning and try to think of other ways of expressing the same meaning. Words that have the same meaning are called SYNONYMS.

15. You will hear: I'm unable to locate the keys to my car.

You will read: (A) I think that my keys are in the car.

(B) We ate some cheese in the car.

(C) The car is located in the parking lot.

(D) I can't find my car keys.

The statement can be rephrased in this way: *unable to* means *can't*, *locate* means *find*, and *keys to the car* means *car keys*. (D) is the correct answer.

- Watch for IDIOMATIC EXPRESSIONS that have special meanings.

16. You will hear: Phil's feeling under the weather this week.

You will read: (A) Phil feels sick this week.

(B) Phil doesn't like the weather.

(C) Phil is too weak to come.

(D) Phil did it in under a week.

The idiom *under the weather* means *sick*. It has a special meaning that cannot be understood from looking at the words in the idiom. (A) is correct.

Idiomatic expressions are important in all three parts of the Listening Comprehension section. You should study the common idiomatic expressions explained in Appendix A (page 133).

Types of Wrong Answer Choices

The wrong answer choices are designed to confuse you. Some are CLOSE in meaning to what you hear. Others are OPPOSITE or NOT RELATED to what you hear. Since you only have 12 seconds between statements, how can you know which choices to avoid? Here are some ideas.

- Be careful of words that are pronounced the same but are spelled differently (called **MINIMAL PAIRS**).

17. You will hear: Let me know whether Bill is coming.

- You will read: (A) Bill's coming because the weather is good.
 (B) I have no idea when Bill is coming.
 (C) Several bills have come in the mail recently.
 (D) Please tell me if Bill will come.

In (A), *whether* is pronounced the same as *weather*. In (B), *no* sounds the same as *know*. In (C), *bill* is pronounced the same as the proper name *Bill*. (D) is the correct answer.

- Be careful of words and phrases that **SOUND ALIKE** but do not have the same meaning.

18. You will hear: Doris took it to the closet.

- You will read: (A) I told Doris to close it.
 (B) I took the doors off the closet.
 (C) Doris clipped the dog's claws.
 (D) Doris put it in the cabinet.

In (A), *close it* sounds like *closet*. In (B), *doors* sounds like *Doris*. In (C), *claws* sounds like the first syllable in *closet*. Only (D), the correct answer, does not have a sound-alike word to confuse you.

- Be careful of words with **MULTIPLE MEANINGS**. A word you hear may have an inappropriate meaning in one of the wrong answers.

19. You will hear: He trained hard for the sports meet.

- You will read: (A) Playing sports is hard for him.
 (B) The train was headed for the sports meet.
 (C) He wanted to meet the sports trainer.
 (D) He prepared well for the sports event.

In (A), *hard* means *difficult*; in (B), *train* is a vehicle; in (C), *meet* means *contact*. However, in the statement you hear, *train* means *prepare*, *hard* means *well*, and *meet* means *event*. Therefore, (D) is the correct answer.

You should have noticed that, in all of these examples, the correct answer is most likely the one that contains **SYNONYMS** of the words in the statement you hear. The incorrect choices are probably the ones that contain words that sound the same as the words in the statement you hear, but do not have the same meaning.

Previewing the Answers

- Part A begins with about two minutes of directions. The directions are basically the same from test to test (even the examples are the same), so it is not necessary to listen to them or to read them in the test booklet. Instead, you may be able to preview some of the answer sets.
- If the directions for Part A are on the left-hand side of the test booklet, you can preview several of the answer sets on the right-hand side. If the directions are on the right-hand side of the test booklet, then it is not possible to preview the answers. The reason is that you are not allowed to turn the page of the test booklet while the directions are being given.

- When you preview, try to determine the information you expect to hear in each statement.

20. You will read: (A) The package was delivered on time.
(B) He wasn't able to pack it properly.
(C) He shipped the box special delivery.
(D) The package was damaged in flight.

You could expect the statement to be about some kind of package and the way it was mailed.

- If it is possible to do so, you should be able to preview four to eight sets of answer choices. Of course, the exact number will depend on how quickly you are able to read.
- Another chance to preview is BETWEEN STATEMENTS. After you choose the answer for one statement, you may have one to four seconds before you hear the next statement. Use this time to look at the next set of answer choices.

The ability to preview effectively is a very important factor in determining your success in all three parts of the Listening Comprehension section. If you have some idea of what you will hear, it will be much easier for you to choose the correct answer.

