

Introductory course to the

# TOEFL



compiled by  
Nurhadi, MA



PROGRAM DANA PENUNJANG PENDIDIKAN (DPP)  
BIDANG PENGEMBANGAN BAHASA ASING  
FAKULTAS TARBIYAH DAN KEGURUAN  
UIN SUNAN KALIJAGA YOGYAKARTA



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مطبخ  
pustaka

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**TAHUN 2012**



*Introductory Course to the  
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Penerbit:

BPBA Pustaka

Fakultas Tarbiyah dan Keguruan

UIN Sunan Kalijaga Yogyakarta

Kerjasama dengan

Aura Pustaka

Jl. Sidobali UH II No 399 Yogyakarta

Telp (0274) 580296, 6954040, 6861550

e-mail: [aura\\_pustaka@yahoo.com](mailto:aura_pustaka@yahoo.com)

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**PREFACE**  


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*Assalamualaikum Wr. Wb*

Firstly, thanks to Allah The Almighty, grace and mercy, so we have finished this book for English Training to students of Tarbiyah and Teaching Faculty. DPP of Foreign Language Program has an English Training held every year. The participants of this training is especially all of new students of Tarbiyah and Teaching Faculty. We as committee of DPP of Foreign Language Program always evaluate the program from year to year and make a changing to do something better.

The orientation of this training is Test Of English as Foreign Language (TOEFL). English is very important in this era. We always use it for everything such as to communication or to understanding books etc. We try to give TOEFL training for students in order that they are able to do this test. In fact, we always need TOEFL score in several things like looking for job, as one of requirements to continue study and final exam to graduate from this university. We hope to give something useful for students to prepare their language skills for their future.

This book is about Test Of English as Foreign Language (TOEFL). All of its contents are prepare to mastering TOEFL. There are 3 parts of language skills. First, listening section. Students will listen carefully to the text and they have to answer the



questions according to the text. Second is writing section. In this section the students have to know about grammar or structure. Third, reading section. The students must read the written text to understanding it in order to be able to answer the questions.

This book is used as a guidance of this Test English Training. Hopefully, this book gives advantages for students. Thanks to all directions that help to compose this book. Actually we have done the best but we know that it doesn't perfect. So, we need critics, suggestions or other to improvement.

*Wassalamualaikum Wr. Wb.*

Yogyakarta, 23 Agustus 2012

Chief of DPP of Foreign Language Program

**Emi Rosyidatul Muhaddiyah**

## MEMBER OF COMITEE



### TIM PELAKSANA PROGRAM DPP BIDANG PENGEMBANGAN BAHASA ASING FAKULTAS TARBIYAH DAN KEGURUAN UIN SUNAN KALIJAGA YOGYAKARTA

Penanggung Jawab : Dr. H. Hamruni, M.Si  
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## LISTENING COMPREHENSION SECTION

### Listening Strategies

The first section of the TOEFL, the Listening Comprehension section, has three different parts. The strategies for short conversations are different from the strategies for the longer conversations and talks.

### Strategy for Part A, Short Conversations:

#### The Backwards Way

The directions you hear on the Listening Comprehension section of the TOEFL tell you to listen to the question on the tape and then read the four choices and decide on the answer. This means that first you listen to the tape and next you read the answer choices. For some people this strategy works well, but other people find it helpful to read the answer choices first. The strategy of reading the answer choices first is called the Backwards Way. Here is how the Backwards Way works:

1. Turn on the tape and Listen to the directions. During this time, DO NOT look at the answer choices in your test booklet or your practice test.



2. When the voice on the tape tells you to turn the page, quickly glance at the four choices printed in the test booklet. You may have only a second or two, but try to look for words that are repeated such as names and places. This will help you understand those words if you hear them. You might even be able to make a general guess about the topic by looking at the main nouns or verbs.
3. When the speakers on the tape begin the conversation, stop reading immediately and concentrate on the conversation.
4. After the question is asked, read the four choices again and choose your answer. If you do not immediately know the answer, try to eliminate some of the answer choices and then pick an answer from the choices that remain.
5. Mark the answer sheet quickly but carefully. Immediately return to step 2 and glance at the answer choices for the next question, looking for repeated words main nouns and verbs. Repeat steps 2 through 5 for all questions in Part A.

The Backwards Way is not easy to learn because it is hard to get into the rhythm of reading the answer choices first. Many people find however that looking at the answer choices first helps them to understand the taped conversation better. They may recognize some of the vocabulary and possibly make a general guess about the topic before hearing the questions. Even if you cannot guess the topic, seeing the words before you hear them may help you to understand the speakers and answer the question more quickly. Try this system during your practice tests. If it helps you, then use it on the real test.

There are three major benefits of the Backwards Way:

1. You can get clues about the general topic of the questions.
2. You can use your reading ability and summarizing ability to enhance your listening skills.
3. You will have less anxiety if you can guess what the general topic is before you hear the tape. This will help you focus on specific information that you hear on the tape.

### Strategies for Parts B and C, Longer Conversations and Talks

The Backwards Way is difficult to use for longer conversations and talks because each listening passage is followed by three or four sets of answer choices. If you have time, however, try to glance at some of the answer choices to help make you aware of vocabulary words and possible general topics.

The following strategies are for different levels of proficiency. The first strategy is for people who have difficulty getting even a very general idea of the conversation or talk. The second and third strategies are for people who can get the general idea of the talk but have difficulty remembering the details. Decide which level you are at and then try one of the strategies on the next page.

#### Strategy No.1 (for lower proficiency levels)

As the speakers are talking, close your eyes and concentrate completely on the general topic of the conversation. Don't worry if you do not understand all the words. Try to understand what the conversation is about, where it is taking place, and who



the speakers are. Answer the questions based on your general understanding of the whole conversation.

### **Strategy No.2 (for higher proficiency levels)**

As the speakers are talking, listen for the general topic, as described above. But also listen for more details. Pay attention to specific names, places, and activities. Think about who the speakers are. What is their relationship? Are they both students? Is one a teacher? The questions that follow these conversations are based on the exact words of the speakers. Most of the difficulty comes from having to remember all the details without taking notes, so when you take the practice tests do not take notes.

### **Strategy No.3 (for higher proficiency levels)**

As the speakers are talking, look at your test booklet. Try to match the speakers' words with the possible answer choices. Often you will be able to pick out possible questions and answers as you are listening. If you feel that you are getting lost, however, stop reading immediately and concentrate on listening. You don't want to spend so much of your time looking at the answer choices that you don't hear what the speakers are saying.

### **General Strategies for Parts A, B, and C**

#### **General Strategy No.1: Get Information in a Quick Glance**

Though the Listening Comprehension section is designed to test your ability to understand spoken English, it is also a test of your reading ability since you are reading the answer choices and guessing the general topic. For many test-takers the main problem with reading the answers in this section is the time

limit. You must read very quickly. You have only 12 seconds after each conversation to mark your answer to one question and then begin to read the next answer choices. You do not have enough time to read each answer choice slowly and carefully. So, instead of reading each sentence, just look briefly at the words in the four choices. Let your eyes travel down from answer choice to answer choice, rather than reading across the line. When you glance at the answer choices:

1. Look for words that are repeated in some of the answer choices. These words give you a clue about the topic, and may help you recognize the names you hear on the tape.
2. Look for the major differences between answer choices. You might see a different name or a different place. You might see a different verb or activity. These differences help you focus on what to listen for.

#### **General Strategy No.2: Eliminate Wrong Answers**

If you are using the Backwards Way, you will be glancing at the answer choices first, and then guessing the topic and possible questions. Then you will focus on what the speakers say, looking for a match to your guess. After that you do not need to read the whole sentence again in order to eliminate wrong answers. Some of the answers may immediately seem wrong. Remember that even if you don't know the correct answer, it will help to eliminate at least one or two that you think are wrong.

#### **General Strategy No.3: Keep Up the Rhythm as You Practice**

Rhythm is more important in the Listening Comprehension



section than in any other section of the TOEFL. While you are practicing you may be tempted to stop the tape in order to give yourself time to get the answer. Don't do it! You cannot stop the tape during the real TOEFL, so don't do it while you are practicing. Stopping the tape will not help you prepare for the rhythm of the TOEFL. So if your goal is to pass the real TOEFL, do not stop the tape during your practice tests. Choose a place where you will not be interrupted and take each listening practice test all at one time.

#### **General Strategy No.4: Build Skills by Repetition**

The TOEFL, like many other tests, requires both knowledge and skill. Some people have the knowledge, but get a lower score than they should because of their anxiety. Other people need more knowledge of English vocabulary and grammar to increase their score. Both knowledge and test-taking skills can be increased by taking the practice tests over and over, and this repetition may also ease your anxiety. If you understand the rules of the TOEFL, you will feel more comfortable about taking the test. The Listening Comprehension test is like a performance, and you will perform better if you do not have to think about the process you are using as you take the test.

If the listening section is very difficult for you, do the following:

1. Take the practice test the first time without stopping the tape. Check your answers with the answer I key, but DO NOT read the explanatory answers yet. Don't worry if your score is low.

2. Take the listening section of the test again without stopping the tape. Since you are repeating the test, your score does not count this time. Use this test to practice keeping up to the rhythm. Check your answers again and look at the explanatory answers in order to study the questions you missed.
3. If the test is still very difficult for you, listen to it a third time. This time stop the tape to check your understanding and to learn new words. If you stop your tape to study, you are not preparing for the rhythm of the TOEFL, but you are increasing your English skills. If you still find the Listening Comprehension section very difficult, you might try listening to the tape while you look at the tape-script.
4. Follow this procedure for each practice test. You will be increasing your skills in English, while also building your skill in keeping up to the rhythm of the TOEFL.

#### **Testing Points**

In this section you will find examples of listening comprehension questions and testing points for Part A, Part B, and Part C. The testing points for these sample questions are the testing points that are used most often on the TOEFL. Each example is followed by an explanation of the testing point.

#### **Part A: Short Conversations**

In Part A, you first hear two people speak, and then you hear a question. The question is usually about the second speaker's comment. The chart below shows common testing points for



Part A. Some questions have more than one testing points and some testing points fit more than one category.

### Testing Points for Part A

1. Vocabulary Word
2. Idiom/Phrase
3. Verb
4. Order/Sequence
5. Comparison
6. Tone of Voice
7. Similar Sounds
8. Location
9. Calculation

### Examples of Each Testing Point

#### 1. Vocabulary Word

*Woman* : How do you like your literature class?

*Man* : I love it; the professor is terrific.

What does the man mean?

- (A) The teacher is excellent.
- (B) The professor thinks the new literature book is great.
- (C) He likes the subject, but he is afraid of the professor.
- (D) He thinks the class would be better with another teacher.

The answer is (A). In this question the testing point is the word "terrific," which is similar in meaning to "excellent." The vocabulary words in the Listening Comprehension section are usually fairly common words, but they are difficult because you

only hear the words. You do not see the words written out. When you study new words, therefore, try to listen to the way they are spoken by a native English speaker.

#### 2. Idiom/Phrase

*Man* : Did you hear that Kathy just got hired as the new dean?

*Woman* : Yes. Her effort really paid off.

What does the woman mean?

- (A) Kathy will get paid more as a dean.
- (B) Kathy's hard work had a positive result.
- (C) Kathy could not afford what she wanted.
- (D) Kathy will have more work to do as dean.

The answer is (B). The phrase that is being tested in this question is "her effort paid off." "To pay off" means to give or receive a full return or a complete benefit for something.

#### 3. Verb

*Man* : Alice, I expected to see you at the party yesterday.

*Woman* : If I had known that you were going, I would have gone.

What do we know about the woman?

- (A) She didn't go to the party.
- (B) She didn't remember seeing the man at the party.
- (C) She left the party before the man arrived.
- (D) She didn't want to see the man.

The answer is (A). The main testing point of this question is the past perfect verb and the past conditional:



"if I had known ... I would have ..." In this type of conditional (past/unreal) you need to know that the described event did not happen. Common verb testing points include present perfect tense, passive voice, and conditionals.

#### 4. Order/Sequence

*Woman* : Did you have to wait very long before the airplane left?

*Man* : No sooner had we gotten on the airplane than the engine started.

What does the man mean?

- (A) They didn't have enough time to get their seats on the plane.
- (B) The pilot had trouble starting the engine.
- (C) The engine started as soon as they got on the plane.
- (D) They were delayed in the airport.

The answer is (C), which restates the man's comment. In this example, you must understand the order of the two things that are happening: first, "we got on the airplane," and second, "the engine started."

This question also tests the past perfect verb "had gotten" and the phrases "no sooner ... than ..." and "as soon as." The phrase "no sooner" goes with a past tense or past perfect tense and is followed by a comparison beginning with "than."

#### 5. Comparison

*Woman* : I like to play tennis as a way to exercise.

*Man* : I used to feel that way too, but now I think that walking is a better way to exercise.

What can we infer about the man?

- (A) He'd rather exercise by walking than by playing tennis.
- (B) He doesn't like to walk as much as he likes to play tennis.
- (C) His ability to play tennis has improved since he started walking.
- (D) He quit playing tennis because it was not enough exercise.

The answer is (A). This question is classified as "comparison" because of the use of the word "better" and the comparison between playing tennis and walking. This question also tests the medals "used to" and "would rather," and the word "but," which introduces a contrast. When you hear the word "but," listen carefully for a change in the thought that follows.

#### 6. Tone of Voice

*Woman* : They don't know the news yet.

*Man* : They don't?

What does the man imply?

- (A) They don't want to hear the news yet.
- (B) He already told them the news.
- (C) He is surprised that they don't know the news.
- (D) They don't have any way to hear the news.

The answer is (C). Some TOEFL conversations require you to understand the meaning of a speaker's intonation. In the example above, the man's tone of voice would go on the word "don't." His repetition of the woman's words indicates that he is questioning the woman and is surprised at the woman's comment. We can assume that he expected that "they" already knew



the news. If his voice went down instead of up, he might be confirming the woman's comment, rather than questioning it.

### 7. Similar Sounds

*Woman* : Why are you taking all these notes?

*Man* : So I can remember all the new information.

What does the man mean?

- (A) He is a member of the computer information club.
- (B) He doesn't want to forget what he just learned.
- (C) He is organizing the information by number.
- (D) He is leaving with his notes.

The answer is (B). In this sentence, the word "remember" sounds like "member." It also sounds a little like "number." Any TOEFL listening question might use words in the answer choices that sound like words in the spoken part of the question. To answer this question you must know that "remember" means the same as "not forget," so this question might also be categorized as "vocabulary." You also need to know that "taking notes" is very different from "taking something away" or "leaving."

### 8. Location

*Man* : I must have your receipt for this shirt in order to exchange it

*Woman* : OK. Here it is.

Where does the conversation most likely take place?

- (A) In a bookstore.
- (B) In a grocery store.
- (C) In a department store.
- (D) In a stationary store.

The answer is (C). Some TOEFL conversations require you to infer where the conversation takes place. In this example, you must be able to recognize that a shirt would most likely be exchanged in a department store. This type of question may require some cultural knowledge.

### 9. Calculation

*Man* : Six hundred dollars for that apartment?

*Woman* : It's twice as much as the one we just saw.  
What does the woman mean?

- (A) The other apartment is twice as good.
- (B) The rent is 60 dollars cheaper.
- (C) The other apartment costs more.
- (D) The other apartment costs 300 dollars a month.

The answer is (D). This type of question requires you to perform simple arithmetic. It could also be classified as "vocabulary" since, in this case, you must know the meaning of the word "twice." On other calculation questions, you may be tested on the meaning of words such as "half" or "double."

### Part B: Longer Conversations

Part B consists of longer conversations between two people. After each conversation ends, you are asked three or four questions about what was said. You cannot take any notes while you listen to the conversation, so you must listen carefully for the main ideas. Some people like to look at the answer choices in the test booklet while they are listening to the conversation. Other people like to close their eyes and concentrate on the conversation, trying to imagine who is speaking and where they are. Try



both of these techniques when you take the practice tests so you can find out which technique works best for you.

The five major testing points for Listening Comprehension Parts Band C are listed on the next page. Most of the questions that follow these long conversations are restatement questions. The next most common question type is inference. Only a few questions ask about the main idea, the preceding or following topics, or the location. The restatement questions often seem easy when you can read the conversation as you can in this example, but these questions are much more difficult when you only get to hear the conversation.

### Testing Points for Parts B and C

1. Restatement
2. Inference
3. Main Idea
4. Preceding/Following Topic
5. Location

### Examples of Each Testing Point

**Conversation No. 1: Answer questions 1-4 on the basis of the following conversation between two students.**

- Man* : Hello, Lena.  
*Woman* : Hi, Kurt. How are you? It's been a long time since I've seen you. Don't you live in the dorm anymore?  
*Man* : No, I moved out at the beginning of last semester.  
*Woman* : Where are you living now?  
*Man* : I moved to the Oak Creek apartments. I'm sharing

a unit with three other people, one from Brazil, one from Japan, and one from Hong Kong.

*Woman* : That sounds interesting. How are you getting along with your roommates?

*Man* : Everything is working out just fine, at least up to now. They all share the cooking and I do 'the shopping since I have a car.

*Woman* : I guess that would work out. You must have all kinds of foods from different countries.

*Man* : That's right. I'm really enjoying mealtime! But we've had a few other problems.

*Woman* : Like what?

*Man* : Well, one was that we got confused when the first month's telephone bill came.

*Woman* : What happened?

*Man* : We couldn't remember who had called each number, so we didn't know how much each person owed. After a lot of discussion, we each ended up paying for the calls we were sure of and dividing the rest equally. Now we all jot down the number whenever we make a call, especially the long distance calls, and we have no more telephone problems.

*Woman* : Hope it stays that way. I'd love to come over and meet your roommates sometime.

*Man* : OK. How about coming for dinner? I'll ask them about it and let you know.

*Woman* : Great.



**1. Inference**

Where did the man live before?

- (A) In Oak Creek apartments
- (D) In a student dorm
- (C) In a residential house
- (D) In a fraternity house

The answer is (B). The woman says, "Don't you live in the dorm anymore?" From this question, we can infer that the man used to live in the dorm.

**2. Restatement**

Where do two of the man's roommates come from?

- (A) Italy and Japan
- (D) Hong Kong and Singapore
- (C) Japan and Malaysia
- (D) Brazil and Japan

The answer is (D). The man says that his roommates come from Brazil, Japan, and Hong Kong.

**3. Restatement**

What problem did the roommates have?

- (A) They didn't know how much each person owed for telephone calls.
- (D) They couldn't understand each other since they speak different languages.
- (C) They had difficulty deciding who should cook.
- (D) They had different lifestyles.

The answer is (A). The man says that they had a problem remembering who had made each call on their telephone bill.

**4. Inference**

What can we infer about the woman?

- (A) She is looking for a new house to rent.
- (D) She likes to cook.
- (C) She would like some new roommates.
- (D) She is friendly.

The answer is (D). Although all of the other answers might be true, the best answer is that the woman is friendly since she says that she would like to meet the man's roommates.

**Conversation No. 2: Answer questions 5-8 on the basis of the following conversation between two students.**

*Man* : Hi Anna. I haven't seen you around the lab lately. Are you still working here?

*Woman* : Oh, hi George. I am still working for Professor Johnston, at least as much as I can. The trouble is that I'm so busy with my own classes that I don't have enough time for her lab work.

*Man* : Do you have much to do?

*Woman* : Well, not too much at the moment. I'm trying to pull together my data from my work last summer. Professor Johnston is giving a paper about the project in two months, and she needs to include my final results. It's not too much work, but I've got this deadline so that's why I'm here.



**Man** : Are you going to continue working with Professor Johnston next semester?

**Woman** : I hope so. I really like the work, and next semester I'll have more time. She has said that she'd like me to continue with the project.

**Man** : Sounds good. Hey, I've got to get back to my own work now, but it was good running into you. I hope I'll see you around more often.

**Woman** : OK. I hope I see you too. Bye for now.

### 5. Location

Where does this conversation most likely take place?

- (A) In a lecture classroom
- (B) At a science conference
- (C) In a science laboratory
- (D) In a professor's office

The answer is (C). The first thing the man says is, "I haven't seen you around the lab lately. Are you still working here?" Since he says "working here" we infer that the speakers are in the lab as they are talking.

### 6. Inference

Why has the woman come to this place?

- (A) To work on a project
- (B) To see the man
- (C) To talk with Professor Johnston
- (D) To prepare for her presentation.

The answer is (A). The woman says that she is in the lab to "pull together her data" because the professor needs her results. Later she says that Professor Johnston wants her to continue working on the project. From all of this we can infer that she is in the lab to work on the project. Though she is talking to the man, we can also infer that she did not come to the lab in order to see the man, so answer (B) is incorrect. Professor Johnston, not the woman, is going to give a presentation, so (D) is wrong.

### 7. Restatement

What does the woman say about her recent life?

- (A) She's been busy with her classes.
- (B) She's been working with Professor Johnston.
- (C) She's had a lot of deadlines.
- (D) She wants some time off.

The answer is (A). The woman says that she is "busy with her own classes."

### 8. Restatement

What does the woman hope to do next semester?

- (A) Take another lab course
- (B) Work for Professor Johnston
- (C) Teach a lab course
- (D) Write up her project

The answer is (B). The woman says that she hopes to work for Professor Johnston next semester.



## Part C: Talks

### Talk No.1: Questions 1-4 are based on this talk by a professor on the first day of a class.

I want to begin this class on the history of filmmaking with a discussion of a filmmaker who is known to people throughout the world. You've all heard of Walt Disney. No one has ever delighted more children or adults than Walt Disney, the winner of 31 Academy Awards. Almost everyone has heard of Mickey Mouse and Donald Duck, and his other popular characters like Minnie Mouse, Pluto, and Goofy.

Walt Disney started creating cartoon animations in 1920, but it was in 1928 when his best known character, Mickey Mouse, came to life. Disney also created the first sound cartoon, which he called *Steamboat Willie*. It was in this cartoon that he introduced Mickey to the public. In 1937 Walt Disney made movie history again with the first full-length cartoon film, *Snow White and the Seven Dwarfs*. In the 1950s, Walt Disney created a series of nature films. He was always planning something new. In 1955, he opened Disneyland, the "magic kingdom," in Anaheim, California. Even at his death in 1966, he was planning another massive project: Florida's Walt Disney World. Since Walt Disney's death, his film company has continued to grow and attract the public, even producing new cartoons by computer animation.

#### 1. Main Idea

What is the speaker mainly discussing?

- (A) The life and times of Walt Disney
- (B) Famous Disney characters

(C) Walt Disney's work

(D) The importance of Disney's industry

The answer is (C). The speaker continues to refer to Walt Disney's work: his cartoon characters, his nature films, and his amusement parks.

#### 2. Restatement

In which year did Walt Disney first begin creating cartoon animations?

- (A) 1920
- (B) 1928
- (C) 1950
- (D) 1955

The answer is (A). The speaker says that Walt Disney first started creating cartoon animation in 1920.

#### 3. Restatement

What was the name of Disney's first full-length cartoon film?

- (A) *Steamboat Willie*
- (B) *Snow White and the Seven Dwarfs*
- (C) *Disney World*
- (D) *Mickey Mouse*

The answer is (B). The speaker says that the name of the first full-length cartoon film was *Snow White and the Seven Dwarfs*.

#### 4. Inference

Which of the following was NOT planned by Walt Disney himself?



- (A) Mickey Mouse
- (B) Nature films
- (C) Disneyland
- (D) Computerized cartoons

The answer is (D). The speaker says that computerized cartoons were developed after Disney's death.

**Talk No.2: Questions 5-7 are based on this talk by an architecture instructor.**

Now that you've put some time into the practical work of this course, drawing house plans, let's go back to our continuing discussion of famous architects. Today's architect is Samuel McIntire, a man from Salem, Massachusetts, who lived during the latter half of the eighteenth century just as the United States was beginning to become a nation. McIntire had very little formal training; he learned his skill from his father, a carpenter-builder, and from architectural books. Besides doing carpentry and architectural work, McIntire became a very skilled wood sculptor a talent that showed up in his work throughout his life.

Samuel McIntire was honored as the architect of Salem since he designed so many of the town buildings and residences. His first important commission, for the Pierce-Nichols House, came when he was only 22 years old. When this house was completed in 1782, it had more classical details than any other house in town, and it established McIntire as an up-and-coming young architect among the affluent merchants of the growing town. The exteriors of McIntire's houses were influenced by other architects of his time, but McIntire's interiors were unique. They demonstrated his love of and his skill in decorative carving.

**5. Preceding Topic**

What had the students done before this lecture?

- (A) Learned to do wood sculpture
- (B) Designed and built houses
- (C) Worked on drawing house plans
- (D) Given talks about famous architects

The answer is (C). The speaker says that the students have already "put some time into" drawing house plans. Answer (D) is incorrect because it was the speaker, not the students, who gave talks on famous architects.

**6. Restatement**

How did McIntire learn his skill?

- (A) From affluent merchants
- (B) From his father
- (C) From classes at school
- (D) From his co-workers

The answer is (B). The speaker says that McIntire learned his skill from his father.

**7. Inference**

What was the significance of the Pierce-Nichols house?

- (A) The classical design was influenced by other architects of the time.
- (B) It had beautiful wood carvings in the interior.
- (C) It helped establish McIntire's reputation.
- (D) The exterior was unique for that time.



The answer is (C). Answers (A), (B), and (D) may be true, but they are not stated directly. We are told that the house helped to establish McIntire as an “up-and-coming” architect. That means that he was becoming well known and developing a good reputation as a professional worker.

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## PART TWO



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### STRUCTURE AND WRITTEN EXPRESSION SECTION

The Structure and Written Expression section of TOEFL includes two different types of questions, Sentence Completion and Error Identification, each with its own special directions. Both question types measure your ability to recognize standard written English.

#### Structure and Written Expression Strategies

The two parts of the Structure and Written Expression section have different test-taking strategies. These strategies are described below.

##### Sentence Completion Strategies

1. Look for the main subject and verb of the sentence. If there is no complete subject or verb phrase, you know that you need to find these in the answer choices. To help you see the main subject and verb, simplify the sentence by taking out the prepositional phrases (a preposition plus article, adjective, and/or noun).

Simplifying a sentence is like taking the leaves off a tree so you can see the trunk clearly. When you simplify a sentence, you can see the testing point more clearly. You



also save time, since you don't waste time trying to figure out the meanings of words that you may not need in order to find the answer.

2. Decide what kind of structure the sentence needs. Use the testing points on page 33 in this book to help you decide what is needed.
3. Read the sentence to see if it makes sense and sounds correct.
4. Mark the answer on your answer sheet.

### **Error Identification Strategies**

1. Read the sentence through quickly to see if you recognize the error. Use the testing points listed in this book to help you focus on possible errors.
  2. If you do not see the error immediately, then simplify the sentence, focusing on the main subject, verb, and maybe the object of the sentence.
  3. Look at the underlined words to see what part of speech they are and how they relate to the main subject and verb.
  4. Think through the testing points listed in this book, checking each underlined word to see if it is correct
  5. Choose your answer and read the sentence to yourself to see if it sounds correct.
  6. Mark your answer on the answer sheet.
- Remember that you do not need to know the meaning of every word in each sentence in the Structure section in order to answer the question correctly. If you do not know the meaning of some words in the sentence, don't worry about it. Try to focus on the general meaning and the structure of the sentence.

To prepare for the TOEFL, you must do two things: you must increase your test-taking skills and you must increase your knowledge of the English language. To increase your test-taking skills, go through the practice tests as quickly and carefully as you can. To increase your knowledge of English, go back to the practice tests after you have taken them, and study the words and structures that are difficult for you.

### **Testing Points**

This section describes the testing points for Structure and Written Expression questions. These testing points are the ones that appear most often in the two parts of the Structure and Written Expression section of the TOEFL.

### **Part 1: Sentence Completion**

#### **Testing Points for Sentence Completion Questions**

1. Noun Phrase
2. Word Order
3. Subject + Verb
4. Verb/Verb Phrase
5. Adjective Phrase/Clause
6. Conjunction
7. Parallel Construction
8. Adverb Phrase/Clause
9. Comparison
10. Infinitive/Gerund
11. Preposition/Prepositional Phrase
12. Superlative



- 13. Negative
- 14. Conditional
- 15. Pronoun

### Examples of Each Testing Point

#### 1. Noun Phrase

A noun phrase or a single noun is common testing points. The nouns may be the subject of the sentence, the object of a verb, or the object of a phrase in the sentence.

#1. For people with mouth or gum problems, the dentist may prescribe \_\_\_\_\_ twice a day as partial treatment.

- (A) if irrigate
- (B) irrigates
- (C) irrigates
- (D) irrigation

The main subject is "the dentist" and the verb phrase is "may prescribe."

Take out the prepositional phrases "for people with gum and mouth problems" and "as partial treatment."

Simplify: xxxxx, the dentist may prescribe twice a day xxxxx.

This sentence needs a noun phrase after the verb "prescribe." The noun tells what the dentist may prescribe. This sentence is an example of the regular pattern in English: subject, verb, object.

#2. \_\_\_\_\_ the economy's performance, strengths, and weaknesses are the tables, charts, and data published by public and private agencies.

- (A) Analyzing
- (B) The tools for analyzing
- (C) The analysis of
- (D) There are tools of

The main verb is "are." this sentence needs a noun phrase to complete the subject.

Take out the prepositional phrase "by public and private agencies."

Simplify: \_\_\_\_\_ the economy's performance, strengths, and weaknesses are the tables, charts and data published xxxxx.

For this sentence, try each answer to see if it makes sense.

(A) Analyzing the xxxxx are tables, charts, and data published xxxxx.

The word "analyzing" could be a subject, but it does not make sense.

(B) The tools for analyzing xxxxx are the tables, charts: and data xxxxx.

This is the correct answer: tools ... are ... tables, charts, ...

(C) The analysis of xxxxx are tables, charts, and data xxxxx. This does not make sense. An analysis is not a table ..An analysis is performed from a table or chart.

(D) The simplification of the sentence shows that it already has a main verb so this noun + verb is not correct.



## 2. Word Order

In this type of testing point, all four answer choices contain the same words, but in different order. This category of testing point also tests your knowledge of verb phrases, noun phrases, adjectives, and adverbs.

#1. Duplicating the recent history of airborne achievements, the galleries of the National Air and Space Museum \_\_\_\_\_

- (A) exhibit a collection fascinating
- (B) fascinate an exhibit collection
- (C) collection a fascinating exhibit
- (D) exhibit a fascinating collection

The main subject is "the galleries." The sentence needs a verb phrase.

Take out the phrases "duplicating the recent history of airborne achievements" and "of the National Air and Space Museum."

Simplify: xxxxx, the galleries xxxxx \_  
Try all answers to see which is correct.

- (A) This answer begins with a verb, but is incorrect in the order of adjective and noun: "collection fascinating" is incorrect. The adjective should come before the noun.
- (B) This choice does not make sense. Though the galleries may be fascinating, they must be fascinating to people, not to a collection.
- (C) This answer does not have a verb, and this sentence needs a verb.

(D) Correct answer. xxxxx the galleries xxxxx exhibit a fascinating collection. Though the word "exhibit" is often a noun, in this sentence it is a verb.

## 3. Subject + Verb

In this type of testing point, the subject and the verb are in the answer choices. Both are needed to complete the sentence.

#1. \_\_\_\_\_ all summer, sipping nectar and collecting pollen from flowers.

- (A) Bumblebees are the busy
- (B) Busy bumblebees are
- (C) Being busy bumblebees
- (D) Bumblebees are busy

There is no main subject or verb. The verb phrases "sipping" and "collecting" describe the main subject.

Simplify: \_\_\_\_\_ all summer, sipping xxxxx and collecting xxxxx.

Try all answers.

- (A) The article "the" is incorrect in front of "busy" because there is no noun after the word "busy."
- (B) This answer would need an object after "are" to describe the bees.
- (C) This answer has no verb.
- (D) This answer is correct. It provides a subject (bumblebees) and a verb (are).



#### 4. Verb Phrase

There can be many different testing points in this category. You need to check the answer choices to be sure the verb is in the right tense, that it agrees with the subject in number (singular or plural), and that it is in the right voice (active or passive). When you simplify the sentence, be sure you know which verb should agree with which noun.

- #1. The batteries in cordless handheld vacuum cleaners \_\_\_\_\_ hundreds of times.
- (A) can be recharged
  - (B) recharging
  - (C) recharged
  - (D) was recharged

The main subject is "batteries." There is no main verb. Take out the prepositional phrase "in cordless handheld vacuum cleaners."

Simplify: The batteries xxxxx \_\_\_\_\_ hundreds of times. The sentence describes a fact, and uses the passive voice and the modal "can." The answer is (A). Answer (B) is incorrect because it leaves the sentence without a verb. Answer (C) is not correct since this sentence refers to all cordless vacuum cleaners, not any specific one. Answer (D) is incorrect because the verb is singular instead of plural.

#### 5. Adjective Phrase/Clause

The testing point in this category might be a relative pronoun, a relative clause, or an adjective participle.

You can sometimes find the answer if you ask the question "what kind of?"

#1. Societies must often adapt to changes \_\_\_\_\_ political or economic factors.

- (A) which may be brought on by
- (B) to which are brought
- (C) for bringing on
- (D) can be brought by

The main subject is "societies" and the verb phrase is "must often adapt." The sentence needs an adjective clause to describe the changes.

Simplify: Societies must xxxxx adapt to changes \_\_\_\_\_ xxxxx.

Try each answer.

- (A) This is the correct answer. It supplies a clause that tells what kind of changes.
- (B) This is incorrect because it means "factors are brought to changes" and this does not make sense.
- (C) It does not make sense to say "changes for bringing on political and economic factors."
- (D) The sentence needs the word "which" as a relative pronoun to refer to "changes."

#### 6. Conjunction

Common conjunctions are the following: *and, or, but, for, both ... and ... , either ... or ... , neither ... nor ...*. This category



also includes connective words such as *because*, *in order to*, *so* ... *that*, and *however*.

#1. Most libraries have general collections of reference works, such as periodicals, pamphlets \_\_\_\_\_ books.

- (A) or
- (B) yet
- (C) but
- (D) and

The subject is "libraries" and the main verb is "have."

Take out the prepositional phrase "of reference works" and the nouns in the phrase "such as periodicals, pamphlets \_\_\_\_\_ books."

Simplify: Most libraries have general collections xxxxx, such as xxxxx, xxxxx, \_\_\_\_\_ xxxxx.

The sentence needs the conjunction "and" to indicate that all three items are included. The answer is (D).

**Hint:** Use and to show addition; use but to show contrast; use or to indicate alternative(s).

### 7. Parallel Construction

Words or phrases used in a series should be the same part of speech. Usually a comma separates the words or phrases.

#1. After you have turned over the soil, weeded, and, you'll be ready to plant.

- (A) cultivating
- (B) cultivation
- (C) cultivated

(D) cultivate

The main subject and verb are in the second clause: the subject is "you" and the verb phrase is "will be ready to plant."

Take out the second clause.

Simplify the sentence: After you have turned over the soil, weeded, and \_\_\_\_\_, xxxxx.

This sentence has three verbs, separated by commas. This is a common clue for a parallel construction testing point. The correct answer is (C), a verb form that is in the past like "turned over" and "weeded."

### B. Adverb Phrase/Clause

This category includes single adverbs or adverbial phrases or clauses. The words often answer the question *how*, *when*, *where*, or *why*.

#1. Arlington National Cemetery was built and other war heroes during the American Civil War.

- (A) according to honor
- (B) for honor of soldiers
- (C) in order to honor soldiers
- (D) to soldiers that were honored

The main subject is "Arlington National Cemetery" and the main verb phrase is "was built." Take out the prepositional phrase "during the American Civil War."

Simplify: Arlington National Cemetery was built \_\_\_\_\_ and other war heroes xxxxx.

also includes connective words such as *because*, *in order to*, *so* ... *that*, and *however*.

#1. Most libraries have general collections of reference works, such as periodicals, pamphlets \_\_\_\_\_ books.

- (A) or
- (B) yet
- (C) but
- (D) and

The subject is "libraries" and the main verb is "have."

Take out the prepositional phrase "of reference works" and the nouns in the phrase "such as periodicals, pamphlets \_\_\_\_\_ books."

Simplify: Most libraries have general collections xxxxx, such as xxxxx, xxxxx, \_\_\_\_\_ xxxxx.

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The main subject is "Arlington National Cemetery" and the main verb phrase is "was built." Take out the prepositional phrase "during the American Civil War."

Simplify: Arlington National Cemetery was built \_\_\_\_\_ and other war heroes xxxxx.



The sentence needs an adverb phrase to modify the verb "built." The adverb phrase answers the question "why was it built?"

Look at each choice:

- (A) This is incorrect because it makes no sense to say "to honor and other war heroes."
- (B) The preposition "for" is incorrect. It is incorrect to say "was built for honor of."
- (C) This is the correct answer.
- (D) The word "to" is incorrect. It is incorrect to say "was built to soldiers."

### 9. Comparison

In a comparison question you will often see the phrases *the more*, *the more*; *is more* \_\_\_\_\_ *than*; *is* \_\_\_\_\_ *rather than*; or \_\_\_\_\_ *is the same as* \_\_\_\_\_

- #1. Espresso coffee makers require more attention than \_\_\_\_\_
- (A) drip coffee makers are
  - (B) drip coffee makers
  - (C) are other drip coffee makers
  - (D) so do the other coffee makers

The main subject is "coffee makers" and the main verb is "require."

Simplify: xxxxx coffee makers require more attention than \_\_\_\_\_

The sentence is comparing espresso coffee makers with drip coffee makers. It needs a noun phrase to be parallel

with the noun phrase "espresso coffee makers." Answer (B) is correct. The other answers add an unnecessary verb.

### 10. Infinitive/Gerund

This category includes both infinitives and gerunds. Sometimes you are asked to choose between an infinitive, a gerund, and another verb form.

#1. Walruses use their long tusks to pull themselves out of the water and themselves.

- (A) protecting
- (B) to protect
- (C) protected
- (D) was protected

The main subject is "walruses" and the main verb is "use."

Take out the prepositional phrase "of the water."

Simplify: Walruses use their long tusks to pull themselves out xxxxx and \_\_\_\_\_ themselves.

The answer is (B). An infinitive must follow the verb phrase "use their tusks." The word "to" means "in order to." The two infinitives "to pull" and "to protect" must be parallel.

#### Hint:

Some verbs must be followed by an infinitive, others must be followed by a gerund, and others can be followed by either an infinitive or a gerund. The following table gives some examples.

- Verbs that are followed by an infinitive:



want, wish, hope, ask, offer, promise, pretend, intend; begin, attempt, decide, learn, desire, agree, choose, expect, need.

- Verbs that are followed by a gerund:  
suggest, finish, avoid, can't help, mind, enjoy, postpone, put off, delay, advise, consider, deny, miss
- Verbs that can be followed by either an infinitive or a gerund:  
like, hate, prefer: continue, try, start, forget, stop

### 11. Preposition/Prepositional Phrase

The testing points in a prepositional phrase might be the preposition, the noun, or the article.

#1. President Lincoln was assassinated in Ford's Theater \_\_\_\_\_ the night of April 14, 1865.

- (A) on
- (B) at
- (C) by
- (D) in

The main subject is "President Lincoln" and the main verb is "was assassinated." Take out the prepositional phrase "in Ford's Theater."

Simplify: President Lincoln was assassinated xxxxxx \_\_\_\_\_ the night of April 14.

The correct answer is (A), "on the night of April 14, 1865."

#### Hint:

The phrase "on the night of" means "during this particular night." The phrases "at night" or "in the

night" refer to a night as compared to a day, as in "I work at night."

### 12. Superlative

The testing point might be the word "the" before the superlative form, or it might be the phrase "one of the xxxxxx."

#1. Franklin Delano Roosevelt was one of \_\_\_\_\_ Presidents in American history.

- (A) such an energetic
- (B) most energetic
- (C) energetic
- (D) the most energetic

The main subject is "Franklin Delano Roosevelt" and the verb is "was."

Take out the prepositional phrase "in American history."  
Simplify: Franklin Delano Roosevelt was one of \_\_\_\_\_ Presidents xxxxxx.

The phrase "one of ...." is a clue that you need a superlative construction.

The correct form is *one of the most + adjective*. The answer is (D).

### 13. Negative

Common words in this testing point are *no, not, none, nothing, and nobody*.

#1. Beer contains \_\_\_\_\_ live yeast when it leaves the brewery.

- (A) no
- (B) not



- (C) none
- (D) neither

The main subject is "beer" and the verb is "contains."  
Take out the clause "when it leaves the brewery."

Simplify: Beer contains \_\_\_\_\_ live yeast xxxxx.

The answer is (A). In this, sentence the word "live" is an adjective that rhymes with "alive" or "dive." It describes something that is living. The word "no" comes before the noun phrase "live yeast."

**Hint:**

- Use the word "no" to make a noun negative: No person can do this job alone.
- Use the word "not" to make a verb or adjective negative: He did not receive the letter.
- Use the word "none" when there is no noun after it: He and I have one, but she has none.
- Use the word "neither" with the word "nor": Neither he nor she has much money.

**14. Conditional**

There are three types of conditional sentences:

- 1) real (future) conditional
- 2) unreal (present) conditional
- 3) past conditional

#1. \_\_\_\_\_ travelers checks, you may not need to carry money,

- (A) If you carry
- (B) To carry

- (C) If he had carried
- (D) For carrying

The main subject and verb are in the second part of the sentence. The subject is "you" and the main verb is "may not need."

**Don't simplify** this sentence. Read both clauses for the complete meaning.

This sentence is an example of a real (future) conditional. The correct answer is (A). The other answers make sense in the first part of the sentence, but they do not logically fit with the second half.

**15. Pronoun**

Any type of pronoun might be the testing point: subject, object, demonstrative, or relative pronoun.

#1. he opposite of love is hate, an emotion directed toward any disturbing factor, whatever \_\_\_\_\_ may be.

- (A) that
- (B) those
- (C) them
- (D) they

The main subject is "the opposite" and the main verb is "is."

Look just. at the end of the sentence for the noun that is referred to by the pronoun.

Simplify: xxxxx any disturbing factor, whatever \_\_\_\_\_ may be.



The answer is (A). The pronoun "that" refers to the single noun "factor." Answers (B) and (D) are plural so they are incorrect. Answer (C) is incorrect since it is an object pronoun, not a subject pronoun.

## Part 2: Error Identification

### Testing Points for Error Identification Questions

1. Word Form
2. Verb
3. Pronoun
4. Parallel Construction
5. Singular/Plural Noun
6. Mistaken Words
7. Unnecessary Word
8. Omitted Word
9. Preposition
10. Reversed Words
11. Conjunction
12. Infinitive/Gerund
13. Comparative
14. Article
15. Superlative

### Examples of Each Testing Point

#### 1. Word Form

Incorrect word forms are the most common testing point in this part of the test. This category refers to words that are written in the wrong form; that is, a noun might be written as an adjective or an adjective might be written as an adverb. When two or more words are written in a series they must be written in the same form. The series of words might be nouns, verbs, and/or adjectives.

- #1. A comfort running shoe has good arch support and enough
- A B C

room for toes.

D

Simplify the sentence:

xxxxx shoe has xxxxx arch support and xxxxx room xxx  
xx.

The subject is "shoe" and the verb is "has."

The word "comfort" is incorrectly written as a noun, but this sentence already has 11 main nouns. The correct word should be "comfortable," an adjective that describes the noun "shoe." The answer is (A).

#2. A full-sized tripod is the most effectively way to steady a

A B C D

camera.

Simplify the sentence:

xxxxx tripod is xxxxx.

The subject and verb are fine. The answer is (C). The word "effectively" is an adverb; it should be the adjective "effective" to modify the noun "way."

#3. Oils left in a pan after cooking can turn rancid affects the

A B C

food that is cooked next.

D

Simplify the sentence:

Oils left xxxxx can turn rancid xxxxx.

The subject and verb are correct. The answer is (C). The word "affects" should be "affecting," in order



to begin an adverb phrase that describes what happens after oils become rancid.

**Hint:**

Learn to recognize common endings of nouns, adjectives, and adverbs.

- Nouns often end in the letters: *-ion, -tion, -sion, -ment, -ness, -ity, -ence, -ance* (e.g., *nation, impression, kindness, intelligence*).
- Nouns that refer to people often end in the letters: *-er, -ist, -ian, -or* (e.g., *teacher, typist, beautician, supervisor*).
- Adjectives often end in the letters; *-ic, -ish, -ive, -y, -ous, -al* (e.g., *athletic, childish, native*).
- Adverbs often end in *-ly* (e.g., *happily*).

**2. Verb**

This category includes errors in verb tense, verb agreement, and voice.

- #1. Whether you ride your bike 30 miles a day or 30 miles a year, a-helmet, adjusted for a snug fit, should be wear on every ride.
- A B C D

Simplify the sentence:

xxxxxxxxxxx, a helmet xxxxx, should be wear xxxxx.

The answer is (C). The subject (helmet) is receiving the action; therefore, the verb should be in the passive voice: (should be worn).

- #2. Laundry washed with soap instead of detergent, don't need
- A B C

softening.

D

Simplify the sentence:

Laundry xxxxx don't need xxxxx.

The subject is "laundry," and the main verb should be singular: "doesn't." The answer is (C). The phrase "washed with soap" describes the main noun, "laundry."

**3. Pronoun**

This category includes subject, object, possessive, or relative pronouns.

- #1. Never use a drug prescribed for someone else just because
- A B C D
- its symptoms appear similar.

Simplify the sentence:

Never us- a drug xxxxx just because its xxxxx xxxxx xxxxx.

The subject of this sentence is not written. It is the word "you," which is the unwritten subject of the verb "use." This part of the sentence is correct. The error is answer (C). The pronoun "its" refers to an object, which in this sentence would be the word "drug." This is not logical, however. The drug does not have symptoms. The correct pronoun is "your."

**4. Parallel Construction**

Words that are written in a series must all be the same part of speech. This type of error may also be categorized as "word form."



#1. A good worker is conscientious, reliable, and efficiency.

A B C D

Simplify the sentence:

A xxxxx worker is xxxxx, xxxxx, and xxxxx.

The answer is (D). All three words describe It good worker. They must all be adjectives. The word "efficiency" is incorrect in this sentence since it is a noun. The correct word is "efficient."

**Hint:**

A question testing parallel construction often has three words in a row separated by commas.

### 5. Singular/Plural Noun

For this testing point, a plural noun might be written incorrectly with the letter "s" or it might have an unnecessary "s". Mass nouns can be plural without adding an "s".

#1. Studies have shown that you can exercise in many different

A B

paces and still gain good results.

C D

Simplify the sentence:

Studies have shown that xxxxx.

The subject and verb are correct in this sentence, so you need to look at the words that describe what the studies have shown. The phrase "at a moderate paces" must be incorrect because of the combination of the word "a" and a plural noun. The answer is (C).

**Hint:**

Whenever you see the singular "a" or "an" that is not underlined, you know the noun that follows

must be singular. Look carefully at articles that are not underlined, and use them as a clue to help you decide whether the noun that comes after the article is written correctly.

### 6. Mistaken Words

This category includes words that are commonly mistaken, such as *make* instead of *do*, *little* instead of *few*, *separate* instead of *apart*, or *listen* instead of *hear*.

#1. Much children like to get their faces painted with bright

A B C D

colors at community fairs.

Simplify the sentence:

xxxxx children like to xxxxx

The subject and verb in this sentence are correct, but the noun "children" must be preceded by the word "many," since it is a plural form. The plural of the countable noun "child" is "children."

**Hint:**

Use the word "many" to modify a countable noun. Use the word "much" to modify an uncountable noun.

### 7. Unnecessary Word

Sometimes a word that should not be in a sentence is added to the sentence. This may result in a double subject, a double negative, a repeated similar adjective or adverb, or an unnecessary preposition.



of the words sounds strange but seems correct. If you think a word is missing, choose the underlined word that is next to the missing word.

9. Preposition

Any preposition might be used incorrectly.

#1. Surprisingly, a feeling of tiredness may result of a lack of

A B C D

exercise.

Simplify the sentence:

xxxxx feeling xxxxx may result xxxxx.

The answer is (C). After the verb "result" there should be the preposition "in" or "from." Each of these words gives a different meaning to this sentence, but both could be correct in this context. With "result in" the sentence means that a person does not exercise because he or she feels tired. With "result from" a person feels tired because he or she does not exercise. Since the sentence begins with the word "surprisingly," it is probably "result from" that is the expected correct preposition.

Hint:

• to result in xxx xx "Result" is a verb; xxxxx refers to the outcome of an action. (Too much rain results in flooding.)

• to result from xxxxx "Result" is a verb; xxxxx refers to the reason for an action. (Flooding results from too much rain.)

#1. While push-ups build your arms, shoulders and chest, sit-ups they strengthen your abdominal muscles.

A B C D

Simplify the sentence:

xxxxx push-ups build xxxxx, xxxxx, and xxxxx, sit-ups they strengthen xxxxx.

The answer is (B). The word "they" after "sit-ups" is an unnecessary word. It results in a double subject.

The correct phrase is "sit-ups strengthen your ...muscles."

8. Omitted Word

In this category, a necessary word is left out of a sentence. It is often a preposition or an article.

#1. Yosemite National Park is most well known its beautiful

A B C

spouting geysers of all sizes.

D

Simplify the sentence:

Yosemite National Park is xxxxx well known xxxxx.

The subject and verb are correct. You must look at the rest of the sentence. The answer is (B), since the word "known" in this sentence must be followed by "for."

Hint:

This is a very difficult category because it is harder to think of something that is missing than it is to pick out something that you can see. Read the whole sentence to yourself to see if one



• a result of xxxxx "Result" is a noun; xxxxx refers to the reason for an action. ( Flooding is the result of too much rain.)

#2. When having difficulties, many people try for get help from  
A B C D

a professional.  
Simplify the sentence:  
xxxxx, many people try xxxxx.  
The answer is (C). In this sentence, after the verb "try" you need the preposition "to."

### 10. Reversed Words

In this category two words are in the wrong order; i.e., an adjective might be written after a noun instead of before the noun.

#1. Specialization in industry creates workers lack who versatility  
A B C  
in their ability tostep in to other jobs.  
D

Simplify the sentence:  
Specialization xxxxx creates workers xxxxx,  
The subject and verb are correct. The answer is (C). The words "lack who" should be "who lack." The word "who" describes the "workers" in this sentence.

### 11. Conjunction

Some common conjunctions are the following: *and, or, but, both, for, neither ... nor, and not only ...*

but also.

#1. For challenging bicycle rides on dirt roads, the lowest gear  
A B  
should be 28 and less.  
C D

Simplify the sentence:  
xxxxx, the lowest gear should be xxxxx.  
The main subject and verb are correct. The answer is (D). It does not make sense to say "28 and less" in this sentence. A gear must be one or the other; therefore, the answer should be "28 or less."

#2. Neither the revolution in industry and that in agriculture

A B  
could have proceeded without the progress in communication  
C D  
and transportation.

Simplify the sentence:  
Neither xxxxx and xxxxx could have proceeded without xxxxx.

The answer is (B). The word "neither" goes with "not."  
The correct sentence is "Neither the revolution in industry nor that in agriculture could have proceeded without. ..."

### 12. Infinitive/Gerund

#1. Except in cases of extreme emergency, police officers are  
A B



required obeying all traffic laws.  
C D

Simplify the sentence:

xxxxx, police officers are required xxx xx.

The main subject and verb are correct. The word "required" in this sentence must be followed by an infinitive, "to obey."

### 13. Comparative

The specific testing points might be the ending *-er* or the phrase *more ... than* or a construction like *as ... as*.

#1. Disneyland was Walt Disney's special dream for more as 20 years before it became a reality.  
A B C D

Simplify the sentence:

Disneyland was xxxxx.

The main subject and verb are correct. The answer is (C). The word "more" should be followed by "than."

### 14. Article

The words *a*, *en*, and *the* are often used incorrectly.

#1. Scientists have gained the great deal of information about the large animals called dinosaurs that lived millions of years ago.  
A B C D

Simplify the sentence:

Scientists have gained xxxxx information about xxxxx.

The answer is (A). The phrase "a great deal of" means "a lot" or "much."

### 15. Superlative

In this category you may be tested on the word *the* or *most* or the ending *-est* in a superlative phrase.

#1. The staff is often the costly and most important of all the resources committed to the working of an institution of a business.  
A B C D

Simplify the sentence:

The staff is the xxxxx and xxxxx of xxxxx,

The subject and verb are correct. The answer is (B).

There are two superlative phrases in this sentence:

*the most costly* and *the most important*.

Both "costly" and "important" should be preceded by "most."



## PART THREE

### READING COMPREHENSION SECTION

This section of the TOEFL measures your comprehension of standard written English. It includes approximately five reading passages, each of which is followed by twelve questions.

#### SAMPLE QUESTIONS AND TEST-TAKING STRATEGIES

##### Reading Comprehension Strategies

TOEFL reading passages can be on any topic, but you are not being tested on your knowledge of that topic. You are only being tested on your reading skills. All the answers you need are in the passage. You will be able to read more quickly, however, if you are familiar with the topic. The best way to prepare is to read as much as you can on a wide variety of topics.

There are two general strategies for the reading comprehension questions. Try both of them on the practice tests to see which works best for you. The second general strategy might work better if you are familiar with the topic of the passage.

##### General Strategy I

1. Read the passage through carefully, noting the major ideas.
2. Read each question and the answer choices, looking back to the passage to check your answers.



3. Mark your answer for each question as soon as you choose it.

### General Strategy II

1. Skim the passage, looking for the main people, places, times, and events.
2. Skim over all the questions, answering those you know first.
3. Go back to the questions that are more difficult. Read them carefully, and look back in the passage, reading carefully to find the answers.
4. Double check your answer choices and mark each one on your answer sheet.

### Vocabulary Strategies 1

There is no separate vocabulary section, but there are many vocabulary questions included in the Reading section. The best way to prepare for vocabulary questions is to increase your vocabulary by reading in English. Read as much as you can, whenever you can. This will also help you increase your knowledge of grammar and your reading comprehension skills. As you read, write down new words and look them up later in your dictionary. Make vocabulary cards with the word and a sentence on one side and the definition and part of speech on the other. Keep these cards with you to practice whenever you have time.

### Testing Points

#### Reading Comprehension

In this section you will find examples of topics and types of questions that are common in TOEFL reading comprehension passages.

### Topics

Though reading comprehension passages can be on any topic, many of them focus on some aspect of science. Common general topics are listed below:

1. Science
2. North American history, government, or geography
3. Art and literature, including biographies of famous people

### Types of Questions

The following types of questions have appeared frequently on previous TOEFL exams. Examples of each question type are given in this section.

#### Reading Comprehension Question Types

1. Main Idea
2. Inference
3. Restatement
4. Vocabulary
5. Negative Question
6. Referent
7. Author's Attitude/Opinion/Purpose
8. Organization
9. Preceding/Following Topic
10. Support
11. Analogy

### Examples of Each Question Type

Sample questions 1-7 are based on the following passage.

#### Reading Passage 1

Not much is known about the early history of printing with movable type. There is evidence, however, that hand-set printing with movable type was first invented in China and Korea. At a later time it was developed in Europe. In the 1400s, Laurens



Janszoon Koster of Holland and Pamfilo Castaldi of Italy are thought to have made the first European use of printing with movable type. It is Johann Gutenberg's name, however, that is now associated with the invention of the movable type printing press. Although the separate elements of printing (the type, the ink, the press; and the paper) were not Gutenberg's own invention, his contribution was that he printed a large quantity of work of high quality.

Born in Mainz, Germany, in about 1397, Gutenberg was trained as a goldsmith, but he became a partner in a printing office in about 1436. It was in his home town of Mainz that he began the project he is most famous for: the printing of the Mazarin Bible. To finance this great project, he borrowed money from a lawyer named Johann Fust and from a printer. He was unable to pay back the money, however, and as a result lost both his printing press and the types to Fust, who carried on Gutenberg's work.

Gutenberg's method dominated the printing industry for almost 400 years. It required hand-setting particular pieces of type, locking them into place, and then printing on wooden flatbed handpresses. The rate was slow compared to modern printing; 300 to 500 sheets a day printed on a single side was considered a good rate of production. Though not much is known about Gutenberg's life his name lives on as a person who contributed significantly to the technology of human communication.

### 1. Main Idea

Almost every passage begins with a main idea question. The main idea is the main message that the passage conveys.

The beginning and the end of a passage often give clues to the main idea.

# 1. What is the main topic of this passage?

- (A) a history of early printing
- (B) Gutenberg's contribution to printing
- (C) the printing of the Mainz Bible
- (D) Gutenberg's life in Germany

The answer is (B). Although this passage begins as though it might be a history of printing, the main focus is on Gutenberg's contributions to printing. This is evident in the last sentence of the first paragraph and the final sentence of the passage.

### 2. Inference

In inference-type questions, the answer is not stated directly in the text. Usually you must read several sentences to understand the inference.

#1. The author infers that the most significant aspect of Gutenberg's work in developing the art of printing is

- (A) the large number and quality of copies that he printed
- (B) the printing of the Mazarin Bible
- (C) the fact that he developed a new technique using known elements
- (D) his inventive spirit and tenacious approach to his work

The answer is (A). Though all of the above are significant in some ways, the author states that Gutenberg's contribution to printing was that he printed a large quantity of work of high quality (lines 9-10). From this, we can infer the author considers this the most significant aspect of Gutenberg's work.



### 3. Restatement

In restatement-type questions, the answer might be found directly in the text, or it might use synonyms or a restructuring of the grammar in the text.

#1. Why did Gutenberg borrow money from Fust?

- (A) in order to fund his printing of the Bible
- (B) in order to pay back loans for buying movable type
- (C) in order to expand his printing ability
- (D) in order to go into partnership with another printer.

The answer is (A). Often a restatement question will use the exact words in the passage. In this restatement question, you must know that the phrase "this great project" (line 14) refers to the Mazarin Bible.

### 4. Vocabulary

Vocabulary questions test your ability to choose a synonym for a word or phrase as it is used in a passage.

#1. The word "types" in line 17 could best be replaced by which of the following?

- (A) representative species
- (B) sets of equivalent forms
- (C) styles
- (D) metal pieces

The answer is (D). All of the above words could in some instances be used as synonyms for "type." In this passage, however, the word "types" refers to the metal pieces with raised letters or figures that were inked and then pressed against paper.

### 5. Negative Question

A negative question asks for something that is not in the passage. There will be three answers that are right, but you are to choose the one that is *wrong*.

#1. According to the author, which of the following did NOT precede Gutenberg in the use of movable type printing?

- (A) Fust
- (B) Koster
- (C) Castaldi
- (D) The Chinese

The answer is (A). The passage implies that Koster, Castaldi, and the Chinese preceded Gutenberg. It does not specifically state that Fust did not precede Gutenberg, but it states that Fust "carried on" Gutenberg's work. The phrase "carried on" implies that his work followed Gutenberg's.

### 6. Referent

The word "referent" comes from the verb "to refer." For this type of question you must decide which word or phrase a pronoun is referring to. Usually you look to the previous noun or phrase for the answer.

#1. In line 15, what does the word "it" refer to?

- (A) pieces of type
- (B) four hundred years
- (C) the printing industry
- (D) Gutenberg's method



The answer is (D). For a referent question, you must look for the closest preceding (or sometimes following) phrase that means the same as the referring preposition. In this case, the word "it" refers to whatever "required hand-setting particular pieces of type." It is Gutenberg's method that required the hand-setting of particular pieces of type.

#### 7. Author's Attitude/Opinion/Purpose

In this type of question you are not looking for a specific answer in the passage. Instead, you read to find what the author might be implying: How does the author seem to feel about the passage? What is the author trying to do?

#1. Why does the author mention Koster and Costaldi?

- (A) To bring out the superiority of previous inventors
- (B) To show that Gutenberg had rivals
- (C) To demonstrate that historians disagree
- (D) To broaden the scope of this discussion

The answer is (D). There is no evidence in this passage that the author wanted to discuss the superiority of previous inventors or that these inventors were rivals who were competing with Gutenberg. Answer (C) is possible, but there is no emphasis on whether historians agree or disagree on the facts. The best answer is that the addition of the names of previous inventors adds a broader perspective to the discussion of Gutenberg's work.

**Sample questions 8-11 are based on the following passage.**

#### Reading Passage 2

Scarce diamonds are more valuable than the clusters of smaller crystals known as bort and carbonado. These diamonds

are large single crystals of genuine crystalline carbon.

Diamonds are found in diamantiferous earth that is located in both open-air pits and underground mines. To retrieve the diamonds, the earth is crushed and concentrated. The concentrated material is then sorted by passing it over streams of water on greased tables. Since diamonds are water repellent they will stick to the grease, while the other minerals will absorb water and pass over the grease. The diamonds are then removed from the grease and cleaned, examined, sorted, and graded. The best diamonds are noted for their cleavage, their translucence and their color.

All diamonds have a natural line of cleavage along which they may be split, and it is essential to split them before they are cut and polished. Before they are cut and polished, they look like tiny blue-grey stones; they do not twinkle or shine yet. A perfectly cut and polished diamond has 58 faces arranged regularly over its surface. It will be translucent and colorless, blue, white, green, or yellow. The value of a jewel diamond depends largely on its color, or "water," as it is called professionally. A stone of the finest water is blue-white.

#### 8. Organization

Organization questions ask either about the general organization of the passage or the location of specific information in the passage.

#1. Which of the following statements best describes the organization of this passage?

- (A) comparison and contrast
- (B) chronological order



- (C) statement and illustration
- (D) cause and result

The answer is (C). When reading the first sentence, it may seem that this passage will compare valuable diamonds with less valuable diamonds; however, the rest of the passage does not continue the comparison. Rather, it gives more information about valuable diamonds.

### 9. Preceding/Following Topic

For this type of question, you must infer what may have come just before the passage or what might come after the passage. Use the clues in the beginning or end of the passage to help you guess the topic.

- #1. Which of the following most probably was the subject of the paragraph preceding the passage?
- (A) a discussion of scarce diamonds
  - (B) a discussion of bort and carbonado
  - (C) a discussion of the various colors of diamonds
  - (D) a discussion of means of mining diamonds

The answer is (B). Since the first sentence compares scarce diamonds to bort and carbonado without defining either bort or carbonado, it is most likely that the preceding paragraph described these other types of diamond material.

### 10. Support

This type of question is similar to a main idea question except that it asks about a detail instead of the whole passage.

- #1. Which of the following statements is best supported by this passage?

- (A) The value of a diamond is in large part dependent on the way it is prepared.
- (B) The natural cleavage will determine the value of a diamond.
- (C) Translucent and transparent diamonds are considered the most-valuable.
- (D) Diamonds have been valued by people ever since they were discovered.

The answer is (A). Though all the statements may be true, the one that is most discussed in this passage is the importance of the preparation of the diamond.

### 11. Analogy

There are very few questions like this on the TOEFL. For this type of question you need to understand the relationship between two things mentioned in the passage and two other things.

- #1. The relationship between the cleavage and translucence of a diamond is most similar to the relationship between the style of an automobile and its

- (A) color
- (B) size
- (C) price
- (D) speed

The answer is (A). The word "translucence" means the ability to see through an object when that object is partially transpar-



ent. Though this is not the same as "color," it is something that is visible in a similar way as color.

## PRACTICE TEST

### SECTION 1: LISTENING COMPREHENSION

This section tests your ability to comprehend spoken English. It is divided into three parts, each with its own directions. You are *not* permitted to turn the page during the reading of the directions or to take notes at any time.

#### PART A

**Directions:** Each item in this part consists of a brief conversation involving two speakers. Following each conversation, a third voice will ask a question. You will hear the conversations and questions only once, and they will *not* be written out.

When you have heard each conversation and question, read the four answer choices and select the *one*—(A), (B), (C), or (D)—that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet (on page 414) that matches the letter of the answer that you have selected.

1. (A) She doesn't have an apartment.  
(B) Her problem is complicated.  
(C) She must live somewhere else.



- (D) Her apartment isn't far away.
2. (A) She can use his phone if she wants.  
 (B) There's no charge for phone calls.  
 (C) His phone is out of order too.  
 (D) She can call him later if she likes.
3. (A) He couldn't find it.  
 (B) It was too hard to solve.  
 (C) It was simpler than he'd thought.  
 (D) He solved it even though it was hard.
4. (A) He cleaned up after cooking.  
 (B) He forgot to put the pots and pans away.  
 (C) He was out in a terrible storm.  
 (D) He put some plants in the kitchen.
5. (A) He studied forestry in school.  
 (B) He worked in a forest.  
 (C) He read a lot of books about trees.  
 (D) His father taught him.
6. (A) How many pages he must write.  
 (B) What Professor Barclay discussed.  
 (C) How long the class lasted.  
 (D) When the paper is due.
7. (A) She doesn't like any music except classical.  
 (B) There is some classical music she doesn't like.  
 (C) She likes classical music but she can't play it.
- (D) Classical music doesn't interest her at all.
8. (A) He was too busy to take the test.  
 (B) He did well on the test.  
 (C) He left some questions unanswered.  
 (D) He took the test twice.
9. (A) Breaking the glass.  
 (B) Warming the lid.  
 (C) Hitting the lid.  
 (D) Filling the jar.
10. (A) It was too expensive.  
 (B) She bought it at the shop next door.  
 (C) It was given to her as a gift.  
 (D) She paid very little for it.
11. (A) She doesn't want to discuss the traffic.  
 (B) She didn't have to go downtown today.  
 (C) She was in the traffic herself.  
 (D) She thinks the traffic was better today.
12. (A) The classes aren't interesting.  
 (B) Classes have been canceled.  
 (C) The weather is pleasant.  
 (D) It isn't very sunny today.
13. (A) Gary doesn't need a tape player.  
 (B) She wants her tape player back.



- (C) She's glad Gary is finally here.  
(D) Gary can keep her tape player.
14. (A) Stay inside and read it.  
(B) Look in it for advertisements for umbrellas.  
(C) Cover her head with it.  
(D) Throw it away.
15. (A) She originally supported Margaret.  
(B) She can no longer support Ed.  
(C) Ed has dropped out of the race.  
(D) She's not interested in the election.
16. (A) She and her brother painted the apartment.  
(B) Her brother owes her some money.  
(C) Her brother painted the apartment by himself.  
(D) She painted her brother's apartment.
17. (A) Give him a map.  
(B) Cut his hair for him.  
(C) Drive him to the lake.  
(D) Show him another route.
18. (A) Hanging it.  
(B) Buying it.  
(C) Painting it.  
(D) Framing it.
19. (A) Borrow Stephanie's computer.

- (B) Buy her own computer.  
(C) Save some money.  
(D) Stay home and complete her assignment.
20. (A) He doesn't need to practice anymore.  
(B) His team has won a lot of games.  
(C) He doesn't want to play volleyball.  
(D) His team needs to improve.
21. (A) She seems to be feeling better.  
(B) She has quite an imagination.  
(C) She takes beautiful pictures.  
(D) She's too sick to go out.
22. (A) Lou has been here once before.  
(B) They'll start when Lou arrives.  
(C) Lou has already started.  
(D) Everyone is getting hungry.
23. (A) She thinks they're reasonably priced.  
(B) She doesn't like them at all.  
(C) She'd buy them if she had enough money.  
(D) She doesn't need them, but she still likes them.
24. (A) To improve his game quickly.  
(B) To take more lessons.  
(C) To train with a professional.  
(D) To teach people to play tennis.



## PART B

**Directions:** This part of the test consists of extended conversations between two speakers. After each of these conversations, there are a number of questions. You will hear each conversation and question only once, and the questions are *not* written out.

When you have heard the questions, read the four answer choices and select the *one*—(A), (B), (C), or (D)—that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

Don't forget: During actual exams, taking notes or writing in your test book is *not* permitted.

25. (A) Wrap the present.  
(B) Play a game.  
(C) Point out a problem.  
(D) End the discussion.
26. (A) He wants to buy some books.  
(B) Two of the books are the same.  
(C) He needs some matches.  
(D) The couple is a good match.
27. (A) Neither street goes downtown.  
(B) California Street is better than Oak Street.  
(C) There's not enough time to go downtown.  
(D) He can take either street.
28. (A) It was hard to hear.  
(B) It wasn't true.  
(C) It was surprising.  
(D) It wasn't very interesting.
29. (A) The handle on the suitcase is broken.  
(B) His hands are already full.  
(C) The luggage is too heavy for him.  
(D) He'll *be* happy to help.
30. (A) She had to prepare for an exam.  
(B) She'd passed the physics test.  
(C) She was going camping.  
(D) She'd dropped the physics class.
31. (A) They are both studying social anthropology.  
(B) Both of them are going to the museum on Saturday.  
(C) They both have the same teacher.  
(D) Both of them have studied anthropology before.
32. (A) In the morning.  
(B) In the afternoon.  
(C) In the evening.  
(D) Only on Saturdays.
33. (A) Relationships between parents and children.  
(B) The tools used by ancient people.  
(C) Leadership in contemporary society.  
(D) Marriage customs.



## PART C

**Directions:** This part of the test consists of several talks, each given by a single speaker. After each of these talks, there are a number of questions. You will hear each talk and question only once, and the questions are *not* written out.

When you have heard each question, read the four answer choices and select the *one*—(A), (B), (C), or (D)—that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

34. (A) He found it uninteresting.  
(B) He found it useful.  
(C) He found it fascinating.  
(D) He found it difficult.
35. (A) At a university.  
(B) At a television station.  
(C) At a newspaper office.  
(D) At a hospital.
36. (A) He needs a well-paying position.  
(B) He was told to by a professor.  
(C) He wants the experience.  
(D) He recently lost another job.
37. (A) Drama.  
(B) Journalism.  
(C) Telecommunications.  
(D) History.
38. (A) Talk to Ms. Wagner.  
(B) Drop a class.  
(C) Change his major.  
(D) Complete a form.
39. (A) A football game.  
(B) Jet transportation.  
(C) The Von Hindenburg disaster.  
(D) lighter-than-air-craft.
40. (A) Early twentieth-century airships.  
(B) Blimps.  
(C) Jet aircraft.  
(D) Modern airships.
41. (A) The age of zeppelins ended in disaster there.  
(B) It was there that the first blimp was designed.  
(C) Helium was first substituted for hydrogen there.  
(D) It was there that the last zeppelin was built.
42. (A) They would be safer.  
(B) They would use less fuel.  
(C) They would be faster.



- (C) Plastic bottles.
- (D) Glass containers.

49. (A) The north.  
 (B) The east.  
 (C) The south.  
 (D) The central.
50. (A) Look in the local newspaper.  
 (B) Keep listening to radio.  
 (C) Stop by the recycling center.  
 (D) Call the radio station.

**THIS IS THE END OF SECTION 1, LISTENING  
 COMPREHENSION.  
 STOP WORK ON SECTION 1 NOW.**

- (D) They could fly higher.

43. (A) The Uniform Time Act.  
 (B) The role of daylight savings time in wartime.  
 (C) Ways to save energy.  
 (D) The history of daylight savings time.
44. (A) In the spring.  
 (B) In the summer.  
 (C) In the fall.  
 (D) In the winter.

45. (A) As confusing.  
 (B) As innovative.  
 (C) As amusing.  
 (D) As wasteful.

46. (A) To standardize daylight savings time.  
 (B) To establish year-round daylight savings time.  
 (C) To abolish daylight savings time.  
 (D) To shorten daylight savings time.

47. (A) A program the city is starting.  
 (B) The uses of recycled materials.  
 (C) A proposed schedule.  
 (D) A recent newspaper article.

48. (A) Newspapers.  
 (B) Aluminum cans.



## SECTION 2: STRUCTURE AND WRITTEN EXPRESSION

### TIME-25 MINUTES

This section tests your ability to recognize grammar and usage suitable for standard written English.

This section is divided into two parts, each with its own directions.

#### STRUCTURE

**Directions:** Items in this part are incomplete sentences. Following each of these sentences, there are four words or phrases. You should select the *one* word or phrase (A), (B), (C), or (D) that best completes the sentence.

#### Example I

Pepsin \_\_\_\_\_ an enzyme used in digestion.

- (A) that
- (B) is
- (C) of
- (D) being

This sentence should properly read, "Pepsin is an enzyme used in digestion." The correct answer is (B).

#### Example II

\_\_\_\_\_ large natural lakes are found in the state of South Carolina.

- (A) There are no

- (B) Not the
- (C) It is not
- (D) No

This sentence should properly read, "No large natural lakes are found in the state of South Carolina."  
The correct answer is (B).

As soon as you understand the directions, begin work on this part.

1. \_\_\_\_\_ team sports require cooperation.

- (A) Of all
- (B) They are all
- (C) All
- (D) Why are all

2. A medical emergency is a sudden or unexpected condition \_\_\_\_\_ immediate care to prevent death or serious harm.

- (A) it requires
- (B) to require
- (C) that requires
- (D) a requirement of

3. Centuries of erosion have exposed \_\_\_\_\_ rock surfaces in the Painted Desert of northern Arizona.

- (A) in colors of the rainbow
- (B) colored like a rainbow
- (C) rainbow-colored



- (D) a rainbow's coloring
4. The higher the temperature of a molecule, \_\_\_\_\_  
(A) the more energy it has  
(B) than it has more energy  
(C) more energy has it  
(D) it has more energy
5. Frontier surgeon Ephraim MacDonald had to perform operations \_\_\_\_\_ anesthesia.  
(A) no  
(B) not having  
(C) without  
(D) there wasn't
6. \_\_\_\_\_ young, chimpanzees are easily trained.  
(A) When are  
(B) When  
(C) They are  
(D) When they
7. A person of \_\_\_\_\_ age may suffer from defects of vision.  
(A) every  
(B) any  
(C) certain  
(D) some
8. \_\_\_\_\_ have settled, one of their first concerns has been to locate an adequate water supply.  
(A) Wherever people  
(B) There are people who  
(C) Whether people  
(D) People
9. If a bar magnet is \_\_\_\_\_, the two pieces form two complete magnets, each with a north and south pole.  
(A) broken  
(B) broke  
(C) breaking  
(D) break
10. The type of plant and animal life living in and around a pond depends on the soil of the pond, \_\_\_\_\_, and the pond's location.  
(A) what the quality of the water is  
(B) how is the water quality  
(C) the quality of the water  
(D) what is the water quality
11. Clifford Holland, \_\_\_\_\_ civil engineer, was in charge of the construction of the first tunnel under the Hudson River.  
(A) he was a  
(B) a  
(C) being a  
(D) who was, as a



12. \_\_\_\_\_ parrots are native to tropical regions is untrue.
- (A) That all  
(B) All  
(C) Why all  
(D) Since all

13. A major concern among archaeologists today is the preservation of archaeological sites, \_\_\_\_\_ are threatened by development.
- (A) of which many  
(B) many of them  
(C) many of which  
(D) which many

14. In 1775, Daniel Boone opened the Wilderness Trail and made \_\_\_\_\_ the first settlements in Kentucky.
- (A) possibly it was  
(B) as possible  
(C) possible  
(D) it possible

15. Rarely \_\_\_\_\_ seen far from water.
- (A) spotted turtles  
(B) spotted turtles are  
(C) have spotted turtles  
(D) are spotted turtles

## WRITTEN EXPRESSION

**Directions:** The items in this part have four underlined words or phrases, (A), (B), (C) and (D). You must identify the *one* underlined expression that must be changed for the sentence to be correct. Then find the number of the question on your answer sheet and fill in the space corresponding to the letter.

### Example I

Lenses may to have either concave or convex shapes.

- A B C D

This sentence should read, "Lenses may have either concave or convex shapes." You should therefore select answer (A).

### Example II

A fresco is a painting applied directly to the damp plaster of a wall themselves.

- A B C D

This sentence should read, "A fresco is a painting applied directly to the damp plaster of a wall itself." You should therefore select answer (D).

As soon as you understand the directions, begin work on this section.

16. Ceramics can be harder, light, and more resistant to heat than metals.
- A B C D



17. Not everyone realizes that the most largest organ of the human body is the skin.  
 A B C D
18. Mold is extremely destruction to books in a library.  
 A B C D
19. Sidney Lanier achieved fame both as a poet or as a symphony musician.  
 A B C D
20. The horses used to playing polo are not of any special breed or of any definite size.  
 A B C D
21. A tapestry consists of a foundation weave, called the warp, which across are passed different colored threads, called the weft, forming decorative patterns.  
 A B C D
22. The works of early American woodcarvers had many artistic qualities, but these craftsmen probably did not think of them as artists.  
 A B C D
23. Perhaps mankind's first important musical influence were the songs of birds.  
 A B C D
24. The techniques of science and magic are quite different, but their basic aims -- to understand and control nature-- they are very similar.  
 A B C D
25. It was in a cave near Magdalena, New Mexico, when the oldest known ears of cultivated corn were discovered.  
 A B C D
26. The fossil remains of much extinct mammals have been found in the tar pits at Rancho La Brea in Los Angeles.  
 A B C D
27. Sharks can detect minute electrical discharges coming from its prey.  
 A B C D
28. A dark nebula consists of a cloud of interstellar dust enough dense to obscure the stars beyond it.  
 A B C D



29. Commercially honey is heated and filtered in order to sterilize and clarify it.  
A B C  
D
30. The various parts of the body require so different surgical skills that many surgical specialties have developed.  
A B C  
D
31. One reason birds have been so successful is because of their ability to escape from danger quickly.  
A B C  
D
32. The wood of the rosewood tree is used to do fine musical instruments.  
A B C D
33. Chemical engineering is based on the principles of physics, chemists, and mathematics.  
A B C D
34. Ballet performers must be believable actors and actresses as well as experts dancers.  
A B C D
35. Venus, the second planet from the Sun, is exactly almost the same size as the Earth.  
A B C D

36. P. T. Barnum opened his own circus in 1871 and become the most famous showman of his time.  
A B C D
37. The way a child plays with other children reveals a lot about the child's emotional development.  
A B C D
38. Sheep have been domesticated for over 5,000 years ago.  
A B C D
39. Chemical compounds with barium, cobalt, and strontium are responsible to many of the vivid colors in fireworks.  
A B C D
40. Duke University in North Carolina has an outstanding collection of documents concerning Southern history.  
A B C D

**THIS IS THE END OF SECTION 2, STRUCTURE AND WRITTEN EXPRESSION.**  
**IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON SECTION 2 ONLY.**  
**DO NOT READ OR WORK ON ANY OTHER SECTION OF THE TEST.**



## SECTION 3: READING COMPREHENSION

TIME-55 MINUTES

This section of the test measures your ability to comprehend written materials. Directions: This section contains several passages, each followed by a number of questions. Read the passages and, for each question, choose the *one* best answer-(A), (B), (C), or (D)-based on what is stated in or on what can be inferred from the passage. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

### Read the following passage:

Like mammals, birds claim their own territories. A bird's territory may be small or large. Some birds claim only their nest and the area right around it, while others claim far larger territories that include their feeding areas. Gulls, penguins, and other waterfowl nest in huge colonies, but even in the biggest colonies, each male and his mate have small territories of their own immediately around their nests.

Male birds defend their territory chiefly against other males of the same species. In some cases, a warning call or threatening pose may be all the defense needed, but in other cases, intruders may refuse to leave peacefully.

### Example I

What is the main topic of this passage?

- (A) Birds that live in colonies

- (B) Birds' mating habits  
(C) The behavior of birds  
(D) Territoriality in birds

The passage mainly concerns the territories of birds. You should fill in (D) on your answer sheet.

### Example II

According to the passage, male birds defend their territory primarily against

- (A) female birds  
(B) birds of other species  
(C) males of their own species  
(D) mammals

The passage states that "Male birds defend their territory chiefly against other males of the same species." You should fill in (C) on your answer sheet.

As soon as you understand the directions, begin work on this part.

### QUESTIONS 1- 11

The Sun today is a yellow dwarf star. It is fueled by thermonuclear reactions near its center that convert hydrogen to helium. The Sun has existed in its present state for about 4 billion, 600 million years and is thousands of times larger than the Earth.

By studying other stars, astronomers can predict what the rest of the Sun's life will be like.

About 5 billion years from now, the core of the Sun will shrink and become hotter. The surface temperature will fall. The



higher temperature of the center will increase the rate of thermonuclear reactions. The outer regions of the Sun will expand approximately 35 million miles, about the distance to Mercury, which is the closest planet to the Sun. The Sun will then be a red giant star. Temperatures on the Earth will become too hot for life to exist.

Once the Sun has used up its thermonuclear energy as a red giant, it will begin to shrink. After it shrinks to the size of the Earth, it will become a white dwarf star. The Sun may throw off huge amounts of gases in violent eruptions called nova explosions as it changes from a red giant to a white dwarf.

After billions of years as a white dwarf, the Sun will have used up all its fuel and will have lost its heat. Such a star is called a black dwarf. After the sun has become a black dwarf, the Earth will be dark and cold. If any atmosphere remains there, it will have frozen onto the Earth's surface.

1. What is the primary purpose of this passage?  
(A) To alert people to the dangers posed by the Sun.  
(B) To discuss conditions on Earth in the far future.  
(C) To present a theory about red giant stars.  
(D) To describe changes that the Sun will go through.
2. The word "fueled" in line 1 is closest in meaning to  
(A) powered  
(B) bombarded  
(C) created  
(D) propelled

3. The word "state" in line 2 is closest in meaning to  
(A) shape  
(B) condition  
(C) location  
(D) size
4. It can be inferred from the passage that the Sun  
(A) is approximately halfway through its life as a yellow dwarf  
(B) has been in existence for 10 billion years  
(C) is rapidly changing in size and brightness  
(D) will continue as a yellow dwarf for another 10 billion years
5. What will probably be the first stage of change as the Sun becomes a red giant?  
(A) Its core will cool off and use less fuel.  
(B) Its surface will become hotter and shrink.  
(C) It will throw off huge amounts of gases.  
(D) Its center will grow smaller and hotter.
6. When the Sun becomes a red giant, what will conditions be like on Earth?  
(A) Its atmosphere will freeze and become solid.  
(B) It will be enveloped in the expanding surface of the Sun.  
(C) It will become too hot for life to exist.  
(D) It will be nearly destroyed by nova explosions.



7. As a white dwarf, the Sun will be  
(A) the same size as the planet Mercury  
(B) thousands of times smaller than it is today  
(C) around 35 million miles in diameter  
(D) cold and dark
8. According to the passage, which of the following best describes the sequence of stages that the Sun will probably pass through?  
(A) yellow dwarf, white dwarf, red giant, black giant  
(B) red giant, white dwarf, red dwarf, nova explosion  
(C) yellow dwarf, red giant, white dwarf, black dwarf  
(D) white dwarf, red giant, black dwarf, yellow dwarf
9. The phrase "throw off" in line 11 is closest in meaning to  
(A) eject  
(B) burn up  
(C) convert  
(D) let in
10. The word "there" in line 16 refers to  
(A) our own planet  
(B) the outer surface of the Sun  
(C) the core of a black dwarf  
(D) the planet Mercury
11. Which of the following best describes the tone of the passage?  
(A) alarmed

- (B) pessimistic  
(C) comic  
(D) objective

#### QUESTIONS 12-23

It is said that George Washington was one of the first to realize how important the building of canals would be to the nation's development. In fact, before he became president, he headed the first company in the United States to build a canal that was to connect the Ohio and Potomac Rivers. It was never completed, but it showed the nation the feasibility of canals. As the country expanded westward, settlers in western New York, Pennsylvania, and Ohio needed a means to ship goods. Canals linking natural waterways seemed to offer an effective solution.

In 1791, engineers commissioned by the state of New York investigated the possibility of a canal between Albany on the Hudson River and Buffalo on Lake Erie, which would link the Great Lakes area with the Atlantic seacoast. It would avoid the mountains that served as a barrier to canals from the Delaware and Potomac rivers.

The first attempt to dig the canal, to be called the Erie Canal, was made by private companies but only a comparatively small portion was built before the project was halted for lack of funds. The cost of the project was an estimated five million dollars, an enormous amount for those days. There was some on-again, off-again federal funding, but the War of 1812 put an end to this. In 1817, DeWitt Clinton was elected governor of New York and persuaded the state to finance and build the



Canal. It was completed in 1825, costing two million dollars more than expected.

The canal rapidly lived up to its sponsor's faith, quickly paying for itself through tolls. It was far more economical than any other form of transportation at the time. It permitted trade between the Great Lake region and East Coast, robbing the Mississippi River of much of its traffic. It allowed New York to supplant Boston, Philadelphia, and other eastern cities as the chief center of both domestic and foreign commerce. Cities sprang up along the Canal. It also contributed in a number of ways to the North's victory over the South in the Civil War.

An expansion of the canal was planned in 1849. Increased traffic would undoubtedly have warranted its construction had it not been for the development of the railroads.

12. Why does the author most likely mention George Washington in the first paragraph?
- (A) He was president at the time the Erie Canal was built.
  - (B) He was involved in pioneering efforts to build canals.
  - (C) He successfully opened the first canal in the United States.
  - (D) He commissioned engineers to study the possibility of building the Erie Canal.
13. The word "feasibility" in line 4 is closest in meaning to
- (A) profitability
  - (B) difficulty
  - (C) possibility
  - (D) capability

14. According to the passage, the Erie Canal connected the
- (A) Potomac and Ohio Rivers
  - (B) Hudson River and Lake Erie
  - (C) Delaware and Potomac Rivers
  - (D) Atlantic Ocean and the Hudson River
15. Which of the following is closest in meaning to the word "comparatively" in line 12?
- (A) relatively
  - (B) contrarily
  - (C) incredibly
  - (D) considerably
16. The phrase "on-again, off-again" in line 14 could be replaced by which of the following with the least change in meaning?
- (A) intermittent
  - (B) unsolicited
  - (C) ineffectual
  - (D) gradual
17. The completion of the Erie Canal was financed by
- (A) the state of New York
  - (B) private companies
  - (C) the federal government
  - (D) DeWitt Clinton
18. The actual cost of building the Erie Canal was
- (A) five million dollars
  - (B) less than had been estimated



- (C) seven million dollars
- (D) more than could be repaid

19. The word "tolls" in line 17 is closest in meaning to which of the following?

- (A) jobs
- (B) grants
- (C) links
- (D) fees

20. Which of the following is NOT given as an effect of the building of the Erie Canal in the fourth paragraph?

- (A) It allowed the East Coast to trade with the Great Lakes area.
- (B) It took water traffic away from the Mississippi River.
- (C) It helped determine the outcome of the Civil War.
- (D) It established Boston and Philadelphia as the most important centers of trade.

21. What can be inferred about railroads in 1849 from the information in the last paragraph?

- (A) They were being planned but had not yet been built.
- (B) They were seriously underdeveloped.
- (C) They had begun to compete with the Erie Canal for traffic.
- (D) They were weakened by the expansion of the Canal.

22. The word "warranted" in line 24 is closest in meaning to

- (A) guaranteed

- (B) justified
- (C) hastened
- (D) prevented

23. At what point in the passage does the author focus on the beginning of construction of the Erie Canal?

- (A) Lines 1-4
- (B) Lines 5-6
- (C) Lines 11-16
- (D) Lines 17-22

### QUESTIONS 24-33

It's a sound you will probably never hear, a sickened tree sending out a distress signal. But a group of scientists has heard the cries, and they think some insects also hear the trees and are drawn to them like vultures to a dying animal.

Researchers with the U.S. Department of Agriculture's Forest Service fastened sensors to the bark of drought-stricken trees and clearly heard distress calls. According to one of the scientists, most parched trees transmit their plight in the 50- to 500-kilohertz range. (The unaided human ear can detect no more than 20 kilohertz.) Red oak, maple, white pine, and birch all make slightly different sounds in the form of vibrations at the surface of the wood.

The scientists think that the vibrations are created when the water columns inside tubes that run the length of the tree break, a result of too little water flowing through them. These fractured columns send out distinctive vibration patterns. Because some insects communicate at ultrasonic frequencies, they may pick up



the trees' vibrations and attack the weakened trees. Researchers are now running tests with potted trees that have been deprived of water to see if the sound is what attracts the insects. "Water-stressed trees also smell differently from other trees, and they experience thermal changes, so insects could be responding to something other than sound," one scientist said.

24. Which of the following is the main topic of the passage?

- (A) the vibrations produced by insects
- (B) the mission of the U.S. Forest Service
- (C) the effect of insects on trees
- (D) the sounds made by trees

25. The word "them" in line 2 refers to

- (A) trees
- (B) scientists
- (C) insects
- (D) vultures

26. The word "parched" in line 6 is closest in meaning to which of the following?

- (A) burned
- (B) dehydrated
- (C) recovered
- (D) damaged

27. The word "plight" in line 6 is closest in meaning to

- (A) cry
- (B) condition

- (C) need
- (D) agony

28. It can be inferred from the passage that the sounds produced by the trees

- (A) serve as a form of communication among trees
- (B) are the same no matter what type of tree produces them
- (C) cannot be heard by the unaided human ear
- (D) fall into the 1-20-kilohertz range

29. The word "fractured" in line 10 is closest in meaning to

- (A) long
- (B) blocked
- (C) hollow
- (D) broken

30. Which of the following could be considered a cause of the trees' distress signals?

- (A) torn roots
- (B) attacks by insects
- (C) experiments by scientists
- (D) lack of water

31. In line 12, the phrase "pick up" could best be replaced by which of the following?

- (A) perceive
- (B) lift
- (C) transmit
- (D) attack



32. All of the following are mentioned as possible factors in drawing insects to weakened trees EXCEPT

- (A) thermal changes
- (B) smells
- (C) sounds
- (D) changes in color

33. It can be inferred from the passage that search concerning the distress signals of trees

- (A) was conducted many years ago
- (B) has been unproductive up to now
- (C) is continuing
- (D) is no longer sponsored by the government

#### QUESTIONS 34-41

The concepts of analogy and homology are probably easier to exemplify than to define. When different species are structurally compared, certain features can be described as either analogous or homologous. For example, flight requires certain rigid aeronautical principles of design, yet birds, bats, and insects have all conquered the air. The wings of all three types of animals derive from different embryological structures, but they perform the same functions. In this case, the flight organs of these creatures can be said to be analogous. In contrast, features that arise from the same structures in the embryo but are used in different functions are said to be homologous. The pectoral fins of a fish, the wings of a bird, and the forelimbs of a mammal

are all homologous structures. They are genetically related in the sense that both the forelimb and the wing evolved from the fin.

34. Which of the following best describes the organization of the passage?

- (A) A contrast is drawn between two concepts by means of examples.
- (B) A general concept is introduced, examples are given, and a conclusion is offered.
- (C) Two definitions of the same concept are compared.
- (D) Two proposals are suggested and support for both is offered.

35. According to the passage, the concepts of analogy and homology are

- (A) difficult to understand
- (B) easier to understand through examples than through definition
- (C) impossible to explain
- (D) simple to define but hard to apply

36. The word "rigid" in line 3 is closest in meaning to

- (A) inflexible
- (B) ideal
- (C) unnatural
- (D) steep

37. According to the information provided in the passage, which of the following would most probably be considered analogous?



- (A) A shark's fin and a tiger's claws.
- (B) A man's arms and a bird's wings.
- (C) A monkey's tail and an elephant's tail.
- (D) A spider's legs and a horse's legs.

38. According to the passage, one way in which homologous organs differ from analogous organs is that they

- (A) are genetically related
- (B) are only found in highly developed animals
- (C) perform the same general functions
- (D) come from different embryological structures

39. As used throughout the passage, the term "structures" most nearly means

- (A) buildings
- (B) features of an animal's anatomy
- (C) organizational principles
- (D) units of grammar

40. The word "sense" in line 9 is closest in meaning to

- (A) feeling
- (B) logic
- (C) meaning
- (D) perception

41. Where in the passage does the author focus his discussion on the concept of homology?

- (A) Line 6-8
- (B) Line 1-3

- (C) Line 4-5
- (D) Line 8-9

### QUESTIONS 42-50

Probably the most famous film commenting on twentieth-century technology is *Modern Times*, made in 1936. Charlie Chaplin was motivated to make the film by a reporter who, while interviewing him, happened to describe working conditions in industrial Detroit. Chaplin was told that healthy young farm boys were lured to the city to work on automotive assembly lines. Within four or five years, these young men's health was destroyed by the stress of work in the factories.

The film opens with a shot of a mass of sheep making their way down a crowded ramp. Abruptly the scene shifts to a scene of factory workers jostling one another on their way to a factory. However, the rather bitter note of criticism in the implied comparison is not sustained. It is replaced by a gentler note of satire. Chaplin prefers to entertain rather than lecture.

Scenes of factory interiors account for only about one third of the footage of *Modern Times*, but they contain some of the most pointed social commentary as well as the most comic situations. No one who has seen the film can ever forget Chaplin vainly trying to keep pace with the fast-moving conveyor belt, almost losing his mind in the process. Another popular scene involves an automatic feeding machine brought to the assembly line so that workers need not interrupt their labor to eat. The feeding machine malfunctions, hurling food at Chaplin who is strapped into his position on the assembly line and cannot



escape. This serves to illustrate people's utter helplessness in the face of machines that are meant to serve their basic needs.

Clearly, *Modern Times* has its faults, but it remains the best film treating technology within a social context. It does not offer a radical social message, but it does accurately reflect the sentiments of many who feel they are victims of an over-mechanized world.

42. The author's main purpose in writing this passage is to

- (A) criticize the factory system of the 1930s
- (B) analyze an important film
- (C) explain Chaplin's style of acting
- (D) discuss how film reveals the benefits of technology

43. According to the passage, Chaplin got the idea for the film *Modern Times* from

- (A) a newspaper article
- (B) a scene in a movie
- (C) a job he had once held
- (D) a conversation with a reporter

44. The word "abruptly" in line 7 is closest in meaning to

- (A) suddenly
- (B) mysteriously
- (C) finally
- (D) predictably

45. It can be inferred from the passage that two thirds of the film *Modern Times*

- (A) is extremely unforgettable
- (B) takes place outside a factory
- (C) is more critical than the other third
- (D) entertains the audience more than the other third

46. Which of the following could best replace the phrase "losing his mind" in line 13?

- (A) getting fired
- (B) doing his job
- (C) going insane
- (D) falling behind

47. The word "This" in line 16 refers to which of the following?

- (A) the machine
- (B) the food
- (C) the assembly line
- (D) the scene

48. According to the passage, the purpose of the scene involving the feeding machine is to show people's

- (A) ingenuity
- (B) adaptability
- (C) helplessness
- (D) independence

49. The word "utter" in line 16 is closest in meaning to which of the following?

- (A) notable
- (B) complete



- (C) regrettable
- (D) necessary

50. The author would probably use all of the following words to describe the film *Modern Times* EXCEPT

- (A) revolutionary
- (B) entertaining
- (C) memorable
- (D) satirical

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