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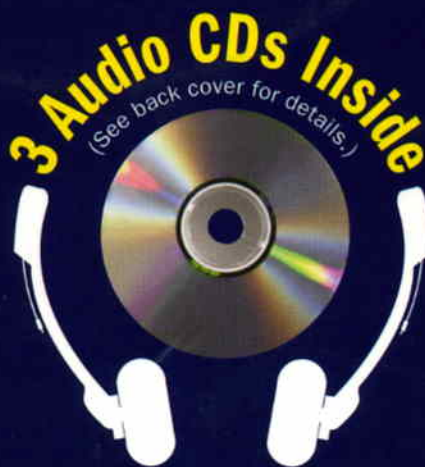
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TOEFL[®] PAPER-AND-PENCIL

THIRD EDITION

From the creators of the #1 TOEFL[®] exam course

3 Full-Length Practice Tests
with complete score analysis



3 Audio CDs
featuring listening
comprehension, lessons,
and practice test sections

**Quizzes with Hundreds
of Practice Questions**
for every section of the exam

Comprehensive Review
for both the paper-based and
computer-based TOEFL[®] exam

Higher Score Guaranteed*

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* Or your money back. Conditions apply. See inside for details.

KAPLAN

TOEFL[®]
Paper-and-Pencil
THIRD EDITION

Janet Shanks
and the Staff of Kaplan, Inc.

Simon & Schuster

NEW YORK · LONDON · SYDNEY · TORONTO

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A SPECIAL NOTE ON STUDYING IN THE U.S.A.

If you are not from the United States but want to attend a United States college or university, here are the steps you need to take.

- If English is not your first language, you will probably need to take the TOEFL[®] or show some other evidence that you are highly proficient in English. Usually an applicant's TOEFL score is submitted as part of the university application. You should, of course, prepare for the TOEFL itself, but TOEFL preparation alone is probably not going to give you the score you need to get into an American university. A good base in all aspects of English is necessary.
- Depending on the university, some undergraduate applicants may also be required to take the SAT[®]. Applicants for graduate programs may have to take the GRE[®] (Graduate Record Exam); applicants for Masters in Business Administration (MBA) programs may have to take the GMAT[®] (Graduate Management Admissions Test). Law school applicants will probably have to take the LSAT[®] (Law School Admissions Test), while medical school applicants may have to take the MCAT[®] (Medical College Admissions Test).
- Selecting the correct school can be difficult. Get help from a counselor or use the information provided in Kaplan's *Unofficial, Unbiased Guide to the 328 Most Interesting Colleges* or Kaplan's *Get Into Graduate School*. Since admission to many undergraduate and graduate programs is competitive, you should select at least three or four schools and complete an application for each one. You need to begin the application process at least a year in advance, especially if you are applying from outside of the United States. Find out the application deadlines for the schools you are interested in, and plan accordingly.
- Higher education in the United States is generally very expensive in comparison to university education in other countries. At the time of applying, international students generally have to show that they have a sufficient funds to pay for the tuition and living costs of a year's studies in the United States. On the undergraduate level, there are few scholarships awarded to international students. Advanced-degree students, however, may find that there are opportunities for research grants, teaching assistantships, and practical training or work experience in U.S. graduate departments. To be eligible for these, a student will first have to be accepted into the college or university in question. For more information on funding for higher education in the United States, see Kaplan's *Straight Talk on Paying for College: Lowering the Cost of Higher Education*.
- Once you are accepted into a university, you will need to obtain an I-20 Certificate of Eligibility in order to apply for an F-1 Student Visa to study in the United States through your local US embassy. Contact the school that you plan to attend for more specific information.

Kaplan English Programs

As you prepare for the TOEFL and look for ways to build your English language skills, you may want to take advantage of Kaplan's many programs for international students and professionals. Kaplan's English Programs are designed to help nonnative speakers of English reach their educational goals. Kaplan provides English language instruction to students of all levels, in addition to test preparation programs, at locations throughout the United States. Kaplan helps students improve their academic and conversational English skills, raise their scores on the TOEFL[®], GMAT[™], GRE[®], LSAT[™], MCAT[®], SAT[®], ACT[®], USMLE[®], NCLEX[®], and other standardized exams, and gain admission to the schools of their choice. Our staff and instructors give international students the individualized attention they need to succeed. Here is a brief description of some of Kaplan's programs for international students:

General Intensive English

Kaplan's General Intensive English classes are designed to help you improve your skills in all areas of English, including your fluency in spoken and competency in written English. This intensive program can provide you with the foundation you need to get a higher TOEFL score and begin preparation for undergraduate or graduate study at an American university. Classes are available for beginning to advanced students, and the average class size is 12 students.

English for TOEFL and Academic English

This course provides you with the skills and strategies you need to improve your TOEFL score and succeed in an American university or graduate program. It includes advanced reading, writing, listening, grammar, and conversational English. You will also receive training for the TOEFL using Kaplan's exclusive computer-based practice materials. Over 30 Kaplan centers across the United States offer the TOEFL and Academic English program.

This course is designed for international students at the high-intermediate, advanced, and super-advanced levels of English proficiency who have admission into a university degree program as their end goal. Some American universities will accept Kaplan's Certificates of Achievement in English for University Admissions in lieu of a TOEFL score. This means that they trust the Kaplan Certificate as a reliable assessment of a student's readiness for university work. A list of schools providing TOEFL waivers for Kaplan's certificate will be provided upon request.

GRE for International Students Course

The Graduate Record Exam (GRE[®]) is required for admission to many graduate programs in the United States. Nearly one-half million people take the GRE each year; a high score can help you stand out from other test takers. This course was created specifically for non-native English speakers and is designed to highlight verbal strategies and practice while also covering the quantitative section of the test.

GMAT for International Student Course

The Graduate Management Admissions Test (GMAT[™]) is required for admission to many graduate programs in business in the United States. Hundreds of thousands of American students have taken this course to prepare for the GMAT. This course was created specifically for non-native English speakers and is designed to highlight verbal strategies and practice on the test's verbal sections while also covering the math section of the exam.

USMLE (United States Medical Licensing Exam) and Other Medical Licensing

If you are an international medical graduate who would like to be certified by the Educational Commission for Foreign Medical Graduates (ECFMG®) and obtain a residency in a United States hospital, Kaplan can help. Kaplan Medical Programs will give you the skills and content knowledge you need achieve a passing score on all three steps of the USMLE®, as well as the Clinical Skills Assessment.

If you are an international nurse who wishes to practice in the United States, Kaplan will help you achieve a passing score on the NCLEX® (Nursing Certification and Licensing Exam) or CGFNS® (Commission on Graduates of Foreign Nursing Schools) exam. Kaplan will also provide you with the English and cross-cultural knowledge you will need to be an effective nurse.

SAT Test Preparation Course

The SAT® is an important admission criterion for American colleges and universities. A high score can help you stand out from other applicants. This course includes the skills you need to succeed on each section of the SAT, as well as access to Kaplan's exclusive practice materials.

Applying to Kaplan English Programs

To get more information, or to apply for admission to any of Kaplan's programs for international students and professionals, contact us at:

Kaplan English Programs
700 South Flower, Suite 2900
Los Angeles, CA 90017, USA
Phone (if calling from within the United States): 800-818-9128
Phone (if calling from outside the United States): 213-452-5800
Fax: 213-892-1364
Website: www.kaplanenglish.com
Email: world@kaplan.com

FREE Services for International Students

Kaplan now offers international students many services online—*free of charge!* Students may assess their TOEFL skills and gain valuable feedback on their English language proficiency in just a few hours with Kaplan's TOEFL Skills Assessment. Log onto www.kaplanenglish.com today.

*Kaplan is authorized under federal law to enroll nonimmigrant alien students. Kaplan is accredited by ACCET (Accrediting Council for Continuing Education and Training).

PART ONE

**UNDERSTANDING
THE TOEFL**

GETTING STARTED

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WHOM THIS BOOK IS FOR

This book was written primarily with two groups in mind. First, it can be used by teachers in preparation courses for the Test of English as a Foreign Language (TOEFL) or in other intermediate to advanced courses in which students need to become familiar with the TOEFL. This book is also designed for students who are preparing for the test on their own.

Both teachers and self-study students will appreciate the clear, carefully written lessons as well as the fact that answer keys are provided for all of the exercises and practice tests. Students who have a previous TOEFL score of below 440 on the paper version of the exam should probably improve their basic knowledge of the language before attempting to devote themselves to TOEFL preparation.

This workbook is designed for international students who need comprehensive TOEFL practice before taking either the paper-and-pencil version of the TOEFL exam or the newer computer-based TOEFL exam (TOEFL CBT). Both versions of the TOEFL are still widely used around the world and accepted by American and Canadian universities for admissions purposes. Though the exams and exercises in this workbook are all paper-based, the skills that are practiced are important for increasing your TOEFL score on either exam. (At the end of this workbook, you will find a list of those countries where each version of the test is given.)

Both students planning to take the computer-based TOEFL and the paper-and-pencil version of the TOEFL will benefit from this workbook's plentiful exercises and practice tests. If you are considering taking the computer-based TOEFL CBT or if you want additional TOEFL preparation, we strongly recommend Kaplan's *TOEFL CBT*, available in bookstores everywhere. The *TOEFL CBT* book/CD-ROM package is filled with test-taking strategies, practice tests, and exercises that will help you get a high score on the computerized version of this exam.

HOW THIS BOOK WILL HELP YOU

This book will improve students' TOEFL scores in two chief ways. First, it takes a very practical view of the TOEFL. One TOEFL exam is not very different from any other, and the authors of this book have spent years teaching TOEFL preparation and administering these exams. They have also read numerous studies of the TOEFL and of the kind of language that it tests. The very organization of this book has been shaped by this experience.

Basically, the book is organized around the kinds of questions the TOEFL asks. For example, there is a section of this book designed to help students master the "What is his or her job?" type of question that is often asked in the Listening Section of the TOEFL. Other sections teach students to recognize and be prepared for frequent distractors—that is, answers that look correct but that the makers of the TOEFL actually use to mislead test takers.

The authors' experiences have also taught them that there are limitations to this approach. The TOEFL tests English language proficiency, and although practice tests and strategy lessons can improve a student's score somewhat, the best way for students to really bring their test scores up is to improve their English-language ability as a whole. This is especially true with regard to vocabulary, which is much more important for a high TOEFL score than most people realize. For these reasons, this book takes a unique approach: It emphasizes vocabulary building in every lesson, and even provides students with a special section at the back of the book designed to help them learn the kinds of words they need for the TOEFL.

WHAT IS THE TOEFL?

This section of the book is meant to give you a clear understanding of exactly what the Test of English as a Foreign Language is—and exactly what it is not. There is an expression in English that states, "Know thy enemy." This means that the best way to defeat an opponent is to know as much as possible about that opponent.

To get the best possible TOEFL score possible, you should know the TOEFL as well as the people at Kaplan do—and we know the TOEFL inside and out!

Some Basic Information on the TOEFL

The TOEFL is designed to test your ability to understand standard North American English. It is written and administered by the Educational Testing Service (ETS), a private, not-for-profit company based in New Jersey. The TOEFL was developed to help American and Canadian colleges and universities evaluate the level of English language proficiency of the international students they want to admit. You may need a certain TOEFL score to get into a particular college or university. However, even a high TOEFL score does not guarantee that you will get into the college of your choice. Nor does a high TOEFL score guarantee academic success. To succeed in school, you also need to know how to communicate in English.

Standardized Tests

The TOEFL is one of several standardized tests that measure a student's proficiency level in English.

A standardized test:

- Consists of different types of multiple-choice questions
- Is given to a large number of people at the same time
- Is graded by computer
- Is timed

Because Kaplan has studied and analyzed many TOEFL exams, we can explain to you the form of the test and the kinds of questions that will appear on the test, and help you develop skills and strategies for taking the test. This will allow you to work more efficiently when it comes time to take the actual test.

Form and Content of the Paper-Based TOEFL

The paper-based TOEFL is approximately two hours long, excluding the thirty-minute essay, and consists of at least 140 multiple-choice questions. The number of questions and the duration of the test may vary. If you include the time it takes to fill in forms and listen to directions, you will spend about three hours at the test site.

TOEFL questions are divided into three sections: Section I, Listening Comprehension; Section II, Structure and Written Expression; and Section III, Reading Comprehension. Each section is timed separately. You have approximately 30–40 minutes to work on Section I, 25 minutes to work on Section II, 55 minutes to work on Section III, and 30 minutes for TWE (the essay). Once you are done with a section, you cannot return to it.

Listening Comprehension

In the Listening Comprehension section, which consists of 50 questions, you listen to spoken English and answer questions that test how well you understood what you heard. This section con-

sists of three parts: A, B, and C. In part A, you hear 30 short conversations and answer a question about each one. In part B, you hear three or four longer conversations and answer a few questions about each one. In Part C, you listen to three or four talks of about a minute each and answer several questions about each one.

The Listening section tests your understanding of English grammar, idioms, and vocabulary. It also tests your ability to distinguish between words with similar sounds. And, since you have only about 12 seconds to answer each question, your ability to concentrate and your ability to quickly make sense of what you hear will be tested as well.

Structure and Written Expression

The 40 questions in the Structure and Written Expression section focus primarily on grammar and word choice. In questions 1–15, each question consists of a sentence with a missing word or phrase. You must choose the word or phrase that best fits from the four answer choices. In questions 16–40, each question consists of a sentence that contains four underlined words or phrases, labeled A, B, C, and D. One of these four words or phrases is incorrect, and you must identify it. This section stresses grammar, but a student's vocabulary plays a large role in doing well here, especially when he or she is asked to make a correct word choice.

Reading Comprehension

In the Reading Comprehension section, you must read 5 or 6 reading passages and answer 50 questions about what you read. You will be asked about the content of what you read and about the meanings of words as they are used in a passage.

TWE

The TWE (Test of Written English) is an optional section of the paper-based TOEFL that tests your ability to respond to a question in essay form using standard English. You will be expected to show your ability to come up with and organize ideas, support your ideas with examples and/or evidence, and to write in standard English in response to an assigned topic. You are given a choice of two topics, from which you pick one. You must write your essay by hand. The test is scored separately from the TOEFL on a scale of 1–6. There is no additional charge for the TWE.

The TOEFL CBT

The computer-based TOEFL employs two types of computerized testing: computer adaptive testing (CAT) and computer-linear testing. Computer adaptive tests, or CATs, are quite different from paper-and-pencil standardized tests. The CAT is a computer-based test that you take at a special test center, by yourself, at a time you schedule. This test “adapts” to your performance. Each test taker is given a different mix of questions depending on how well he or she is doing on the test. This means the questions get harder or easier depending on whether you answer them correctly or not. Your score is not directly determined by how many questions you get right, but by the difficulty level of the questions you answer correctly.

When you start a CAT section, the computer assumes you have a medium-level score as defined by ETS's TOEFL division, and gives you a question of medium difficulty; about half the people who take the test would get this question right, and half would get it wrong. If you answer the question correctly, your score goes up, and you are given a slightly harder question. If you get a question wrong, the computer lowers your score, then gives you a slightly easier question. This continues for the rest of the test. In this way the computer tries to "home in" on your score.

Theoretically, as you get to the end of a section, you will reach a point at which every time the computer raises the difficulty level of a question, you get it wrong, but every time it lowers the difficulty level of a question, you get it right. Your score at this point will supposedly be an accurate measure of your ability.

Computer-linear testing is similar to computer adaptive testing in that you record your answer on the computer; however, in computer-linear testing, the test does not adjust for your level. For more on computer-adaptive and computer-linear test-taking strategies, consult Kaplan's *TOEFL CBT*.

Length and Format of the TOEFL CBT

The length of the computer-based TOEFL is more flexible than the paper-based TOEFL. You will have up to three-and-a-half hours to complete the exam, which includes time for a break. Your appointment for the exam will cover a four-and-a-half hour time slot; this is to allow ample time to do the necessary paperwork. When you begin a section, the total number of questions will appear at the top of the screen. On each question screen you will be provided with information telling you which question you are currently on and how many questions there are in total.

Listening Comprehension

The Listening Comprehension section of the computer-based TOEFL is computer adaptive. You will have 40 to 60 minutes to complete Section I, Listening Comprehension. This section consists of 30 to 50 questions in which you listen to spoken English and answer questions that test how well you understood what you heard. This section consists of two parts: A and B. In part A you will hear a number of short conversations anywhere from 6 to 20 seconds long and be asked to answer a question about each one. In part B you will hear 2 or 3 longer conversations from 30 seconds to 1 minute and a few long talks that are 1.5 to 2.5 minutes long. You will be asked to answer 4 or 5 questions about each one. The subject matter for these questions is academic or university related.

Structure

The Structure section of the computer-based TOEFL, Section II, is computer adaptive. You will have 15 to 20 minutes to complete this section. It consists of 20 to 25 questions in which you either complete a sentence or identify an error.

Reading Comprehension

The Reading Comprehension section of the computer-based TOEFL, Section III, is computer linear. You will have 70 to 90 minutes to complete it. You must read 5 to 8 academic reading passages and will be asked a number of questions about the content of what you read and the meanings of the words as they are used in the passage. The total number of questions will be either 44 to 60. The computer-based Reading Comprehension section includes slightly longer passages than the paper-based test. You must read off of the screen and will need to scroll in order to read the entire passage.

Assessment of Written English

The Writing section of the computer-based TOEFL is required. You will have 30 minutes to write an essay in response to a single question that will appear on the screen. You can either type your answer on the computer or hand write your essay on a separate sheet of paper. The results from this section will be combined with those from the Structure section to give a final scaled score. The computer does not figure out your grade on this section; it must be graded the old-fashioned way—by human beings who are specifically trained to score your essay.

DIFFERENT TOEFL ADMINISTRATIONS

There are several forms of TOEFL administration: the International TOEFL, the Special Center TOEFL and the Institutional TOEFL. All are official ETS-created forms of the exam, but they differ in the time, place and manner in which they are administered.

The International TOEFL Administration

As of July, 1998, there are two exam forms in the international administration of the TOEFL: the paper-and-pencil TOEFL and computer-based TOEFL described above. Approximately 50% of the TOEFL exams now administered are the CBT version. The computer-based version of the exam will gradually be introduced into all other countries and is scheduled to be completely eliminated by 2003. The TOEFL CBT includes a mandatory TWE (Test of Written English), whereas the TWE can still be taken as a separate exam in those countries still using the paper-and-pencil version. A current list of countries using each exam can be found at the end of this book.

In those countries using the paper-and-pencil version of the exam, the exam is generally given on 12 fixed dates, normally Saturday throughout the year. The TOEFL CBT can be taken individually, by appointment, anytime.

The Special Center TOEFL Administration

In countries still administering the paper-and-pencil version of the TOEFL, special centers may be designated to administer the TOEFL on specified Fridays or Sundays throughout the year to accommodate religious restrictions.

Both the international and the special center TOEFL's are administered by ETS. ETS maintains an official record of the scores from these administrations at their headquarters in Princeton, New Jersey. Students can find the dates for both the international and special center administrations of the TOEFL in the official ETS TOEFL *Information Bulletin*. In some cases, ETS allows students who take the paper-and-pencil versions of the exam to receive a copy of their test in the mail. These test dates are marked with an asterisk in the official TOEFL *Bulletin*.

The Institutional Testing Program (ITP)

ITP is an ETS-sponsored service offered to institutions to help them place students in English courses at the appropriate level of difficulty or to determine whether additional work in English is necessary before an individual can undertake studies at an institution where English is the medium of instruction. This program is also used for pre- and post-course assessment and as practice for TOEFL. The tests used in this service are official paper-and-pencil TOEFL exams that have been taken out of circulation. These tests may not be substituted for the regularly scheduled TOEFL test. The time required for administration of the ITP TOEFL is approximately two hours. Examinees' answer sheets are scored by ETS in Princeton, NJ but ETS does not retain copies of the scores. ITP scores are considered unofficial by ETS for college or university admission purposes. Some universities, however, will accept the score of an Institutional TOEFL conditionally, while they are waiting for your official score. Institutional TOEFLs are currently available only in the paper-and-pencil version of the exam.

The Long Form of the TOEFL

ETS sometimes gives a longer TOEFL exam in the paper-and-pencil version. This allows the test makers to test questions for use on future exams. This experimental test is given without warning, and has more questions and takes more time than a normal TOEFL.

Although ETS never announces when this long test will be given, you can be sure that it will never be given on the test dates when students will be allowed to receive a copy of their exam. These times are marked with an asterisk in the official TOEFL bulletin. So if you want to avoid the long form of the TOEFL, schedule your test for one of these dates.

Other Tests of English

The TWE (Test of Written English) is administered along with the paper-based TOEFL on certain test dates. You should find out if you need the TWE for the college or university you are attending, and register for one of the test dates on which the TWE is given. If you take the TOEFL on one of these test dates but do not need to take the TWE, you should take the TWE anyway. You do not have to take the TWE, but if you do not, ETS will delay the release of your scores.

The TSE (Test of Spoken English) is a separately administered test that some colleges require entering international students to take. Find out if you need the TSE for the college or university to which you are applying.

Consult the free ETS *Information Bulletin for the TOEFL, TWE, and TSE* for more information.

The TOEIC (Test of English for International Communication) is another ETS test used mainly by businesses to evaluate the English ability of their employees. For more information on the TOEIC, contact ETS. You could also purchase *Essential Review for the TOEIC Exam*, published by Kaplan Books.

HOW TO REGISTER FOR THE TOEFL

To register to take the paper-and-pencil TOEFL, you need to fill out the form in the *Information Bulletin for Supplemental TOEFL Administrations*, which also contains a list of all the test dates for the TOEFL and the TWE. Get the *TSE Bulletin* for Test of Spoken English dates. Copies of the *Bulletins* are usually obtainable at United States educational commissions, United States Information Service (USIS) offices and libraries, binational centers, and private English language schools. You will be charged for the test. Fees vary; contact ETS for the most up-to-date information.

To register to take the TOEFL CBT, you need to call one of the designated ETS Test Administration Centers to book an appointment. You can contact ETS at:

TOEFL/TSE Publications
P.O. Box 6154
Princeton, NJ 08541-6154 USA
Phone: (609) 771-7100
Fax: (609) 771-7500
E-mail: toefl@ets.org
www.toefl.org

or call 800-468-6335 if you wish to test within the United States. If you live outside the United States but want to test in a U.S. center, call 1-443-751-4862 (this is a toll call).

If you do not use a credit card to register, you will need a CBT voucher to schedule your appointment. See the *Information Bulletin* for payment instructions for receiving your voucher.

Outside of the United States, you will have to call a Regional Registration Center to register. See the *Information Bulletin* or the TOEFL website at toefl.org for a list of centers.

UNDERSTANDING TOEFL SCORES

TOEFL SCORE	PROFICIENCY LEVEL	PROFICIENCY DESCRIPTION
380/ 83 CBT	Elementary Proficiency	Able to satisfy basic survival requirements, maintain very simple face-to-face conversations on familiar topics; thinks in native language and translates into English.
450/ 133 CBT	Intermediate Proficiency	Can initiate and maintain predictable face-to-face conversations; range and control of language limited; demonstrates emerging, but not consistent, basic grammar; can read very simple English texts.
550/ 213 CBT	Working Proficiency	Able to satisfy routine social demands; facility with concrete subject matter and language; however, needs more practice in academic-level reading.
630/ 267 CBT	Advanced Working Proficiency	Approaching native proficiency in English; able to satisfy most university-level academic requirements with language usage that is often, but not always, acceptable and effective; however, effective use of language may deteriorate under tension or pressure.

When you take the official TOEFL, ETS sends reports of your score directly to the institutions you have chosen, and to you, about one month after you take the test. You will receive four scores, one for each of the three TOEFL sections, and most importantly, a three-digit total score.

Your total score is based on the number of correct answers you identified, adjusted (the technical word for this is *scaled*) for the difficulty level of the particular TOEFL you took. Statistically speaking, a TOEFL score is not precise. ETS says that TOEFL scores have a plus or minus 14-point margin of error, which means that if you get a 500 on the paper-and-pencil TOEFL, your real proficiency in English ranges from 486–514. Some schools may take this fact into account when evaluating your English for admission.

The total score is reported on a 310–677 scale for the paper-and-pencil TOEFL, and 40–300 scale for the TOEFL CBT. Scores for each section are reported on a scale of 31–68 or 2–30 on the CBT. Most students get a total score of between 440 and 580 (123–237 CBT). The score you need to get depends on the admissions requirements of the college or university you are trying to get into.

The chart above will give you an idea of how TOEFL scores measure English proficiency. Remember that the lowest paper-and-pencil score possible is 310, and the highest score possible is 677.

TOEFL CONCORDANCE TABLE TOTAL SCORE COMPARISON

Paper-Based TOEFL	Computer-Based TOEFL	Paper-Based TOEFL	Computer-Based TOEFL	Paper-Based TOEFL	Computer-Based TOEFL
677	300	553	217	430	117
673	297	550	213	427	113
670	293	547	210	423	113
667	290	543	207	420	110
663	287	540	207	417	107
660	287	537	203	413	103
657	283	533	200	410	103
653	280	530	197	407	100
650	280	527	197	403	97
647	277	523	193	400	97
643	273	520	190	397	93
640	273	517	187	393	90
637	270	513	188	390	90
633	267	510	180	387	87
630	267	507	180	383	83
627	263	503	177	380	83
623	263	500	173	377	80
620	260	497	170	373	77
617	260	493	167	370	77
613	257	490	163	367	73
610	253	487	163	363	73
607	253	483	160	360	70
603	250	480	157	357	70
600	250	477	153	353	67
597	247	473	150	350	63
593	243	470	150	347	63
590	243	467	147	343	60
587	240	463	143	340	60
583	237	460	140	337	57
580	237	457	137	333	57
577	233	453	133	330	53
573	230	450	133	327	50
570	230	447	130	323	50
567	227	443	127	320	47
563	223	440	123	317	47
560	220	437	123	313	43
557	220	433	120	310	40

TOEFL CONCORDANCE TABLE TOTAL SCORE RANGE COMPARISON

Paper-Based TOEFL	Computer-Based TOEFL	Paper-Based TOEFL	Computer-Based TOEFL
660-677	287-300	460-477	140-153
640-657	273-283	440-457	123-137
620-637	260-270	420-437	110-123
600-617	250-260	400-417	97-107
580-597	237-247	380-397	83-93
560-577	220-233	360-377	70-80
540-557	207-220	340-357	60-70
520-537	190-203	320-337	47-57
500-517	173-187	310-317	40-47
480-497	157-170		

TOEFL CONCORDANCE TABLE SECTION SCALED SCORES

LISTENING COMPREHENSION		STRUCTURE/WRITING		READING	
Paper-Based TOEFL	Computer-Based TOEFL	Paper-Based TOEFL	Computer-Based TOEFL	Paper-Based TOEFL	Computer-Based TOEFL
68	30	68	30	67	30
67	30	67	29	66	29
66	29	66	28	65	28
65	28	65	28	64	28
64	27	64	27	63	27
63	27	63	27	62	26
62	26	62	26	61	26
61	25	61	26	60	25
60	25	60	25	59	25
59	24	59	25	58	24
58	23	58	24	57	23
57	22	57	23	56	22
56	22	56	23	55	21
55	21	55	22	54	21
54	20	54	21	53	20
53	19	53	20	52	19
52	18	52	20	51	18
51	17	51	19	50	17
50	16	50	18	49	16
49	15	49	17	48	16
48	14	48	17	47	15
47	13	47	16	46	14
46	12	46	15	45	13
45	11	45	14	44	13
44	10	44	14	43	12
43	9	43	13	42	11
42	9	42	12	41	11
41	8	41	11	40	10
40	7	40	11	39	9
39	6	39	10	38	9
38	6	38	9	37	8
37	5	37	9	36	8
36	5	36	8	35	7
35	4	35	8	34	7
34	4	34	7	33	6
33	3	33	7	32	6
32	3	32	6	31	5
31	2	31	6		

Passing TOEFL Score

There is no "passing" or "failing" score on the TOEFL. The test measures English language proficiency only and it is up to the individual college or university to set its own minimum TOEFL score for admission. Minimum scores can vary from a low of 450 to a high of 630 or more. A score of 677 is considered perfect.

Keep in mind that schools with low TOEFL admissions score requirements may also have lower academic standards. In many colleges, to major in communications, journalism, public relations, marketing, advertising, and English/American literature, you need a TOEFL score of 600. The most prestigious American universities require a paper-based TOEFL score of 600 or more for all students admitted. Most top-tier master of business administration (MBA) programs require a TOEFL score of 600 in addition to good GMAT scores.

It's possible to cancel your scores by contacting TOEFL/ISE Services immediately after the test.

Paper-Based Scores versus Computer-Based Scores

The concordance table on the previous pages will tell you how paper-based TOEFL scores compare with computer-based TOEFL scores. For more details on how each section is scored, read through the introductory pages of each Power Lesson section carefully.

FREQUENTLY ASKED QUESTIONS

Q: Is the TOEFL written or administered by the U.S. government?

No. The U.S. government has nothing to do with the TOEFL. The TOEFL is administered by the Educational Testing Service. ETS is a private, nongovernmental, not-for-profit organization that writes, manages, and administers standard exams for American college and university entrance.

Q: What score do you need to pass the TOEFL?

There is no passing or failing score on the TOEFL. The test measures English language proficiency only, and it is up to the individual college or university to set its own minimum TOEFL score for admission. For the paper-based TOEFL, minimum scores can vary from a low of 450 to a high of 630 or more. A score of 677 is considered perfect.

Q: Is it possible to use a TOEFL score from a test taken several years ago?

Not usually, but it depends on the school and how long ago the test was taken. Admissions officers want to know what your *current* English level is, so most admission officers require a recent TOEFL score, not more than six months old, when they consider a candidate for admission.

Schools frequently have this rule because TOEFL scores can drop 30–60 points on average if a person takes a break longer than two months from intensive English study. This particularly happens if a student's level of English proficiency has not yet reached the 550 level.

Q: Is it easy to get into an American college or university?

Compared to most other university systems around the world, it is relatively easy to get accepted into an American college or university.

Q: Is it easy to graduate from an American college or university?

For the most part, no. International students can easily “funkt out of” (be asked to leave) an American college or university in their first year if they do not have sufficient English communication skills to get satisfactory grades in their courses. In some years, the failure rate for international freshmen with TOEFL scores of 550 or higher has been about 30 percent.

Bear in mind that achieving the minimum TOEFL score for admission is not the end of an international student's English studies—it is only the beginning. Even after getting admitted into a college or university, international students must continue to improve their English if they want to succeed.

Q: Can students prepare for the TOEFL in the same way that they study for a typical college or university exam?

Basically, no. Most exams test a student's knowledge of a set of information. There may or may not be a lot of information that the student needs to know, but it is always a finite amount. A student can make a list of information that he or she must learn and study it item by item.

The TOEFL, on the other hand, tests English proficiency. A language cannot be summed up in a list. The best way to improve your TOEFL scores is by improving your overall proficiency in the language.

Another way to improve your TOEFL score is to become very familiar with the exam. You should take several practice exams, and you should know what kinds of questions and general topics to expect. You can also learn certain test-taking strategies—ways of finding the correct answer more quickly.

This book will help you do both. First, it will improve your English proficiency with its clear grammar explanations. And the unique emphasis on vocabulary will get you started on learning the kinds of words you need for success on the TOEFL . . . and in a real American college or university. At the same time, this book will give you the test-taking practice and the strategies you need to get the very best TOEFL score possible for you.

YOU'RE IN CHARGE!

This section is entitled "You're in Charge!" because we want to emphasize that you must manage your own English learning. In addition to introducing you to the TOEFL, giving you practice tests, and suggesting test-taking strategies, this book will show you how to take charge of your own English learning.

The Limitations of Test Preparation

For a good TOEFL score, it is essential that you become familiar with the test and the common types of questions it asks. A student who takes the test without this kind of preparation will not do as well as he or she would have with test preparation. So test preparation helps. The authors of this book have seen students' scores jump as much as 50 (approximately 40 on the CBT) points in a short ten-week, 40-hour course.

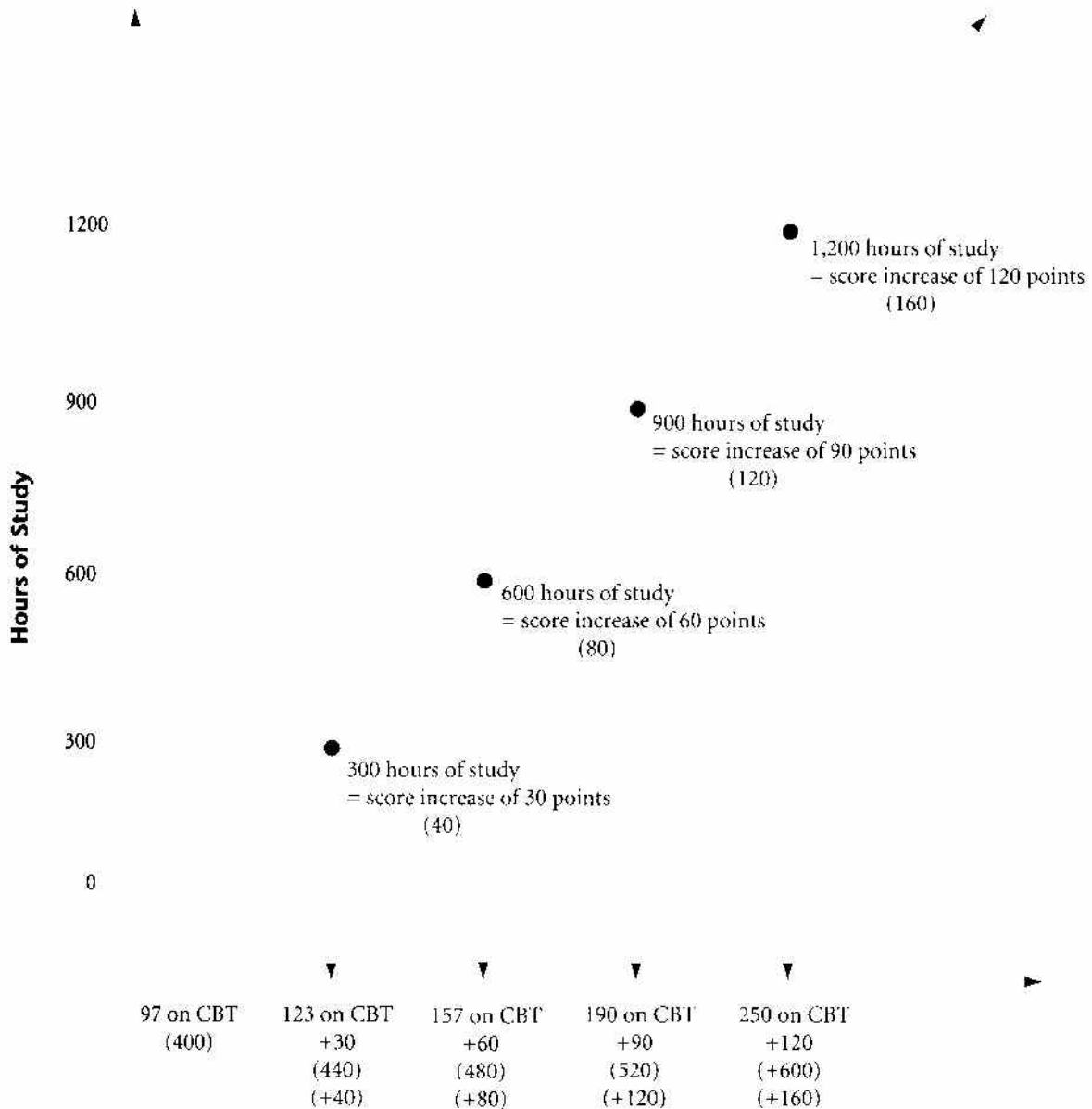
The problem is that an increase of 30 (20), 40 (30), or even 50 (40), points may not be enough. If a student starts with a proficiency level of 440 (123), a jump of 50 (40) points will not be sufficient for him or her to get into a university that requires a score of 520 (213) for admission.

Even worse, a second TOEFL-preparation course almost never improves student scores as much as the first. And a third preparation course seldom does much better. So our imaginary student, who jumped from a 450 (133) to a 490 (163) after just ten weeks of TOEFL preparation, may have only a score of 500 (173) after two or three more courses—still not enough to get into the university to which he or she wants to go.

What this student needs is more knowledge of English, not more TOEFL preparation. Too many learners of English don't understand this, and they continue to spend more money on too many TOEFL-preparation courses, or—worse—they become frustrated and abandon their dreams of studying in the United States.

ETS, the makers of the TOEFL exam, once conducted a study that showed that, on average, an *increase of 40 points* on the TOEFL requires about *300 hours* of *intensive* English study. The details of the study are in the graph on the next page.

Average Hours of Study Needed in Order to Reach Your Goal



Average Increase in TOEFL Points

The hours recommended on this chart are based on an ETS study that found that, for every 300 hours of English language study, on average, students increased their TOEFL scores approximately 40 points.

So, although we at Kaplan are sure that this is one of the best TOEFL preparation books available, we will not lie to you. The practice tests and the Power Lessons in this book may not be enough for you to get the score you need to get into the American college or university you want to attend.

What you need to do is—as the title of this section suggests—take charge! Don't wait for English proficiency to come to you; go out and get it. In the rest of this section, you will find out what kind of self-teaching you need to do, and discover how this book is more than just a TOEFL preparation book—it's a guide book that will take you on a journey of English acquisition.

The Importance of Vocabulary

Look at the sentences below; they could all easily appear on the TOEFL exam. Do any of the underlined words seem incorrect to you?

She wants to marry as tall a man as possible.

You'll just have to make do with what you have.

Don't talk with your mouth full.

The French founded the city in 1678.

The fact is, there is nothing wrong with any of these sentences, no matter how strange they may look to a non-native English speaker. The point of this is to show that even though no section of the TOEFL is called "Vocabulary," vocabulary undoubtedly plays an important—perhaps the most important—role in *every* section.

Perhaps you are saying to yourself, "Sure, I can see why vocabulary is important in the Reading Comprehension Section, but why is it so important in the Listening or Structure and Written Expression sections?"

Of course, the Listening Section tests your listening skills. But how can you expect to answer questions about what you have heard if you do not know the meaning of what has been said? Moreover, on the Structure and Written Expression Section (the grammar section) of the TOEFL, getting the correct answer often depends more on your knowledge of English idioms than on your knowledge of English grammar. Even more often, it depends on your knowing whether something "sounds right" or not.

Look at the sentences above again. Do the underlined words sound right to you? If one or more of them doesn't, then you need to add those expressions to your English vocabulary.

Keep in mind that vocabulary does not involve only individual words: It also includes idioms (such as *to keep your head*, meaning “not to panic”), phrasal verbs (e.g., *do something over*, meaning “to do something a second time”), and collocations (i.e., words that often appear together, like *sparsely populated*, meaning “having a low population”). Vocabulary, for the purposes of TOEFL, means using words the way “real” people use them.

The vocabulary sections in this book show you how words are used, and are followed by exercises that give you practice using the new words and expressions in real sentences. This approach will not only help you remember the words and expressions, but will also help you develop a sense of what “sounds right” in English. It will give you a good beginning to go out and take charge of your own vocabulary building by collecting English words and expressions, including ones that you frequently encounter in films, television shows, books, magazines, and newspapers.

The Importance of Reading

Like vocabulary, reading is an integral part of the TOEFL, basically because it is at the heart of good academic skill preparation. Success on the TOEFL, and in any American college or university, depends heavily on a student’s ability to read well.

Many students find the Reading Comprehension Section of the TOEFL extremely difficult. To make matters worse, the Reading Comprehension Section comes at the end of the exam, and requires your full concentration and focus. The best way to prepare for this section, and for your academic studies in general, is to do a lot of reading in English on your own.

Varying the content of your reading as much as possible is strongly recommended. This means that your reading should not be limited to one topic or style. For example, if you read a lot of literature, you should try to read at least some science articles, perhaps from a general-interest magazine like *Newsweek*. On the other hand, if you love science, read some short stories or a Hemingway novel. As you may already know from your native language, these are two very different types of reading.

The reason for this advice is that the Reading Comprehension Section of the TOEFL requires the test taker to read on an extremely varied amount of topics, from literature to geology to American history. If you can’t read many different types of writing well—and if you aren’t familiar with different styles of writing and the different kinds of vocabulary belonging to different topics—you will probably not do well on the TOEFL.

Here is a list of the topics most often found on the Reading Comprehension Section of the TOEFL, with a percentage indicating how frequently, on the whole, they appear.

- Natural and physical sciences (40%)
- American and natural history (30%)
- Biography (15%)
- Social science (10%)
- General interest (5%)

To get started, look for the special section entitled "Special Topics and Vocabulary for the TOEFL." But remember that this is only a start: it's your job to *take charge* by going out and reading as much and on as wide a range of subjects as you can in English.

HOW TO USE THIS BOOK

Teachers using this book in the classroom will have their own plan. In this section, we offer a plan to the self-study student who is preparing for the TOEFL by himself or herself.

To be as prepared as possible for the TOEFL, a student should go through every section of this book. The TOEFL Study Plan below offers advice on how to do that. How long it takes the student to go through the complete course depends on how much time he or she spends on it per day, but it would be very surprising if, working five to six hours a day, a student finished the course in fewer than six weeks. Not all students have six or more weeks to prepare for the TOEFL. For these students, there is an accelerated version of the Study Plan: take Practice Test One (the diagnostic test) and focus your study on the Power Lessons in your areas of weakness, then focus on steps 4, 6, and 7.

The TOEFL Study Plan

Study the section of this book called "TOEFL Test-Taking Strategies."

Test-Taking strategies are suggestions on how to take the TOEFL. They can improve student scores significantly.

(1) Take Practice Test One (the Diagnostic Test).

Use the answer key and the conversion chart at the back of this book to give yourself a grade for each section, as well as an overall grade for the test.

Determine your areas of weakness. As you go through the Power Lessons of this book, you should take charge of your English acquisition by doing additional work in those areas.

If the Listening Section was very difficult for you, schedule time to watch movies or TV programs in English, and to listen to English-language cassettes.

If the Structure and Written Expression Section was especially difficult, get a good reference grammar book and learn more about the grammar structures you got wrong on the practice test.

If the Reading Section was your problem, go through the practice test and identify the topics that gave you the most trouble. Then go to an English language library or bookstore to get books and/or magazines on the troublesome topics.

(2) Begin a program of extensive reading in English.

Read widely and about many different topics, including the topics given in the "Recurring TOEFL Topics and Related Vocabulary" section towards the back of the book. Begin collecting vocabulary words and expressions from the reading.

Note: You should do this even if you did not do poorly in the Reading Section.

(3) Go through half of the Power Lessons.

The Power Lessons can be done in any order: listening first, then grammar, then reading; or, alternatively, a student could do one listening lesson and three grammar lessons, followed by one reading lesson.

While doing the Power Lessons, you should continue reading extensively in English and building your vocabulary.

(4) Take Practice Test Two (after reviewing the "TOEFL Test-Taking Strategies" section of this book).

Use the answer key and the conversion chart at the back to give yourself a grade for each section as well as an overall grade for the test. Are your areas of weakness the same as after the first practice test? Hopefully, you are not making the same kinds of grammar errors. Determine the areas of weakness and devote additional time to these.

(5) Finish the Power Lessons.

Don't forget to continue doing additional reading and vocabulary building as you work through the Power Lessons.

(6) Take Practice Test Three (after reviewing the "TOEFL Test-Taking Strategies" section of this book).

Use the answer key and the conversion chart at the back to give yourself a grade for each section and an overall grade for the test. Again, identify your areas of weakness and continue working on them.

(7) Do the "Recurring TOEFL Topics and Related Vocabulary" section.

Make sure your outside reading covers these topics.

TOEFL FACT SHEET

PAPER-BASED TOEFL

Total Number of Questions: at least 140
Duration: 2–2.5 hours (3–3.5 hours at the test site)
Overall Scaled Score: 200–677
Format: Three Scored Sections, each with a subscore of 20–68

SECTION I: Listening Comprehension

Number of Questions: 50*
Duration: 30–40 minutes
Part A—Short Conversations (30 questions)
Part B—Longer Conversations (8 questions)
Part C—Talks (12 questions)

SECTION II: Structure and Written Expression

Number of Questions: 40*
Duration: 25 minutes
Part A—Incomplete Sentences (15 questions)
Part B—Error Recognition (25 questions)

SECTION III: Reading Comprehension

Number of Questions: 50*
Duration: 55 minutes
5 or 6 Reading Passages (8–12 questions per passage)

TOEFL CBT

Total number of questions: varies
Duration: varies—2.25–3 hours (up to 4.5 hours at test site)
Overall scaled score: 0 to 300
Format: Four sections. Sections I, II, and III have subscores of 0 to 30. Section IV has subscores of 0 to 6.

Section I: Listening Comprehension

Number of questions: 30–50
Duration: 40–60 minutes
Part A—Short conversations
Part B—Longer conversations and talks
Computer adaptive

Section II: Structure

Number of questions: 20–25
Duration: 15–20 minutes
Sentence completion and error identification questions are mixed together.

Section III: Reading Comprehension

Number of questions: 44–60. The test taker will see the total number of questions displayed on screen prior to beginning this section.
Duration: 70–90 minutes
5 to 8 reading passages (8 to 12 questions per passage)

Section IV: Writing

Number of questions: 1
Duration: 30 minutes

*The number of questions and the duration of the test may vary from administration to administration.

TOEFL TEST-TAKING STRATEGIES

An examination is meant to test a person's knowledge or skills in a particular area, but sometimes two people with the same knowledge may not receive the same score on an exam. This is because only one of them knows *how* to do well on the exam.

That's what test-taking strategies are: methods of taking exams that lead to higher scores. This book is designed to give you a great advantage on the TOEFL. Of course, we want to improve your English proficiency—that's the job of the Power Lessons. We also want to give you the test-taking strategies you need in order to get the very best TOEFL score possible.

In this section, we offer you five sets of strategies:

1. Overall test strategies
2. Listening Comprehension test strategies
3. Structure and Written Expression test strategies
4. Reading Comprehension test strategies
5. Strategies for the day prior to the test and Test Day.

To benefit from these strategies, you should review them before you take each practice exam. Review them again before you take the official TOEFL. Following these strategies will help you to dramatically improve your TOEFL score.

OVERALL TEST STRATEGIES

The strategies in this section are useful for both the CBT and the paper-and-pencil TOEFL exam. They are aimed more, however, to the paper-and-pencil version. You will find strategies more specific to the computer-based TOEFL in Kaplan's *TOEFL CBT* book and CD ROM.

OVERALL TEST STRATEGIES

1. Know the directions ahead of time.
2. Leave no blanks. Guess if you don't know the answer.
3. Budget your time.
4. Read all the answer choices before selecting the best one.
5. Mark your answer sheet correctly.
6. Develop your stamina.

1. Know the directions ahead of time.

Make sure you know the directions for each section of the TOEFL. Read and reread the directions given on the practice tests in this book. The directions on the official TOEFL may differ slightly, but only by a few words. So, once you have become familiar with the questions, you don't have to read the directions during the "real" TOEFL. This means that, on the Structure and Written Expression Section as well as on the Reading Comprehension Section, you can begin the test immediately, instead of reading the questions. This will save you a lot of time.

2. Leave no blanks. Guess if you don't know the answer.

Each question on the TOEFL is worth about 4.5 points. There is no penalty for a wrong answer. Therefore, it is absolutely to your advantage *never* to leave an answer blank. It may feel strange to you to guess because perhaps in school, you were told not to guess. But remember that your goal is to get the best score possible on the TOEFL.

A wise test taker will make educated guesses on the TOEFL. "Educated guessing" means using what you already know to help you *eliminate* answers that you know are wrong. This will dramatically improve your chances of guessing the right answer. Another point to consider when making an educated guess is that you will rarely see more than four consecutive identical answers. So, suppose that you feel certain about your answers to questions 21–24, and they are all "C," but in question 25 you are not sure whether the answer is "C" or "D." In this situation, you should select "D."

Suppose that on the entire exam you get six or seven questions correct by guessing. That can raise your score by 25 to 30 points. When you do guess, always select “B” or “C,” because on past TOEFLs these have been the most common answers.

Here is a checklist for the main points of this strategy:

- Leave no question unanswered.
- Make an educated guess if you can.
- If you cannot make an educated guess, choose “B” or “C.”
- Rarely on the TOEFL are there more than four identical answers in a row.

3. Budget your time.

The TOEFL gives the test taker a very limited amount of time. After the time for one section is finished, you cannot go back to it, even if you have extra time during a later section. A student who wants to do well on the TOEFL must learn to answer questions quickly, as well as accurately.

Some of the TOEFL section strategies below give you some guidelines on how much time you should spend on each question of the exam.

First, answer the questions with the goal of getting points, not getting the question correct. Of course, you want to select the right answers to as many questions as possible. But what you really want is to get the highest score possible. So, sometimes you may have to guess on a hard question in order to have enough time to answer the other questions in that section.

4. Read all the answer choices before selecting the best one.

Don't pick the first answer choice that “looks good.” You *must* read all the answer choices, and then pick the best answer. Many of the wrong answers on the TOEFL have been purposely written to confuse you. We call these types of wrong answers “distractors.” In order to distinguish the distractors from the right answer, you *must* always read all the answer choices.

5. Mark your answer sheet correctly.

Remember that your test will be scored by a machine, and that a machine cannot think like a human being. If you make a mistake, erase the mark *completely*. Do not make any stray marks on the answer sheet. Do not mark more than one answer; if you do, it will be scored as a wrong answer. Don't misgrid. *Misgridding* is marking your answer in the wrong row or column. For instance, if you accidentally mark the answer to question 5 in the row for question 6, you have misgridded. Misgridding is very easy to do when you are in a hurry, and it can cost you many points—obviously, the machine that grades your test will not be able to “understand” the mistake you made.

Using the answer sheets for the practice tests in this book will give you important practice. It will help you develop habits which will save you from misgridding on the official TOEFL.

6. Develop your stamina.

There are no rests or breaks between sections of the paper-and-pencil TOEFL. Section III is long and comes at the end of the test, when students are most tired. You need to keep working even if you are tired. Take the practice tests in this book as though each one were the real test. Do not let people or things distract you. Do not give yourself a break just because you are tired. You need to build your ability to sit in one place, concentrating, for three hours.

LISTENING COMPREHENSION TEST STRATEGIES

LISTENING COMPREHENSION TEST STRATEGIES

1. Look ahead at the answers to the next question on the paper-and-pencil TOEFL.
2. Listen carefully.
3. Read and think about every answer choice.
4. Answer each question before the next question begins.

1. Look ahead at the answers to the next question.

There are about 10–12 seconds between each question on the Listening Section. If you have answered one question and have time before the next, it is usually helpful to look at the answers to the next question because this will help prepare you better for the next conversation or question. You will only be able to do this on the paper-and-pencil version of the exam.

2. Listen carefully.

You have only one chance to listen to each question or conversation, so it is important for you to concentrate on the recording and do your best to understand what the speakers are saying. Do not let yourself start thinking about other things.

3. Read and think about every answer choice.

Frequently the answer choice that looks most like what you heard is, in fact, wrong. Don't answer a question too quickly: consider every answer choice carefully.

4. Answer each question before the next question begins.

Since you hear a question only once, there is no point in going back to it at a later time. When the next question is about to begin, make your best guess. Then forget it, so that you can concentrate completely on the next question.

STRUCTURE TEST STRATEGIES**STRUCTURE AND WRITTEN EXPRESSION
TEST STRATEGIES**

1. Don't lose time on the harder questions.
2. Read each sentence completely.
3. Reread the sentence, completing it (in your mind) with each answer choice, one by one.

1. Don't lose time on the harder questions.

Remember, your goal is to answer as many questions correctly as possible. This may mean guessing at the answer to the hard questions if they take too much of your time. Here are some guidelines on how much time you should spend on each question.

Section II (Structure and Written Expression)

40 questions

25 minutes

37 seconds per question, on average

You should expect the last questions to be more difficult than the first questions.

2. Read each sentence completely.

When you begin a new question, read the sentence completely. You may immediately recognize exactly what the sentence needs. This will help you decide on the correct answer more quickly.

3. Reread the sentence, completing it with each answer choice, one by one.

Try out each answer choice in the sentence to see whether or not the sentence as a whole sounds good. Do not eliminate an answer if you haven't tried it in the sentence. Then choose the answer choice that fits best.

WRITTEN EXPRESSION TEST STRATEGIES

**WRITTEN EXPRESSION
TEST STRATEGIES**

1. Don't lose time on the harder questions.
2. First look at the underlined parts of the sentence only.

1. Don't lose time on the harder questions.

The pointers regarding time made for the Structure Test questions apply here as well. Remember, you have about 37 seconds to answer each question, on average.

2. First look at the underlined parts of the sentence only.

A quick glance at the four underlined parts may be enough for you to immediately recognize the error, which should save you time. But don't be too fast when answering the question! Quickly read the entire sentence to make sure that your quick identification was correct.

READING COMPREHENSION TEST STRATEGIES**READING COMPREHENSION TEST
STRATEGIES**

1. Budget your time.
2. Don't panic if there are a lot of words you don't recognize.
3. Skip hard questions until you have answered the other questions for a reading passage.
4. Answer every question for a reading passage before going on to the next passage.

1. Budget your time.

Many students find the reading passages in this section very hard. Do not spend too much time reading a passage. Nor should you waste time on any particular question. Here are some guidelines on how much time you should spend on each question.

Section III (Reading Comprehension)

50 questions

55 minutes

If there are 5 reading passages, spend:
5 minutes reading each passage.
30 seconds per question, on average.

If there are 6 reading passages, spend:
4 minutes reading each passage.
37 seconds per question, on average.

Of course, some questions may take you longer than 30 or 37 seconds. But, if you are going to complete the Reading Section within the 55 minutes you are allowed, other questions will then have to take fewer than 30 or 37 seconds.

2. Don't panic if there are a lot of words you don't recognize.

You do not need to know every word in a reading passage to answer the questions correctly. If you stay calm and make educated guesses, you can answer questions correctly even if you do not understand every word in the question.

3. Skip hard questions until you have answered the other questions for a reading passage.

Sometimes answering the easy questions will help you find the answers for the more difficult questions.

4. Answer every question for a reading passage before going on to the next passage.

One thing you do not want to do on this section of the TOEFL is reread a passage—you simply don't have the time. But if you leave a question unanswered in Passage 2, for example, and then you read Passage 3, you are going to have to reread Passage 2 before you can answer the question you left unanswered. You will then forget what Passage 3 is about.

For this reason, do not leave the questions of any passage unanswered. Always answer the questions of a passage before going on to the next reading passage. Try to make an educated guess for the question. If that is not possible, guess "B" or "C."

PAPER-AND-PENCIL TEST-DAY STRATEGIES

The Day Before the Test

Review the test strategies for the paper-and-pencil TOEFL. Once you've reviewed your strategies, assemble the following items to bring with you to the test center.

1. Three sharpened medium (#2) pencils and 2 erasers
2. A pencil sharpener
3. A watch (watch alarms are *not* permitted)
4. Your admission ticket and signed photo file record
5. Official identification, such as a passport (NOTE: See the *TOEFL Information Bulletin* for complete information on identification requirements.)

On the Morning of the Test

1. Eat a good breakfast—nothing too greasy or unusual. The test is long and hunger can be very distracting. If you are a person who gets hungry a lot, it might be a good idea to eat an apple or some bread just before the test begins. Don't drink too much coffee for breakfast. A lot of caffeine—or any other drug—is a bad idea.
2. Wear something comfortable. Bring an extra sweater or shirt in case you get cold during the test.
3. Leave for the test ahead of time, in case of traffic or some other problem on the way. **Definitely don't be late for the test.** If you are late, you will not be admitted.
4. Do not try to bring food, drink, cellular phones, pagers, dictionaries, books, notes, or tape recorders into the testing room. These items are not permitted.

During the Test

1. Follow the instructions of the test proctor. You can work on only the section the proctor has assigned to you. You cannot go on to another section in your test booklet.
2. Accept the seat assigned to you. Do not try to insist on a special seat.
3. Prepare yourself to be in the testing room for two-and-a-half to four hours. No food or drink is allowed in the room, and there will be no breaks during the test. If you must use the bathroom, you must give your identification documents to the proctor. You will not be given any extra time.
4. Mark your answer sheet correctly. If you forget how to do this, the instructions are on the back of your test booklet.
5. Do *not* write on your TOEFL test booklet. You will be given instructions about where you may take notes for the TWE.
6. It is crucial that you pay attention to the time, as students often run out of time on the test. Use your watch to time yourself on each section. Do *not* rely on the proctor to do this for you.
7. Try to remain calm and cool. From time to time, take deep breaths and stretch in your seat. Think positive thoughts.
8. If something goes wrong—for example, if the pages in your test booklet are stuck together or missing—raise your hand and tell the proctor. If you have misgridded (misgridding is explained earlier in this section), or if you have put your answers in the wrong section of the grid, tell the proctor.

PART TWO

PRACTICE TEST ONE:

DIAGNOSTIC

TEST

Answer Grid for Practice Test One

1										
LAST NAME					FIRST NAME					MI
A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

2 TODAY'S DATE			
MONTH	DAY	YEAR	
<input type="radio"/> JAN			
<input type="radio"/> FEB			
<input type="radio"/> MAR	<input type="radio"/> 01	<input type="radio"/> 02	<input type="radio"/> 03
<input type="radio"/> APR	<input type="radio"/> 04	<input type="radio"/> 05	<input type="radio"/> 06
<input type="radio"/> MAY	<input type="radio"/> 07	<input type="radio"/> 08	<input type="radio"/> 09
<input type="radio"/> JUNE	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12
<input type="radio"/> JULY	<input type="radio"/> 13	<input type="radio"/> 14	<input type="radio"/> 15
<input type="radio"/> AUG	<input type="radio"/> 16	<input type="radio"/> 17	<input type="radio"/> 18
<input type="radio"/> SEPT	<input type="radio"/> 19	<input type="radio"/> 20	<input type="radio"/> 21
<input type="radio"/> OCT	<input type="radio"/> 22	<input type="radio"/> 23	<input type="radio"/> 24
<input type="radio"/> NOV	<input type="radio"/> 25	<input type="radio"/> 26	<input type="radio"/> 27
<input type="radio"/> DEC	<input type="radio"/> 28	<input type="radio"/> 29	<input type="radio"/> 30

SECTION 1

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D
43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D
48	A	B	C	D
49	A	B	C	D
50	A	B	C	D

SECTION 2

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D
43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D
48	A	B	C	D
49	A	B	C	D
50	A	B	C	D

SECTION 3

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D
43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D
48	A	B	C	D
49	A	B	C	D
50	A	B	C	D

IMPORTANT INFORMATION

USE ONLY A NO. 2 OR HB PENCIL TO COMPLETE THIS ANSWER SHEET. DO NOT USE INK.

MARK ONE AND ONLY ONE ANSWER TO EACH QUESTION

BE SURE TO FILL IN COMPLETELY THE SPACE FOR YOUR INTENDED ANSWER CHOICE

IF YOU ERASE, DO SO COMPLETELY

MAKE NO STRAY MARKS

RIGHT MARK: ●

WRONG MARK:

DIRECTIONS FOR PRACTICE TEST ONE: DIAGNOSTIC TEST

This is the first of three TOEFL practice tests. All three are paper-and-pencil versions of the exam. The first test is a diagnostic test. Take this test before you go through any of the Power Lessons. This will give you a good idea of what the TOEFL is like, and you will understand better the approach taken in this book.

Make this practice test as much like a real TOEFL test as possible. This means that you must find a space of about two-and-a-half hours during which you can take the practice test completely uninterrupted. Do not take breaks between the three sections of the practice test; you are not allowed breaks during the real TOEFL, so you need to build up your mental stamina.

It is strongly recommended that you use the answer grid provided, as you will have to use a similar grid on the real TOEFL. You do not want to be confused by any of the questions or by the format of the form on Test Day. Doing this will also give you important practice in avoiding misgridding. Misgridding occurs when a test taker writes the answer to one question in the row for a different question. Misgridding can cause you to lose a lot of time on the TOEFL, or, worse, cause you to score far lower than you should.

Before you take the practice test, you should carefully read the section of this book entitled "TOEFL Test-Taking Strategies." Then, as you take the test, practice using these strategies as well. They can really improve your score.

When you take the practice test, give yourself only the allotted time for each section of the test. Force yourself to stop when your time is up. Then use the answer key and score conversion charts at the back of the book to give yourself a TOEFL score. Finally, use this practice test to guide your TOEFL preparation by following the suggestions in the section entitled "How to Use This Book."

When you sit down to take the paper-and-pencil TOEFL, you will receive a booklet that is sealed shut. The proctors of the exam will ask you to read the directions on the back of the booklet. After you have read the directions, you may break the seal to open the booklet.

Here are directions that are similar to those you will read before you break the seal of the actual TOEFL. These directions are provided only once in this book; the other practice tests will not ask you to read these directions.

Test of English as a Foreign Language

General Instructions

This is a test of your English language ability. There are three sections, and each has its own directions and sample questions. Make sure you understand the directions before you begin any section of the test.

You should work carefully, but be sure not to spend too much time on any single question. If you finish a section early, you may return to your answers for that section only. You are not allowed to go to any other section of the test.

Try to answer every question. Your score is based on the number of questions you answer correctly. If you are not certain you know the right answer to a question, you should make the best guess that you can. You will not lose points because of wrong answers, so you should *answer every question*, even if you have to guess.

You must answer all the questions on the separate answer grid. Do not answer the questions in this test booklet. When you mark your answers on the separate answer grid, you must:

- Use a medium-soft black lead pencil (#2 or HB).
- On the answer grid, find the number of the question you are answering, and mark the appropriate oval: (A), (B), (C), or (D). You are not allowed to make any changes after the time for a section of the test has ended.
- Give only one answer to each question.
- Take care to completely fill the oval with a dark mark, so that the letter inside the oval cannot be seen. The scoring machine may not be able to read light or incomplete marks correctly.
- Erase all marks outside of the oval completely. If you want to change your answer, completely erase the old answer.

The ovals on the answer grid may be arranged horizontally or vertically. Look at the example below for correct and incorrect ways of marking both of these formats. It is very important that you fill in the ovals on the answer grid in the correct way.

Vertical Answers

CORRECT	WRONG	WRONG	WRONG	WRONG
(A)	(A)	(A)	(A)	(A)
●	(X)	(B)	(B)	(B)
(C)	(C)	(C)	(C)	(C)
(D)	(D)	(D)	(D)	(D)

Horizontal Answers

CORRECT	WRONG	WRONG	WRONG	WRONG
(A) ● (C) (D)	(A) (X) (C) (D)	(A) (B) (C) (D)	(A) (B) (C) (D)	(A) (B) (C) (D)

Some of the material in this test booklet may have been adapted from previously published materials. The ideas contained here do not necessarily represent the opinions of the Educational Testing Service.

PRACTICE TEST ONE

LISTENING COMPREHENSION

🕒 Time allowed for this section: 30–40 minutes

Directions: Listening Comprehension Section

In this section of the test, you will demonstrate your ability to understand conversations and talks in English. You will find the audio tracks for this section on the audio CDs included with this book. There are three parts to this section, with different directions for each part. Answer all the questions according to what the speakers say *or* imply. When you take the actual TOEFL test, you will not be allowed to take notes or write in your test book. Try to work on this sample test in the same way.

PART A

CD 2, Track 6

Directions: In Part A, you will hear two people having short conversations. After each conversation, you will hear a question. The conversations and questions will not be repeated. After you hear a question, read the four possible answers and choose the best answer. Then, on the answer sheet provided, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

For example:

On the recording, you hear: (*Listen to sample conversation on the audio CD*)

What does the man say?

In your book, you read:

- (A) He is too tired to walk in the park.
- (B) He agrees to go walking in the park with her.
- (C) He is not Jim. His name is Pete.
- (D) He doesn't know what to do.

Sample Answer

A B C D

You learn from the conversation that the man is “beat,” an idiomatic expression meaning “very tired.” Therefore, the best answer to the question, “What does the man say?” is (A).

Practice Test One: Diagnostic Test

1. (A) It was nicer when she moved in.
(B) It was hard to find.
(C) It was not a nice place at first.
(D) The man has seen it before.
2. (A) He won't hire anyone.
(B) The woman won't get the job.
(C) The job application was incomplete.
(D) He can't tell her anything.
3. (A) The man should talk to his mother.
(B) The man should call his mother later.
(C) The man's mother will not be in.
(D) Anyone could call his mother.
4. (A) He doesn't like rain.
(B) He likes soccer very much.
(C) The game isn't important.
(D) He doesn't like to watch soccer.
5. (A) She looks old enough.
(B) She looks younger than 21.
(C) The man looks older than she does.
(D) She looks older than 21.
6. (A) He enjoys sports.
(B) He doesn't like his team.
(C) He doesn't want to lose.
(D) He is not athletic.
7. (A) Wait for better weather.
(B) Don't skate so early.
(C) Skate with a friend.
(D) Buy a new pair of skates.
8. (A) at a restaurant
(B) in a kitchen
(C) at a theater
(D) at a grocery store
9. (A) She has never seen the man.
(B) She doesn't know any European history.
(C) She and the man were classmates.
(D) She doesn't remember the man.
10. (A) Jeremy's brother
(B) Jeremy
(C) the woman
(D) the man
11. (A) She's glad he called.
(B) She thought he would call.
(C) She's angry because he didn't call.
(D) She doesn't mind that he didn't call.
12. (A) in an airplane
(B) in a truck
(C) at a sporting event
(D) in a department store

13. (A) He is very unhappy with the test.
(B) He doesn't have another chance to take the test.
(C) He plans on taking the test again.
(D) He is satisfied with the score.
14. (A) in the woods
(B) at a library
(C) at a soccer game
(D) in a restaurant
15. (A) She found a great parking place.
(B) The park was wonderful.
(C) She didn't enjoy the trip.
(D) She could not find the place.
16. (A) He actually earned money in Europe.
(B) It's impossible to save money there.
(C) He doesn't know much about the cost.
(D) Europe is not that expensive.
17. (A) She thinks the man is joking.
(B) She thinks the car is dangerous.
(C) It's the kind of car she wants.
(D) The car is very unappealing to her.
18. (A) why Joe's mistakes bother her
(B) why Joe eats that way
(C) how Joe would correct his mistake
(D) why Joe's habit upsets her
19. (A) The book is no longer in most stores.
(B) The book was written many years ago.
(C) She's been looking for the book for years.
(D) The print in the book is rare.
20. (A) He's willing to make a deal.
(B) He will give it to her.
(C) He wants to know why she needs it.
(D) He doesn't have it now.
21. (A) Sally took them from her.
(B) She felt silly taking them.
(C) The notes were a group effort.
(D) Sally actually wrote the notes.
22. (A) It wasn't the dining hall.
(B) He's not through eating.
(C) He didn't like the meat.
(D) The beef was excellent.
23. (A) It's the first thing she ever made.
(B) Her maid knitted it for her.
(C) It didn't take very long.
(D) She didn't make it herself.
24. (A) It was a bad day for a date.
(B) Kelly forgot about the date.
(C) It was his worst date ever.
(D) The date wasn't too bad.

Practice Test One: Diagnostic Test

25. (A) who has the camp
(B) where they should camp
(C) where the lamps go
(D) whether it's damp
26. (A) It was a very easy class.
(B) He finds calculus to be useful.
(C) The class was not worth it.
(D) He tries hard in school.
27. (A) He bought some farmland.
(B) There's a lot of food.
(C) She wants one more thing.
(D) Everything is very fresh.
28. (A) a parking garage
(B) a car showroom
(C) a car wash
(D) a police station
29. (A) He is brilliant.
(B) He looks like Shakespeare.
(C) His question is difficult.
(D) She is not amused by his answer.
30. (A) He misses his hometown.
(B) He has been sick at home.
(C) Nothing is the matter with him.
(D) He is tired of his current apartment.

PART B**CD 2, Track 7**

Directions: On this part of the test, you will hear slightly longer conversations. After each conversation, you will hear several questions. Neither the conversations nor the questions will be repeated.

After you hear a question, read the four possible answers in this book and choose the best one. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember that you cannot take notes or write on the test pages in any way.

31. (A) the man's wife
(B) the woman's sons
(C) the man's daughter
(D) the woman's driver
32. (A) They still don't know for certain.
(B) just some scratches and bruises
(C) a broken leg
(D) serious injuries
33. (A) A car ran a red light.
(B) A bicyclist ran into a car.
(C) A car ran into a bicyclist.
(D) A parked car coasted down a hill.
34. (A) the condition of the driver
(B) possible damage to the car
(C) the cost of the X-rays
(D) the woman's poor attitude
35. (A) a rock star
(B) a teacher
(C) a horse trainer
(D) an opera singer
36. (A) He strained himself.
(B) He is sick.
(C) He can't sing.
(D) He hurt it when he ate.
37. (A) She liked it.
(B) She didn't like it.
(C) She didn't notice it.
(D) It was more trouble than it was worth.
38. (A) all of it
(B) all of it, except for the man's solo
(C) none of it
(D) some of it, including the man's solo

PART C

CD 2, Track 8

Directions: On this part of the test, you will hear several talks. After each talk, you will hear some questions. Neither the talks nor the questions will be repeated.

After you hear a question, read the four possible answers in this book and choose the best one. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have selected.

For example:

On the recording, you hear: (*Listen to the sample talk on the audio CD*)

What would be a good title for this talk?

In your book, you read:

- (A) Dinosaurs of the Sahara
- (B) Tyrannosaurus Rex
- (C) A New Species of Dinosaur
- (D) Bipedal Carnivorous Dinosaurs

Sample Answer

A B C D

The best answer to the question, "What would be a good title for this talk?" is (C), "A New Species of Dinosaur."

Remember you should not take notes or write on the test pages.

- | | |
|--|--------------------|
| 39. (A) her large body of work | 40. (A) prejudiced |
| (B) the novel <i>Uncle Tom's Cabin</i> | (B) charming |
| (C) the work she did in the antislavery movement | (C) dedicated |
| (D) her novels, which describe nineteenth century New England life | (D) wealthy |

41. (A) immediately after publishing *Uncle Tom's Cabin*
 (B) after the liberation of the slaves
 (C) before the Civil War
 (D) when she joined the antislavery movement
42. (A) It was not abolitionist propaganda.
 (B) The characters were real.
 (C) It would be her last work.
 (D) It was a very risky venture.
43. (A) a pound of lobster for \$12.95
 (B) a pound of spaghetti for \$5.95
 (C) a pound of lobster for \$5.95
 (D) a pound of spaghetti for \$12.95
44. (A) seafood
 (B) vegetarian dishes
 (C) Italian food
 (D) Chinese dishes
45. (A) elegant
 (B) informal
 (C) low class
 (D) foreign
46. (A) imported wines
 (B) vegetarian dishes
 (C) large servings of beer
 (D) meals for kids
47. (A) the different places where American folk can be found
 (B) community parades and what they tell us about
 (C) the convergence of cultures in New York City
 (D) the many forms of modern-day American folklore
48. (A) a history class
 (B) a sociology class
 (C) a Spanish class
 (D) a psychology class
49. (A) West Indies
 (B) New York
 (C) Puerto Rico
 (D) on a farm
50. (A) reggae
 (B) New York
 (C) a spirit of independence
 (D) cardboard

STRUCTURE AND WRITTEN EXPRESSION

🕒 Time allowed for this section: 25 minutes

Directions: Structure and Written Expression Section

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

PART A

Directions: Questions 1–15 are incomplete sentences. Beneath each sentence, you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer grid, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Example 1

Geysers have often been compared to volcanoes ----
they both emit hot liquids from below the earth's
surface.

- (A) due to
- (B) because
- (C) in spite of
- (D) regardless of

Sample Answer

(A) ● (C) (D)

The sentence should read, "Geysers have often been compared to volcanoes because they both emit hot liquids from below the earth's surface." Therefore, you should choose answer (B).

Example II

During the early period of ocean navigation, ----- any need for sophisticated instruments and techniques.

- (A) so that hardly
- (B) when there was hardly
- (C) hardly was
- (D) there was hardly

Sample Answer

A B C D

The sentence should read, "During the early period of ocean navigation, there was hardly any need for sophisticated instruments and techniques." Therefore, you should choose answer (D).

Now begin work on the questions below.

- | | |
|--|---|
| <p>1. ----- Jane has an excellent résumé, /she hasn't found a job yet.</p> <ul style="list-style-type: none"> (A) However (B) Yet (C) That <input checked="" type="radio"/> (D) Although | <p>2. ----- several universities that have excellent engineering schools.</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> (A) There are (B) The (C) There is a lot of (D) Some of |
|--|---|

3. Many Middle Eastern diplomats still feel that the United States is intent ----- the ultimate police in the region.
- (A) to being
 - (B) being
 - (C) be
 - (D) on being
4. Woodrow Wilson believed the United States' entry into World War I would put a ----- to the war in months.
- (A) to stop
 - (B) stop
 - (C) stopping
 - (D) will had stopped
5. ----- of New York's Erie Canal greatly enhanced trade in the upstate region.
- (A) The complete
 - (B) Completing
 - (C) A completing
 - (D) The completion
6. A leech, after ----- the skin, is best removed by the application of either salt or heat.
- (A) it attaches itself to
 - (B) attaching it
 - (C) its attaching to
 - (D) where it attaches to
7. ----- east of the Mississippi River.
- (A) Indigo was grown usually
 - (B) Usually grown was Indigo
 - (C) Indigo usually grown
 - (D) Indigo was usually grown
8. ----- wrote the operetta *Babes in Toyland*, drawn from the childhood characters of Mother Goose.
- (A) That was Victor Herbert who
 - (B) Victor Herbert who
 - (C) Since it was Victor Herbert
 - (D) It was Victor Herbert who
9. Some of the oldest and most widespread creation myths are ----- involving the all-giving "Earth Mother."
- (A) those
 - (B) them
 - (C) they
 - (D) their
10. In -----, compact disc technology has made record albums almost obsolete.
- (A) the decade from
 - (B) the decade since
 - (C) the past decade
 - (D) decade ago the

11. In the first few months of life, an infant learns how to lift its head, smile, and ----.
- (A) parents to recognize
 - (B) recognize its parents
 - (C) recognizing its parents
 - (D) the recognizing of its parents
12. Juana Inéz de la Cruz ---- Mexico's greatest female poet.
- (A) considered
 - (B) considered to be
 - (C) is considered to be
 - (D) is consideration
13. Because the metal mercury ---- in direct proportion to temperature, it was once used as the indicator in common thermometers.
- (A) is expanding
 - (B) expands
 - (C) is expanded
 - (D) expanded
14. ---- what is now San Salvador, Christopher Columbus believed that he had found Japan.
- (A) He reached
 - (B) When did he reach
 - (C) Having reached
 - (D) Whether he reached
15. The principal purpose of aviation medicine is ---- by people aboard an aircraft in flight.
- (A) to study the stress experienced
 - (B) study the experienced stress
 - (C) to study stress experiencing
 - (D) study the stress experience

PART B

Directions: In questions 16–40, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be grammatically correct. Then, on your answer grid, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Example I:

Guppies are sometimes call rainbow fish because of the
A B C
males' bright colors.
D

Sample Answer
 A B C D

The sentence should read, "Guppies are sometimes called rainbow fish because of the males' bright colors." Therefore, you should choose (B).

Example II:

Serving several term in Congress, Shirley Chisholm
A
became an important United States politician.
B C D

Sample Answer
 A B C D

The sentence should read, "Serving several terms in Congress, Shirley Chisholm became an important United States politician." Therefore, you should choose answer (A).

Now begin work on the questions.

Practice Test One: Diagnostic Test

26. Marie Curie won two Nobel Prizes for
A
their discoveries of radioactivity and
B C
radioactive elements.
D

27. The developing of the submarine was
A
hindered by the lack of a power source
B C
that could propel an underwater vessel.
D

28. Although humans have highly developed
A
brains, most animals have more acute
B C
senses than them.
D

29. The movement of the stars was first
A
noticed by early travelers, who used the
B C
stars to guide its way across the sea.
D

30. Those who have seen what is believed to be
A B C
Noah's Ark say it is the largest than a mod-
D
ern battleship.

31. It is implicit in the Constitution of the
A
United States that everyone has a right to
B C
their privacy.
D

32. Although scientists have been successful
A
about finding treatments for cancer, they
B
haven't yet discovered a cure.
C D


33. In the 18th century, standard college
curricula included a heavy emphasis on
A B
classical, mathematics, and religion.
C D

34. As the numbered of nonnative speakers
A B
rises, the demand for teachers of English
C
as a second language increases.
D

35. There is much bird migration above the
A
equator, where the Pole Star can be seen,
B
than below the equator, where it cannot be
C D
seen.

36. Although most people believe that diamonds are the costliest gems, emeralds are actually the valuablest.
- A
B
C D
37. In the summer, Ann Arbor, along with Ypsilanti, Saline, and Pontiac, are flooded with runaways fleeing the boredom of their lives in Cincinnati and its suburbs.
- A
B
C
D
38. A recent article in *The New York Times* reported that the typical business graduate of 1990 is less likely to be willing to work long hours for the sake of advancement than their 1970 counterparts.
- A B
C
D
39. The dietary habits of a given child often has little to do with that child's eating habits as an adult.
- A
B C
D
40. One of the claims made against science is that data are often manipulated to prove a scientist's thesis, rather than studying it for possible contradictions.
- A B
C
D

READING COMPREHENSION

 Time allowed for this section: 55 minutes

Directions: In this section you will read several passages. Each one is followed by several questions about it. For this section, you are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all the questions following a passage on the basis of what is stated or implied in that passage.

Read the following passage.

One of the most successful communal experiments in the New World was that of the Shakers, a sect that fled from England to New York State in 1774 in order to escape religious bigotry. In America, they adopted the name Shaker, once used derisively by the English to describe the dance they performed when in a state of religious ecstasy. At the movement's peak, in the decade prior to the Civil War, there were 6,000 Shakers in 18 communities throughout the eastern states. Since then, however, the Shakers have almost dwindled away. Today only two active Shaker communities remain, with a total membership of eighteen, all female. The Shakers, resigned to the death of their sect, have never believed that everyone could be persuaded to share their beliefs.

Example 1:

Where did the Shaker movement begin?

- (A) The eastern states
- (B) The New World
- (C) New York
- (D) England

Sample Answer

A B C D

The passage states that the Shaker sect fled from England to New York State in 1774. Therefore, you should have chosen answer (D).

Example II:

At present, the Shakers are represented by

- (A) 6,000 worldwide members
- (B) 18 active communities
- (C) two remaining all-female communities
- (D) two female members

Sample Answer

(A) (B) ● (D)

According to the passage, only two active Shaker communities remain, with a total membership of 18, all female. Therefore, you should have chosen answer (C).

Now begin work on the questions.

Questions 1–12 refer to the following passage.

The reasons for the extinction of a species and for the rapid rates of change in our environment are currently the focus of much scientific research. An individual species' susceptibility to extinction depends on at least two things: the taxon (the biological group—kingdom, phylum, class, order, family, or genus) to which a species belongs, and the overall rate of environmental change. Fossil evidence shows that more mammals and birds become extinct than do mollusks or insects. Studies of the extinction of the dinosaurs and other reptiles during the Cretaceous Period show that a changing environment affects different taxa in different ways. Some may be dramatically affected, others less so.

The best way to answer the question of what causes an extinction is to combine

fields of inquiry and a variety of viewpoints. Using the fossil record and historical documentation, the different rates of the extinction of various taxa and different responses to environmental change can be detected. Then the evolutionary development of the different species can be compared, and traits that may be disadvantageous can be singled out. Finally, researchers can use mathematical formulae to determine whether a population is likely to adapt itself to the changing environment or disappear. Hopefully, as more of this information is collected, specialists in different fields—e.g. physiological and behavioral ecology, population ecology, community ecology, evolutionary biology and systematics, biogeography, and paleobiology—will work together to make predictions about the broader changes that might occur in the ecosystem.

Practice Test One: Diagnostic Test

1. Which of the following is the main topic of the passage?
 - (A) assessment of the work of specialists concerned with ecology
 - (B) a discussion of possible causes of extinction, and of ways to make predictions about environmental change
 - (C) the changing aspects of our environment
 - (D) a comparison of the extinction rates of different taxa

2. The word *susceptibility* in line 5 is closest in meaning to
 - (A) insensitivity
 - (B) receptiveness
 - (C) immunity
 - (D) vulnerability

3. An example of a taxon would be
 - (A) a phylum
 - (B) the rate of environmental change
 - (C) a fossil
 - (D) studies of extinction

4. The author compares mammals and birds to
 - (A) mollusks and insects
 - (B) phylum and class
 - (C) dinosaurs and reptiles
 - (D) ecologists and biologists

5. It can be inferred from the passage that a significant event of the Cretaceous Period was
 - (A) the appearance of many taxa
 - (B) the dramatic effect of the dinosaur on the environment
 - (C) the extinction of birds
 - (D) the extinction of dinosaurs

6. It can be inferred from the passage that dinosaurs
 - (A) included species that were mammals
 - (B) were better represented in the fossil record than other species
 - (C) possessed disadvantageous traits
 - (D) were not susceptible to extinction

7. The word *dramatically* in lines 16–17 means
 - (A) strongly
 - (B) inspiringly
 - (C) flimsily
 - (D) visually

8. The word *fields* in line 20 is closest in meaning to
 - (A) areas
 - (B) meadows
 - (C) studies
 - (D) careers

9. From the passage it can be inferred that disadvantageous traits are
- (A) occurring at different rates
 - (B) a contributing cause of extinction
 - (C) adaptable
 - (D) learned by mathematical formulas
10. The expression *singled out* in lines 27–28 is closest in meaning to
- (A) isolated
 - (B) blamed
 - (C) seen
 - (D) divided
11. According to the passage, the likelihood of a population becoming extinct can be
- (A) lessened by the efforts of a few concerned specialists
 - (B) unaffected by environmental change
 - (C) determined by mathematical formulas
 - (D) almost impossible to ascertain
12. The word *broader* in line 38 is closest in meaning to
- (A) fatter
 - (B) extra
 - (C) wider
 - (D) many

Questions 13–23 refer to the following passage.

The Quakers, also called the Society of Friends, are a Christian group that arose in the mid-seventeenth century in England and the American colonies. Quakerism came into being in England in or around 1652, when George Fox began to organize converts to preach his doctrine of “God in every man.” The Friends were silent at their meetings, waiting for the “inward light.” They believed people should sense God inside of themselves (without church buildings, appointed preachers, written liturgy, or many of the outward trappings associated with Christianity).

The Society of Friends is part of the left wing of the seventeenth-century English Puritan movement; in America, Quakers were persecuted by Puritans. Quakers experienced much official persecution, including imprisonment and execution, for their belief that the worship of God should be very personal. The term “Quaker” may refer to their penchant for “quaking” during religious services, or it may be a derogatory reference to supposed Quaker cowardliness and belief in pacifism.

Quakerism in the American colonies existed mainly in the Northeast. The American Quaker population surged after 1682 when Quaker William Penn founded the state of Pennsylvania as a haven for Quakers and as a “holy experiment” in religious toleration. Quakers were prominent and powerful in the Pennsylvania state government in the period before the American Revolution. During and after the Revolution, Friends concerned themselves with the plight of Native Americans. They also worked with escaped slaves and for the abolition of slavery. They continue to be known for their efforts in social reform.

Practice Test One: Diagnostic Test

13. In which of the following publications would this passage be most likely to appear?
- (A) an anthology of English literature
 - (B) an introductory American history book
 - (C) a book about Eastern religions
 - (D) a basic math textbook
14. The word *their* in line 8 refers to
- (A) trappings
 - (B) preachers
 - (C) religious services
 - (D) the Friends
15. The word *persecuted* in lines 16–17 is closest in meaning to
- (A) scrutinized
 - (B) lauded
 - (C) harassed
 - (D) believed
16. Where in the passage does the author give an example of Quaker involvement in social issues?
- (A) lines 6–7
 - (B) lines 16–17
 - (C) lines 27–29
 - (D) lines 33–35
17. Which of the following would be an example of “the outward trappings associated with Christianity” referred to in lines 12–13?
- (A) clergy
 - (B) silent, leaderless worship
 - (C) concern for social reform
 - (D) the doctrine of “God in every man”
18. It can be inferred from the passage that early Quakers experienced official persecution because
- (A) they were known for “quaking” during religious services
 - (B) they helped found the state of Pennsylvania
 - (C) they came to America from England
 - (D) their religious beliefs were considered subversive
19. Why does the author mention execution in lines 18–19?
- (A) It is an example of the persecution Quakers faced.
 - (B) It is an outward trapping of Christianity.
 - (C) This serves as an example of William Penn’s policies.
 - (D) Many religions were concerned with this issue.

20. The paragraph after this passage would most likely be about
- (A) the decline of the Quaker population since World War I
 - (B) the similarities and differences between Quakers and Puritans
 - (C) ways in which Quakers today show concern for others
 - (D) social reforms enacted by Quakers during the American Revolution
21. From the passage, it can be inferred that the Puritans were
- (A) Friends
 - (B) persecuted
 - (C) intolerant
 - (D) executed
22. The word *penchant* in line 21 most nearly means
- (A) appreciation
 - (B) propensity
 - (C) disinclination
 - (D) proposition
23. Why did the American Quaker population surge after William Penn founded Pennsylvania?
- (A) Pennsylvania tolerated the Quaker religion.
 - (B) Pennsylvania forbade religions other than Quakerism.
 - (C) The Pennsylvania government tried to help escaped slaves.
 - (D) Social reform was important to most Americans.

Questions 24–31 refer to the following passage.

The appearance and character of a hardened lava field depend on numerous factors. Among the key variables are the chemical nature of the magma and the degree of viscosity of the liquid rock once it begins to flow.

Since the ultimate nature of lava is influenced by chemical composition, it is possible to predict certain aspects of the final appearance of the field from a sample of the molten fluid. The main components of lava are silica and various oxides, including those of potassium, iron, calcium, magnesium, sodium, and aluminum. Magnesium and iron oxides are found in high concentrations in the dark-colored basic basalt, while silica, soda, and potash preponderate in the lighter-colored, acidic felsite rocks.

The viscosity of the liquid rock helps to determine the appearance of the hardened field's surface. When it issues, the lava is red or even white-hot. It soon begins to cool, and the surface darkens and crusts over. In extremely viscous flows, the underpart may yet be in motion as the surface solidifies. The crust breaks up into a mass of jagged blocks of rock that are carried as a tumbling, jostling mass on the surface of the slowly moving stream. When the stream eventually stops and hardens, the field is extremely rough and difficult to traverse. On the other hand, highly liquid lava may harden with much smoother surfaces that exhibit ropy, curved, wrinkled, and wavelike forms.

Practice Test One: Diagnostic Test

24. The degree of viscosity in newly issued lava is a critical determinant of
- (A) the chemical nature of the magma
 - (B) whether the lava will be red or white-hot
 - (C) the ultimate nature of the hardened lava field
 - (D) the viscosity of the liquid rock
25. The chemical composition of a hardened field
- (A) has nothing to do with the viscosity of the liquid rock
 - (B) will cause the crusting phenomena common in hardened lava
 - (C) is important in shaping the ultimate appearance of the field
 - (D) depends upon the degree of viscosity of the original liquid rock
26. In line 20, the word *issues* most nearly means
- (A) is dormant
 - (B) heats up
 - (C) traverses
 - (D) comes out
27. Knots of surface rocks are characteristic of
- (A) all types of ultimate lava fields
 - (B) the initial stage of some lava field formation
 - (C) the end result of some highly viscous flows
 - (D) only highly liquid, wavelike lava forms
28. If the hardened lava presents a smoother, wavelike surface it is likely that
- (A) it was not initially a highly liquid lava
 - (B) it results from a highly liquid lava
 - (C) its final form will be rough and difficult to traverse
 - (D) at issue, it was red-hot
29. The primary function of this passage is to
- (A) explain the primary chemical components of lava, including silica and oxides
 - (B) predict when volcanic lava will appear
 - (C) warn of the limitations of viscosity and chemical analysis
 - (D) discuss two crucial determinants of a hardened lava field's character
30. The word *exhibit* in line 32 is closest in meaning to
- (A) give off
 - (B) put on
 - (C) show
 - (D) cause
31. This passage would most likely appear in which type of publication?
- (A) an introductory college textbook on geography
 - (B) the national events section of a local newspaper
 - (C) an introductory college textbook on geology
 - (D) a tourist brochure for a volcanic region

Questions 32–42 refer to the following passage.

The period of the American Revolution was a time of contrasts in American fashion.

In urban centers, women enjoyed a wide
Line range of expression in the fashions available
(5) to them, even though shortages might force a young lady to wear an outfit made from the bright red uniform of her British beau. The patriots, however, tended to scorn fashion as frivolous in time of war. In remote
(10) areas, patriotic groups led boycotts of British goods and loomed their own woolen cloth.

In selecting clothes, stylish American ladies depended on “fashion babies”—foot-
(15) high dolls illustrating the latest Paris styles. This infatuation with the fashion trends of the “continent” remained intact well into the twentieth century. Indeed, even today, New York’s fashion industry has not fully
(20) escaped the tyranny of French design.

Mourning garments were almost impossible to obtain since black cloth had to be imported from England; black arm bands were introduced as a substitute. Gauze,
(25) indispensable for petticoats, aprons, and ladies’ headgear, was also in short supply. There was also a taste for outlandish accessories and fanciful detailing; feathers in hats, elaborate buttons, and gaudily patterned
(30) fabrics. These excesses were called “macaroni” and are immortalized in the song *Yankee Doodle*.

32. Which of the following is the most appropriate title for this passage?
- (A) A Revolution in Fashion
 - (B) Clothing Shortages of the Revolution
 - (C) Clothing Styles in Revolutionary America
 - (D) Conflict in the Fashion Industry
33. The word *beau* in line 7 is closest in meaning to
- (A) male friend
 - (B) husband
 - (C) father
 - (D) son
34. Which of the following can be inferred from the passage about people’s attitudes toward fashion?
- (A) They varied according to political beliefs.
 - (B) They were determined mainly by geography.
 - (C) They corresponded to a person’s social standing.
 - (D) They were a matter of personal taste.
35. The word *loomed* in line 11 is closest in meaning to
- (A) grew bigger
 - (B) wove
 - (C) picked
 - (D) quilted

Practice Test One: Diagnostic Test

36. What were clothes made from in rural areas?
- (A) home-made wool
 - (B) imported British goods
 - (C) cloth stolen from the British
 - (D) gauze
37. "Fashion babies" were
- (A) dolls for children
 - (B) 12-inch figures used to display clothes
 - (C) life-sized models dressed in current styles
 - (D) illustrations from fashion magazines
38. The word *tyranny* in line 20 is closest in meaning to
- (A) domination
 - (B) bossiness
 - (C) importance
 - (D) evilness
39. Which of the following can best be said about the Paris fashion industry?
- (A) It has come to the forefront only recently, compared to New York.
 - (B) It has long exerted a powerful influence on American fashion.
 - (C) It retains its taste for gaudy, "macaroni" type excess.
 - (D) It is unable to break free from New York's influence.
40. Black armbands were worn to show
- (A) the tyranny of Paris fashions
 - (B) imported cloth from England
 - (C) fanciful detailing
 - (D) mourning
41. The word *elaborate* in line 29 is closest in meaning to
- (A) gay
 - (B) vulgar
 - (C) intricate
 - (D) square
42. It can be inferred from the passage that "macaroni"
- (A) was so named because of its resemblance to the continent of Europe
 - (B) was a very short-lived and ill-conceived fashion trend
 - (C) had a more mundane application to petticoats and aprons
 - (D) was not the fashion style of avowed patriots

Questions 43–50 refer to the following passage.

Sapphira and the Slave Girl was the last novel of Willa Cather's illustrious literary career. Although the story takes place in
 Line 1856, well before her own birth, she drew
 (5) heavily on both vivid childhood memories and tales handed down by older relatives to describe life in rural northern Virginia in the middle of the nineteenth century.

Of Cather's novels, *Sapphira and the Slave Girl* is the one most concerned with providing an overall picture of day-to-day life in a specific era. A number of the novel's characters, it would seem, are included in the story only because they are representative of the
 (10) types of people found in 19th century rural Virginia; indeed, a few of them play no part whatsoever in the unfolding of the plot. For instance, we are introduced to a poor white woman, Mandy Ringer, who is portrayed as
 (15) intelligent and content, despite the fact that she has no formal education and must toil constantly in the fields.

The title, however, accurately reflects that the novel is mainly about slavery. Cather's
 (25) attitude toward this institution may best be summed up as somewhat ambiguous. On the one hand, she displays almost total indifference to the legal and political aspects of slavery when she misidentifies certain
 (30) crucial dates in its growth and development. She never really offers a direct condemnation of slavery. Yet the evil that was slavery gets through to us in her typically subtle ways. Characters like Mrs. Blake who
 (35) oppose the institution are portrayed in a sympathetic light. Furthermore, the suffering of the slaves themselves and the

petty, nasty and often cruel behavior of the slave owners are painted in stark terms.

43. What is the main topic of this passage?
- (A) Cather's anti-slavery stance
 (B) The backdrop of Cather's last novel
 (C) Cather's strangely titled novel
 (D) Life in the Virginia country
44. The author refers to *Sapphira and the Slave Girl* as
- (A) a heroic tale of the Civil War
 (B) a sweeping epic of the Old South
 (C) using Cather's personal recollections
 (D) a political treatise on slavery
45. The word *vivid* in line 5 is closest in meaning to
- (A) disturbing
 (B) buried
 (C) forgotten
 (D) clear
46. What is NOT true of Mandy Ringer?
- (A) She is a slave.
 (B) She is intelligent.
 (C) She is uneducated.
 (D) She is poor.

Practice Test One: Diagnostic Test

47. In the second paragraph, the author mentions Mandy Ringer in order to emphasize which point?
- (A) The novel displays Cather's mixed feelings about slavery.
 - (B) The characters are based on Cather's childhood friends.
 - (C) One of the novel's purposes was to paint a portrait of life in nineteenth-century rural Virginia.
 - (D) The novel's characters are shown in a positive light because Cather was a supporter of the Old South.
48. According to the author, why is Cather's attitude toward slavery somewhat ambiguous?
- (A) She was knowledgeable about the legal and political aspects of slavery.
 - (B) She did not denounce slavery directly, only in indirect ways.
 - (C) She identified equally with slaves and slaveholders.
 - (D) She was unable to fashion a firm opinion on the issue.
49. One can infer that the author would probably
- (A) like Cather if the author met her
 - (B) consider the character of Mandy Ringer irrelevant to the plot
 - (C) oppose the academic study of Cather's other novels
 - (D) have no appreciation of the novel's merits
50. Which of the following would be the best title for the passage?
- (A) *Sapphira and the Slave Girl: Fact Versus Fiction*
 - (B) Willa Cather: Racist or Abolitionist?
 - (C) Some Comments on the Final Novel of Willa Cather
 - (D) Willa Cather's Depiction of Nineteenth-Century Virginians

END OF TEST. Turn to Part Five, "Answer Keys" and "Score Conversion Chart," to find out how you did on this diagnostic test. Check the Listening Comprehension script on the pages that follow if there was anything in the Listening Comprehension section of this test that you could not understand.

SCRIPT FOR PRACTICE TEST ONE LISTENING COMPREHENSION SECTION
PART A (CD 2, TRACK 6)

The entire script for the Listening Comprehension section of Practice Test One is provided on the following pages. If you could not understand what was said in a particular conversation or talk or why you got a particular answer wrong, look it up here.

1. (man) You've got a wonderful apartment.
(woman) That's what you're saying now. But you should have seen it when we moved in.
(narrator) What does the woman imply about the apartment?
2. (woman) I was calling about the job application I submitted on Monday.
(man) Yes, well, I'm sorry. We are looking for someone with more experience.
(narrator) What did the man say?
3. (man) If anyone calls for me, tell them I'm not in.
(woman) Even if it's your mother?
(narrator) What does the woman imply?
4. (woman) The soccer game was rained out today.
(man) Well, I'm not much for watching sports anyway.
(narrator) What does the man mean?
5. (man) If you want to buy beer, you'll need to prove that you're 21.
(woman) I guess I must look younger than I am.
(narrator) What does the woman say about her appearance?
6. (woman) You really can't throw very well. I don't think you can be on the team unless you improve.
(man) I'm afraid I'm very bad at playing sports.
(narrator) What describes the man?
7. (man) Look, the pond is frozen. It's perfect weather for skating. I want to go right now.
(woman) Don't you think it's a bad idea to go alone?
(narrator) What would the woman suggest?
8. (woman) Isn't this place a good value?
(man) Unfortunately, they don't bring you your food when it's hot.
(narrator) Where did this conversation take place?

Practice Test One: Diagnostic Test

9. (man) Say, haven't I seen you somewhere before?
(woman) Last semester, we both took European History. Don't you remember?
(narrator) What does the woman mean?
10. (woman) Jeremy loves to play soccer, so I had his brother go to a store in the suburbs and get him this great soccer ball.
(man) That's great. Do you think Jeremy will let me borrow it some time?
(narrator) Whom is the soccer ball for?
11. (man) I would have called if I had thought it would help.
(woman) Oh well. Thanks anyway for thinking of us.
(narrator) What does the woman say about the man's call?
12. (woman) Watch out for that low overpass.
(man) I see it. We can clear it, no problem.
(narrator) Where does this conversation probably take place?
13. (man) I'm so unhappy with my test results.
(woman) Well, I'm not exactly dissatisfied with mine, and anyway, there's always next time.
(narrator) What does the man say about his test results?
14. (woman) Did you see that bird fly right past us?
(man) No, I was having enough trouble just walking down the trail.
(narrator) Where does this conversation probably take place?
15. (man) How was your trip to the state park?
(woman) What a great place!
(narrator) What does the woman say about her trip?
16. (woman) Did you find it expensive to vacation in Europe?
(man) Not really; once you get to know it, you learn how to save money.
(narrator) What does the man mean?
17. (man) Chris has a really neat car, doesn't she?
(woman) Are you kidding? I'd die for a car like that!
(narrator) What does the woman mean?
18. (woman) I don't like it when Joe puts ketchup on his steak!
(man) Why?
(narrator) What does the man want to know?

19. (man) I got a great deal on these books.
 (woman) Yes. I believe this one has been out of print for years.
 (narrator) What does the woman mean?
20. (woman) Do you think I could borrow ten dollars until Thursday?
 (man) Why not? It's no big deal.
 (narrator) What does the man say about the money?
21. (man) These are the most extensive notes I've ever seen.
 (woman) I know, I had Sally take them for me.
 (narrator) What does the woman mean?
22. (woman) That's the best beef we've ever had in the dining hall.
 (man) Isn't it, though!
 (narrator) What does the man imply?
23. (man) That's a great sweater. Did it take you long to make it?
 (woman) I can't knit a thing—I had it made for me.
 (narrator) What does the woman say about the sweater?
24. (woman) How was your date with Kelly last night?
 (man) Well, let me say I've had worse.
 (narrator) What does the man think about the date?
25. (man) Excuse me, but why are these things just standing in the middle of the floor?
 (woman) This pair of lamps goes over there, up against the wall.
 (narrator) What are the man and woman discussing?
26. (woman) Were you finally able to get into that calculus class?
 (man) Yeah, much to my regret.
 (narrator) What does the man mean?
27. (man) I brought over a little something for you to eat.
 (woman) A little something? You brought the whole farm!
 (narrator) What does the woman imply?
28. (woman) Hey, you can't leave your car in that spot. The lot's closed.
 (man) Oh, come on. How about if I pay you double?
 (narrator) Where does the conversation take place?
29. (man) Well, to be or not to be, that's the question.
 (woman) Yeah, thanks, Shakespeare.
 (narrator) How does the woman feel about the man?
30. (woman) What's the matter with you lately? You look terrible.
 (man) Oh, nothing much. I'm just a little homesick.
 (narrator) What is wrong with the man?

PART B (CD 2, TRACK 7)

(narrator) *Questions 31 through 34 are based on the following talk.*

(man) I'm Janie Foster's father. I got a call that she'd been in an accident. Is she all right?

(woman) Oh, yes, Mr. Foster. As I said on the phone, it's nothing serious. She was more frightened than hurt. We'd like your permission to take a couple of x-rays, though, just to be absolutely sure.

(man) Of course. Can you tell me how it happened?

(woman) Apparently she was coming down that steep hill near the school. She couldn't stop her bike in time when the light changed. The driver saw her coming and stopped in the intersection, but she coasted right into his car.

(man) Great! I'll probably wind up paying for damage to the car! Can I see her now?

(woman) Surely. She's in the waiting room telling some other patients about her mishap. Come this way.

31. Whom are the man and woman talking about?

32. What injuries occurred in the accident?

33. What caused the accident?

34. Besides the girl's health, what concerns the man?

(narrator) *Questions 35 through 38 are based on the following talk.*

(woman) I really enjoyed your performance. I'm a big opera fan.

(man) Oh, thank you very much. Did you see the entire opera tonight?

(woman) No, I was late because of work. But I did catch your solo.

(man) What did you think of it?

(woman) Oh, it was marvelous! I love the sound of your voice. I have to say, though, that you sounded a bit hoarse. Are you having throat trouble?

(man) Yes, I've got a bit of a cold. I didn't know it was that noticeable.

(woman) Probably only to fans like me, who've heard you over the years.

35. What is the man's occupation?

36. What is wrong with the man?

37. What did the woman think of the man's performance?

38. How much of the opera did the woman watch?

PART C (CD 2, TRACK 8)

(narrator) *Questions 39 through 42 are based on the following English lecture.*

Good morning. Let's continue our talk about Harriet Beecher Stowe. Though today she is known primarily for her antislavery novel *Uncle Tom's Cabin*, she was popular in her day for other novels as well. In these books she portrayed the nineteenth century New England middle class. These novels, a number of religious poems, and articles written for house-keeping magazines form her body of work. It's enough to fill sixteen volumes, but only a small part of it is still read today.

After teaching in a school managed by her sister, Harriet moved to Cincinnati with her father. There he became head of a seminary. She was greatly influenced by her father's violent opposition to slavery. In 1852, after publishing *Uncle Tom's Cabin* in an abolitionist newspaper, she became active in the antislavery movement. Though *Uncle Tom's Cabin* was run in an abolitionist newspaper, she claimed it was not abolitionist propaganda. Harriet even claimed that the book was not directed against the South. Her most risky venture was begun after the Civil War: She bought a plantation to help the newly freed blacks. However, the farm was an economic failure. So too was her own economic life, for neither her husband's salary nor her own earnings were large enough to support a happy and comfortable existence.

39. What is Harriet Beecher Stowe most famous for today?

40. Which of the following adjectives best characterizes Harriet Beecher Stowe?

41. When did Harriet Beecher Stowe buy a plantation?

42. What claim did Harriet Beecher Stowe make about *Uncle Tom's Cabin*?

(narrator) *Questions 43 through 46 are based on the following commercial.*

There are places you can go for a pound of spaghetti for \$5.95. There are also places you can go for a pound of lobster for \$12.95. But in how many places can you find a pound of lobster for \$5.95? Just one! That's Dan's Place, on the tip of Cape Lynn, right off Route 98. If you're looking for white tablecloths, fancy dishes, and imported wines, you'll be happier somewhere else. But if you're looking for some really good food at really good prices, then Dan's Place is the place for you. We're not fancy, but we're a lot of fun. We carry a full range of seafood and fresh-water fish. We also offer vegetable platters for the vegetarians and pitchers of beer for the beer drinkers. What's more, we make some of the best home-made pies east of the Mississippi. So just hop into your car and don't leave the kids home. Remember, Dan's has a special junior menu with junior prices!

43. What special offer or selling point does Dan's restaurant make in its commercial?

Practice Test One: Diagnostic Test

44. What type of food does Dan's specialize in?
45. Which word best describes the atmosphere at Dan's Place?
46. What item is not found on the menu?
47. What is the main subject of the passage?
48. In which of the following classes would this lecture most likely be given?
49. Which location is mentioned as a place where many cultures come together?

(narrator) *Questions 47 through 50 are based on the following talk.*

In 1846 Englishman William J. Thoms defined folklore as "manners, customs, observances, superstitions, ballads, proverbs, etcetera, of the olden time." But folklore doesn't happen only in the distant past. As we go about our lives, forming and participating in different groups and activities, we create modern-day folklore. The folklore of the United States can be described as a convergence of cultures and an exchange of many folk traditions. In New York City, for instance, cultures interact constantly. At the city's West Indian Day parade, celebrants dance down the avenues to the beat of reggae and soca. In many neighborhoods, Hassidic Jews walk around wearing the distinctive black hats and clothing of their ancestors, and speaking with a New York accent. At the Puerto Rican Day parade, marchers wave cardboard machetes. The machete, a large metal knife used for chopping sugar cane, symbolizes the independent spirit of farmers on the island of Puerto Rico.

50. What does the machete symbolize for farmers in Puerto Rico?