Test of English as a Foreign Language

TOEFL®

Practice TESTS

Volume 1

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Notes to the User

The material in this workbook is related to the paper-based TOEFL test.

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The TOEFL practice materials used in this study book were taken from actual test forms given to examinees at two worldwide test administrations.

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Some reading materials have been adapted from previously published articles or books. To make these materials suitable for testing purposes, the length and wording may have been altered somewhat.

The ideas expressed in the reading and listening materials contained in this publication do not necessarily represent the opinions of the TOEFL Board or Educational Testing Service (ETS).

▼

The TOEFL program does **not** operate, endorse, or recommend any schools or study materials that claim to prepare people for the TOEFL test in a short time or that promise them high scores on the test. Any use of material in the **TOEFL Practice Tests, TOEFL Sample Test, TOEFL Test Preparation Kit,** or **TOEFL Information Bulletin for Computer-Based and Paper-Based Testing** by a school or study program does not mean that it has been endorsed by Educational Testing Service or the TOEFL program.

About the TOEFL Test

The Test of English as a Foreign Language is used to evaluate the English proficiency of individuals whose native language is not English. Most people who take the TOEFL test are planning to study at North American universities or colleges. More than 2,400 universities and colleges in the United States and Canada, as well as in other countries where English is the language of instruction, require TOEFL scores of applicants who are nonnative speakers of English. Many government agencies, scholarship programs, and other institutions also use TOEFL test scores.

Beginning to study English just before you take the TOEFL test is not likely to have much effect on your performance. English proficiency involves skills that ordinarily can be achieved only after a long period of study and practice. Reviewing what you have already learned, however, can be very helpful, and so can knowing what to expect when you take the test. These **Practice Tests** and the **Sample Test**, **TOEFL Test Preparation Kit**, and **Information Bulletin** are all useful in preparing for the paper-based test.

Although working with the questions in this book may certainly help you on the TOEFL test, knowledge of these questions will not necessarily guarantee you a high score. The best way to improve your general ability to understand and use the English language is through a regular program of language study.

It is important to note that

- There are **no fixed passing or failing scores** for the TOEFL test. Each institution or agency that requires TOEFL scores decides what scores are acceptable for its purposes.
- **The actual length of the test will vary from one test administration to another. Therefore, actual testing time may be from two hours to two and one-half hours.** An additional hour is required to admit examinees to the testing room, to allow examinees time to enter identifying information on answer sheets, and to distribute and collect the test materials.

You will also be required to write a short essay at every administration. The purpose of the Test of Written English (TWE) is to provide examinees with an opportunity to demonstrate their ability to write in English.

See pages 109-111 for more information about the TWE® test.

What's in the Test

The TOEFL test is composed entirely of multiple-choice questions with four possible answers per question. There are three sections in the test, each measuring a critical skill in the use of English.

Section 1 — Listening Comprehension

Section 1 of the test contains recorded material that is similar to what you might hear if you were with a group of North American students at a college or university. The language includes the vocabulary and idiomatic expressions common to spoken English, as well as the special grammatical constructions used in speech. This section tests comprehension of both short and long conversations and talks.

Section 2 — Structure and Written Expression

Section 2 consists of sentences that test knowledge of important structural and grammatical elements of standard written English. These sentences include a variety of topics and give no particular advantage to individuals in specific fields of study. When topics have a national context, they refer to United States or Canadian history, culture, art, or literature. However, knowledge of these contexts is not needed to answer the structural or grammatical points being tested.

Section 3 — Reading Comprehension

Section 3 contains reading passages and questions about the passages. The questions test information that is stated or implied in the passage. Knowledge of some of the specific words is also tested. Because many English words have more than one meaning, it is important to remember that these questions will test the meaning of a word or phrase within the context of the passage.

Note: The number of questions and the amount of time needed to take the test may vary from one test administration to another.

Preparing for the Actual TOEFL Test

The TOEFL **Information Bulletin** describes in detail the procedures that will be followed at the test center. Before the day of the test, you should read carefully the following sections in the **Bulletin**: Identification Requirements, What to Take to the Test Center, and Admission to the Test Center.

Important: If you do not present the required identification — usually a passport — printed on your admission ticket, you will **not** be admitted by the test center supervisor.

At the test center, before the test begins, you will be given general directions explaining what you and the other examinees are to do. These directions must be followed. The TOEFL office will not score the answer sheet and will not refund the test fee of anyone who:

- attempts to take a test book or answer sheet from the testing room.
- attempts to take the test for someone else. (Your signature and photograph will be included on your TOEFL score report.)
- gives or receives assistance during the test.
- fails to follow instructions given by the test supervisor.
- reads or works on one section of the test during the time allowed for another or continues to work after time is called.
- makes any marks or underlines words in the test book or makes notes in the test book or on the answer sheet.
- takes dictionaries, other books, notes, scratch paper, watch alarms, listening devices, recording or photographic devices, highlighters, or colored pens or pencils of any kind into the testing room.
- takes tobacco, gum, candy, food, or beverages into the testing room.
- leaves the testing room without permission.
- creates a disturbance or behaves inappropriately.
- makes notes about the test questions or answers or copies them from the test book.
- cheats in any other way. The supervisor must report **any** suspected cheating to the TOEFL office.

Refer to the TOEFL **Information Bulletin** for additional test day procedures.

Taking the TOEFL Practice Tests

Taking the TOEFL practice tests will give you a good idea of what the actual test is like in terms of the types of questions you will be asked and the time limits you will have. You will learn, for example, that the time allotted for a test section must be used for reading the directions as well as answering the questions.

The TOEFL test is divided into three sections. Each section or part of a section begins with a set of special directions that includes sample questions and answers. It is important to read these directions so you will understand exactly what you are to do before you start to work on that section or part.

Some of the questions are harder than others, but try to answer every one. If you are not sure of the correct answer to a question, make the best guess you can and go on to the next question. It is to your advantage to answer every question, even if you have to guess.

As you are taking the test, work rapidly but carefully. Do not spend too much time on any one question. Do not use note paper, and do not write or make any marks in the test section of your book.

Each section of the test has a time limit. The recorded instructions will tell you when to start Section 1 and when to stop. You will need to use a watch or clock to time Sections 2 and 3. If you finish one section early, **do NOT go on to the next section until the allotted time has ended**. During the time that remains, check your work on that section only. If you do not follow this rule when you go to take an actual TOEFL test, it will be considered cheating, and your scores will be canceled.

You must follow strict rules and procedures when you go to a TOEFL test center. Try to take the practice tests in the same way.

- Plan to use approximately two hours ***without interruption*** to take **each** practice test.
- Choose a quiet room in which to work.
- Have a watch or clock so you can use the correct amount of time for Section 2 (25 minutes) and Section 3 (55 minutes).
- Have two sharpened #2 black lead pencils and an eraser.
- Test your CD player before you start to be sure it works properly.
- Remove any dictionaries or study materials from your work area.

Completing Your Answer Sheet

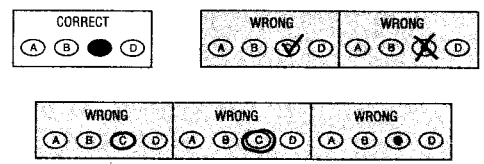
There are two versions of the answer sheet — horizontal and vertical. When you take TOEFL at a test center, you will receive only one version of the answer sheet. Look at the examples below to see how you should mark the answer sheet. Practice taking the test using both the horizontal and vertical answer sheets. (See pages 13 and 57.)

When you mark your answers on the answer sheet:

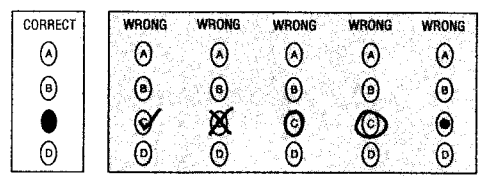
- Use a medium-soft (#2 or HB) black lead pencil.
- Mark *only* one answer to each question.
- Be sure to mark your answer in the row with the same number as the question you are answering.
- Carefully and completely fill in the oval corresponding to the answer you choose for each question. If you change your mind about an answer after you have marked it on your answer sheet, completely erase your old answer and then mark your new answer.

The examples below show you the *correct* way and *wrong* ways to mark each version of the answer sheet.

Horizontal

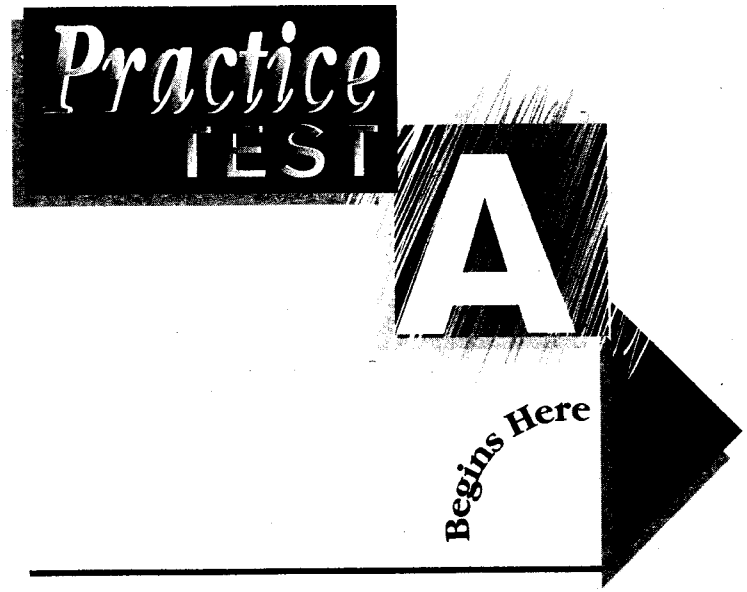


Vertical



When you are ready to start:

- Remove the answer sheet for Practice Test A (page 13) from your book.
- Leave your book open to page 15. Place both the book and answer sheet in front of you.
- Put the CD in your player and press Play. Follow the instructions you hear.



Answer Sheet **13**

Practice Test **15**

Section 1 15

Section 2 25

Section 3 33

Review Material **46**

Answer Key 46

Listening Comprehension Script 47

TEST OF ENGLISH AS A FOREIGN LANGUAGE

Practice Test A

Answer Sheet — Horizontal Format

Section 1	Section 2	Section 3
1 Ⓐ Ⓑ Ⓒ Ⓓ	1 Ⓐ Ⓑ Ⓒ Ⓓ	1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ	2 Ⓐ Ⓑ Ⓒ Ⓓ	2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ	3 Ⓐ Ⓑ Ⓒ Ⓓ	3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ	4 Ⓐ Ⓑ Ⓒ Ⓓ	4 Ⓐ Ⓑ Ⓒ Ⓓ
5 Ⓐ Ⓑ Ⓒ Ⓓ	5 Ⓐ Ⓑ Ⓒ Ⓓ	5 Ⓐ Ⓑ Ⓒ Ⓓ
6 Ⓐ Ⓑ Ⓒ Ⓓ	6 Ⓐ Ⓑ Ⓒ Ⓓ	6 Ⓐ Ⓑ Ⓒ Ⓓ
7 Ⓐ Ⓑ Ⓒ Ⓓ	7 Ⓐ Ⓑ Ⓒ Ⓓ	7 Ⓐ Ⓑ Ⓒ Ⓓ
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10 Ⓐ Ⓑ Ⓒ Ⓓ	10 Ⓐ Ⓑ Ⓒ Ⓓ	10 Ⓐ Ⓑ Ⓒ Ⓓ
11 Ⓐ Ⓑ Ⓒ Ⓓ	11 Ⓐ Ⓑ Ⓒ Ⓓ	11 Ⓐ Ⓑ Ⓒ Ⓓ
12 Ⓐ Ⓑ Ⓒ Ⓓ	12 Ⓐ Ⓑ Ⓒ Ⓓ	12 Ⓐ Ⓑ Ⓒ Ⓓ
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21 Ⓐ Ⓑ Ⓒ Ⓓ	21 Ⓐ Ⓑ Ⓒ Ⓓ	21 Ⓐ Ⓑ Ⓒ Ⓓ
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37 Ⓐ Ⓑ Ⓒ Ⓓ	37 Ⓐ Ⓑ Ⓒ Ⓓ	37 Ⓐ Ⓑ Ⓒ Ⓓ
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39 Ⓐ Ⓑ Ⓒ Ⓓ	39 Ⓐ Ⓑ Ⓒ Ⓓ	39 Ⓐ Ⓑ Ⓒ Ⓓ
40 Ⓐ Ⓑ Ⓒ Ⓓ	40 Ⓐ Ⓑ Ⓒ Ⓓ	40 Ⓐ Ⓑ Ⓒ Ⓓ
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49 Ⓐ Ⓑ Ⓒ Ⓓ		49 Ⓐ Ⓑ Ⓒ Ⓓ
50 Ⓐ Ⓑ Ⓒ Ⓓ		50 Ⓐ Ⓑ Ⓒ Ⓓ

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Section 1
Listening Comprehension

1

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in this test. 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 **Practice Test A** in the same way.

Part A

Directions: In Part A, you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your book and choose the best answer. 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.

Here is an example.

On the recording, you hear:

Sample Answer

● Ⓑ Ⓒ Ⓓ

In your test book, you read:

(A) He doesn't like the painting either.
(B) He doesn't know how to paint.
(C) He doesn't have any paintings.
(D) He doesn't know what to do.

You learn from the conversation that neither the man nor the woman likes the painting. The best answer to the question "What does the man mean?" is (A), "He doesn't like the painting either." Therefore, the correct choice is (A).

Wait

1 1 1 1 1 1 1

1. (A) Drive the woman to the store.
   (B) Move the woman's car.
   (C) Get his car out of the woman's way.
   (D) Park his car in the driveway.

2. (A) He agrees with the woman's choice.
   (B) He doesn't want spicy food.
   (C) He wants the salad to be fresh.
   (D) Garlic is his favorite flavor.

3. (A) He's not the one to blame.
   (B) Somebody just left.
   (C) He has been looking for the key.
   (D) Somebody is knocking at the door.

4. (A) Wipe the snow off his boots.
   (B) Turn on the radio.
   (C) Unpack his suitcase.
   (D) Take his boots with him.

5. (A) She doesn't think the news is bad.
   (B) She heard the news quite recently.
   (C) She is the only one who has heard the news.
   (D) She found the newspaper article earlier.

6. (A) She took a lot of photographs.
   (B) She'd like to take many more vacations.
   (C) She missed taking many of the pictures she wanted.
   (D) She spent too much money on her vacation.

7. (A) Driving would be cheaper than taking the train.
   (B) The train is faster than traveling by car.
   (C) They should cancel the trip.
   (D) It would be a good idea to start driving early.

8. (A) She's studying for an accounting exam.
   (B) She's been working in the library a lot.
   (C) She'll be going to the library after her exams.
   (D) She has more exams than he does.

9. (A) He's already too hot.
   (B) He hasn't received a fuel bill yet.
   (C) He can't afford to turn the heat up.
   (D) He has no more sweaters.

10. (A) Drive to work.
    (B) Go to the golf course.
    (C) Try to fix the car.
    (D) Take care of himself.

GO ON TO THE NEXT PAGE

1 1 1 1 1 1 1

11. (A) She probably won't go to the dinner.
    (B) She doesn't know what time the dinner is.
    (C) The dinner won't last too long.
    (D) It's time that Arthur retired.

12. (A) He'll telephone again at lunchtime.
    (B) He didn't have time for lunch.
    (C) He had wanted to ask the woman out.
    (D) He didn't have the woman's phone number.

13. (A) He lives near the woman.
    (B) The woman should come to his house.
    (C) The woman should take today off.
    (D) He can't keep their appointment.

14. (A) The bookshelf won't fit in the kitchen.
    (B) The man will give the woman some books.
    (C) The woman will help the man soon.
    (D) The man doesn't know where to put the bookshelf.

15. (A) Put a stamp on his letter.
    (B) Make his letter shorter.
    (C) Keep working on the letter.
    (D) Send the letter as it is.

16. (A) He's very hungry.
    (B) He doesn't like fish.
    (C) He doesn't have much appetite.
    (D) He likes to eat most things.

17. (A) Find a part-time job as a tutor.
    (B) Meet him after work to study.
    (C) Use her salary to pay the tuition.
    (D) Allow herself plenty of time for studying.

18. (A) She wanted the man to read the book.
    (B) She no longer needed the book.
    (C) She had been looking for the book.
    (D) She thought the man's book was wonderful.

19. (A) She had a hard day yesterday.
    (B) She needs to make more coffee.
    (C) She drinks too much coffee.
    (D) She wasn't able to see him yesterday.

20. (A) He used insect spray to control the mosquitoes.
    (B) He was wearing short sleeves when he got bitten.
    (C) He finds working in the garden relaxing.
    (D) Some plants in the garden irritated his skin.

GO ON TO THE NEXT PAGE

21. (A) The audience seemed to like the concert.
    (B) She was satisfied with her seat.
    (C) More people attended the concert than expected.
    (D) She was pleased to be asked to perform.

22. (A) She got caught in the rain.
    (B) She took the wrong bus.
    (C) Some tea spilled on her.
    (D) Her laundry didn't dry.

23. (A) The tutor wasn't seriously hurt.
    (B) She could tutor the man in math.
    (C) It's a good idea to get a tutor.
    (D) She's sure Professor Anderson is a good tutor.

24. (A) He doesn't like the newspaper job.
    (B) He isn't enthusiastic about his job.
    (C) He will leave his job if he's not promoted.
    (D) His job is going well.

25. (A) Laura probably spoke with Donald.
    (B) He'll give the message to Laura.
    (C) He took a message for Laura.
    (D) Laura wasn't able to reach Donald.

26. (A) She promises to help the man learn physics.
    (B) She can't find the article she has to read.
    (C) She found the conclusions to be very promising..
    (D) She disagrees with the article's logic.

27. (A) She doesn't know much about painting.
    (B) She should have started sooner.
    (C) She ought to know when the class begins.
    (D) She worries too much.

28. (A) Learn more about caring for cats before bringing one home.
    (B) Choose a good name for the kitten.
    (C) Give the cat away since he can't keep it.
    (D) Keep the kitten in his dorm room.

29. (A) They don't usually get much mail.
    (B) They just moved to a new address.
    (C) They pick up their mail at the post office.
    (D) They are looking forward to receiving the letter.

30. (A) He goes to every movie that comes out.
    (B) He would go with her to the movie.
    (C) He had already seen the movie.
    (D) He wasn't going to go to the movie.

GO ON TO THE NEXT PAGE

Part B

Directions: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your book and choose the best answer. 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, you should **not** take notes or write on your test pages.

Wait

31. (A) The students needed off-campus jobs.
    (B) The theater department needed more talented students.
    (C) The opera company was looking for volunteers.
    (D) The new dean thought it would provide good experience for the students.

32. (A) Work with an opera troupe.
    (B) Work part-time for the dean.
    (C) Perform on the radio.
    (D) Submit their suggestions to the dean.

33. (A) A good singing voice.
    (B) A commitment to the project for two semesters.
    (C) An academic concentration in theater arts.
    (D) A certain grade point average.

34. (A) To choose a topic for a term paper.
    (B) To type some research materials.
    (C) To find material not available at the main library.
    (D) To learn to use the computers there.

35. (A) An analysis of early presidential elections.
    (B) A comparison of political journals.
    (C) The use of computers in calculating election results.
    (D) The impact of television on recent presidential elections.

36. (A) It is quite general.
    (B) Most of the information he needs will be found in newspapers.
    (C) She thinks he should change it.
    (D) It should take a very short time to find material on it.

37. (A) Travel to that library to get it.
    (B) Pay to use it.
    (C) Read it in the graduate school library.
    (D) Order the material from the publisher.

GO ON TO THE NEXT PAGE

Part C

Directions: In this part of the test, you will hear several short talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, read the four possible answers in your book and choose the best answer. 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.

Here is an example.

On the recording, you hear:

Now listen to a sample question.

Sample Answer

Ⓐ Ⓑ ● Ⓓ

In your test book, you read:

(A) To demonstrate the latest use of computer graphics.
(B) To discuss the possibility of an economic depression.
(C) To explain the workings of the brain.
(D) To dramatize a famous mystery story.

The best answer to the question "What is the main purpose of the program?" is (C), "To explain the workings of the brain." Therefore, the correct choice is (C).

Now listen to another sample question.

Sample Answer

Ⓐ Ⓑ Ⓒ ●

In your test book, you read:

(A) It is required of all science majors.
(B) It will never be shown again.
(C) It can help viewers improve their memory skills.
(D) It will help with course work.

The best answer to the question "Why does the speaker recommend watching the program?" is (D), "It will help with course work." Therefore, the correct choice is (D).

Remember, you should **not** take notes or write on your test pages.

Wait

38. (A) Advice about landscaping.
    (B) Hints about saving to buy a house.
    (C) Photographs of the homes of famous people.
    (D) Plans for houses.

39. (A) Nineteenth-century American painting.
    (B) American architectural history.
    (C) Introduction to economics.
    (D) Eighteenth-century American society.

40. (A) There was a shortage of architects.
    (B) They included plans for elaborate houses.
    (C) Builders could not work without one.
    (D) They were relatively inexpensive.

41. (A) People who restore old houses.
    (B) People who sell houses.
    (C) People who design new houses.
    (D) People who want to buy a house.

42. (A) To study its geography.
    (B) To help at an archaeological dig.
    (C) To take a vacation with friends.
    (D) To do research for a physics project.

43. (A) Its shape.
    (B) Its size.
    (C) Its location.
    (D) Its brightness.

44. (A) Smaller circles.
    (B) Bands of color.
    (C) A large white disc.
    (D) Curved legs of light.

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45. (A) It had never been seen before.
    (B) It was in the student's imagination.
    (C) It would stay there for days.
    (D) It was fairly common.

46. (A) A halo.
    (B) A sunspot.
    (C) A sun dog.
    (D) A rainbow.

47. (A) Nursing students.
    (B) Undergraduate college students.
    (C) The graduating class at a medical school.
    (D) First-year medical students.

48. (A) More people would apply to medical school.
    (B) Understaffed areas would gain more physicians.
    (C) Students would finish medical school in three years.
    (D) More students would enter specialty areas.

49. (A) Practical experience.
    (B) Extra income.
    (C) Course credit.
    (D) Tuition reduction.

50. (A) It's difficult to get to know one's patients.
    (B) Income tends to be relatively low.
    (C) It's difficult to gain the respect of the community.
    (D) There is very little business for specialists.

This is the end of Section 1.

Stop work on Section 1 now.

Turn off your cassette player.

Read the directions for Section 2 and begin work.
Do NOT read or work on any other section of the test during the next 25 minutes.

No test material on this page.

Section 2
Structure and Written Expression

2

Time: 25 minutes (including the reading of the directions)
Now set your clock for 25 minutes.

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.

Structure

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 sheet, 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 I **Sample Answer** Ⓐ ● Ⓒ Ⓓ

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

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 (B).

Example II **Sample Answer** Ⓐ Ⓑ Ⓒ ●

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

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

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 (D).

Now begin work on the questions.

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2 2 2 2 2 2 2 2

1. Andy Warhol was ------- in the Pop Art movement who was known for his multi-image silk-screen paintings.
   (A) that one of a leading figure
   (B) a leading figure
   (C) leading figures
   (D) who leads figures

2. Even with vast research, there is still a great deal that is ------- known about the workings of the human brain.
   (A) neither
   (B) none
   (C) no
   (D) not

3. ------- the United States consists of many different immigrant groups, many sociologists believe there is a distinct national character.
   (A) In spite of
   (B) Despite
   (C) Even though
   (D) Whether

4. Typically, ------- in meadows or damp woods and bloom in the spring.
   (A) wild violets grow
   (B) wild violets growth
   (C) growing wild violets
   (D) the growth of wild violets

5. The art works of Madlyn-Ann Woolwich are characterized by strong, dark colors and fine attention to patterns of light ------- the viewer's eye.
   (A) that attract
   (B) when attracted
   (C) which attraction
   (D) attract to

6. A grass-eating, river-dwelling mammal, the hippopotamus ------- to the pig.
   (A) being related
   (B) is related
   (C) relate
   (D) relating

7. Woodrow Wilson ------- as governor of New Jersey before he was elected President of the United States in 1912.
   (A) to have served
   (B) who has served
   (C) serving
   (D) served

8. ------- fish in Great Salt Lake, but its waters do contain small brine shrimp.
   (A) Why no
   (B) No
   (C) Not only
   (D) There are no

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2 2 2 2 2 2 2 2

9. An etude is a short musical composition written especially ------- a particular technique.
   (A) enable students practicing
   (B) enables students practicing
   (C) enable students to practice
   (D) to enable students to practice

10. Seldom ------- games been of practical use in playing real games.
    (A) theories of mathematics
    (B) theorized as mathematics
    (C) has the mathematical theory of
    (D) the mathematical theory has

11. The city of Kalamazoo, Michigan, derives its name from a Native American word ------- "bubbling springs."
    (A) meant
    (B) meaning
    (C) that it meant
    (D) whose meaning

12. Jet propulsion involves ------- of air and fuel, which forms a powerful exhaust.
    (A) a mixture is ignited
    (B) to ignite a mixture
    (C) a mixture of igniting
    (D) the ignition of a mixture

13. Salt is manufactured in quantities that exceed those of most, ------, other commercial chemicals.
    (A) of all not
    (B) not if all are
    (C) are not all
    (D) if not all

14. The United States consists of fifty states, ------- has its own government.
    (A) each of which
    (B) each they
    (C) they each
    (D) each of

15. Though smaller than our solar system, a quasar, which looks like an ordinary star, emits more light ------- galaxy.
    (A) than an entire
    (B) entirely as
    (C) that the entire
    (D) entirely than

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Written Expression

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 correct. 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.

Example I **Sample Answer**

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

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

Example II **Sample Answer**

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

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

Now begin work on the questions.

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16. People usually wear (A) clothing why (B) two basic (C) purposes — warmth and decoration (D).

17. In 1890 Kate Hurd-Mead became (A) medical director of the (B) Bryn Mawr School for girls, one of a (C) first schools in the United States to initiate (D) a preventive health program.

18. Superior to all others (A) woods for (B) shipbuilding, teak is also (C) used for furniture (D), flooring, and general construction.

19. Weather is the transitory expression of climate (A) that can (B) change great (C) from day to day or (D) season to season.

20. Archaeological investigations (A) indicate that control of fire is an extremely (B) old technical attainment, though the time (C), place, and mode of his (D) origin may never be learned.

21. Paul Revere designing (A) the metal plates on which (B) the first (C) paper money in (D) the United States was printed.

22. It was after shortly (A) microscopes were introduced (B) at the beginning (C) of the seventeenth century that microorganisms were actually (D) sighted.

23. Until (A) the 1840's, practically (B) the only pioneers who had ventured (C) to the western United States were trappers and a little (D) explorers.

24. Medical research indicates but (A) large amounts (B) of histamines can be (C) responsible for colds (D), hay fever, and other respiratory reactions.

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25. Yttrium is a silvery (A), metallic (B) element used in the made (C) of red phosphors for television (D) picture tubes.

26. Tropical (A) forests exist close (B) the equator, where (C) both high temperatures and abundant (D) rainfall occur year-round.

27. The ease with which (A) houseplants can grown (B) causes them to be (C) popular among (D) amateur horticulturists.

28. Paintings of a religious, ceremonial, or history (A) character tend (B) to elevate their (C) subjects above the level of ordinary (D) existence.

29. According to (A) classical musical (B) tradition, the term "sonata" is given to those works are (C) written for solo piano or for a solo wind or stringed instrument (D).

30. Precisely because photographs are produced (A) by mechanical (B) devices, a camera's images now seem to some artists the perfect (C) means for expression (D) the modern era.

31. The discovery (A) of the magnetic (B) effects of coils made possible (C) to measure an electric current (D).

32. Since (A) the 1950's the city of Baltimore has financed several major programs (B) of urban renew (C), including rebuilding (D) the Inner Harbor.

33. For at least (A) 4,000 years, Native American artists adorned rocks, cliff walls, and caves (B) in the American Southwest with an amazing various (C) of symbolic figures (D).

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34. Animal researchers have identified many behavioral patterns associated (A) with selection (B) a place to live (C), avoiding predators (D), and finding food.

35. Average world temperatures (A) have risen on (B) half a degree (C) Celsius since (D) the mid-nineteenth century.

36. The plan connected (A) the Hudson River with (B) Lake Erie by a canal was first (C) proposed in the (D) late eighteenth century.

37. Why (A) certain plants contain alkaloids remains (B) a mystery, although (C) botanists have formulated a number of theory (D) to explain it.

38. Dimness of light will not (A) harm the eyes any more (B) than taking (C) a photograph in dimly (D) light can harm a camera.

39. Contemporary film directors, some of them (A) write the scripts for, act in, and even (B) produce their own motion (C) pictures, are thereby assuming (D) ever more control of their art.

40. Petroleum it is (A) composed of (B) a complex mixture (C) of hydrogen and carbon (D).

This is the end of Section 2.

If you finish in less than 25 minutes, check your work on Section 2 only. Do NOT read or work on any other section of the test.

At the end of 25 minutes, go on to Section 3.
Use *exactly 55 minutes* to work on Section 3.

No test material on this page.

Section 3
Reading Comprehension

Time: 55 minutes (including the reading of the directions)
Now set your clock for 55 minutes.

Directions: In this section you will read several passages. Each one is followed by several questions about it. For questions 1-50, 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 questions following a passage on the basis of what is **stated** or **implied** in that passage.

Read the following passage:

The railroad was not the first institution to impose regularity on society, or to draw attention to the importance of precise timekeeping. For as long as merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day. The value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic: the massive daily transfers of goods, services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

Line
(5)

Example I **Sample Answer** Ⓐ Ⓑ ● Ⓓ

What is the main idea of the passage?

(A) In modern society we must make more time for our neighbors.
(B) The traditions of society are timeless.
(C) An accepted way of measuring time is essential for the smooth functioning of society.
(D) Society judges people by the times at which they conduct certain activities.

The main idea of the passage is that societies need to agree about how time is to be measured in order to function smoothly. Therefore, you should choose (C).

Example II **Sample Answer** Ⓐ Ⓑ Ⓒ ●

In line 5, the phrase "this tradition" refers to

(A) the practice of starting the business day at dawn
(B) friendly relations between neighbors
(C) the railroad's reliance on time schedules
(D) people's agreement on the measurement of time

The phrase "this tradition" refers to the preceding clause, "people have been in rough agreement with their neighbors as to the time of day." Therefore, you should choose (D).

Now begin work on the questions.

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Questions 1-5

A distinctively American architecture began with Frank Lloyd Wright, who had taken to heart the admonition that form should follow function, and who thought of buildings not as separate architectural entities but as parts of an organic whole that
Line included the land, the community, and the society. In a very real way the houses of
(5) colonial New England and some of the southern plantations had been functional, but Wright was the first architect to make functionalism the authoritative principle for public as well as for domestic buildings. As early as 1906 he built the Unity Temple in Oak Park, Illinois, the first of those churches that did so much to revolutionize ecclesiastical architecture in the United States. Thereafter he turned his genius to such
(10) miscellaneous structures as houses, schools, office buildings, and factories, among them the famous Larkin Building in Buffalo, New York, and the Johnson Wax Company building in Racine, Wisconsin.

1. The phrase "taken to heart" in line 2 is closest in meaning to which of the following?
   (A) Taken seriously
   (B) Criticized
   (C) Memorized
   (D) Taken offence

2. In what way did Wright's public buildings differ from most of those built by earlier architects?
   (A) They were built on a larger scale.
   (B) Their materials came from the southern United States.
   (C) They looked more like private homes.
   (D) Their designs were based on how they would be used.

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3. The author mentions the Unity Temple because it
   (A) was Wright's first building
   (B) influenced the architecture of subsequent churches
   (C) demonstrated traditional ecclesiastical architecture
   (D) was the largest church Wright ever designed

4. The passage mentions that all of the following structures were built by Wright EXCEPT
   (A) factories
   (B) public buildings
   (C) offices
   (D) southern plantations

5. Which of the following statements best reflects one of Frank Lloyd Wright's architectural principles?
   (A) Beautiful design is more important than utility.
   (B) Ecclesiastical architecture should be derived from traditional designs.
   (C) A building should fit into its surroundings.
   (D) The architecture of public buildings does not need to be revolutionary.

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Questions 6-16

There are two basic types of glaciers, those that flow outward in all directions with little regard for any underlying terrain and those that are confined by terrain to a particular path.

Line (5) The first category of glaciers includes those massive blankets that cover whole continents, appropriately called ice sheets. There must be over 50,000 square kilometers of land covered with ice for the glacier to qualify as an ice sheet. When portions of an ice sheet spread out over the ocean, they form ice shelves.

About 20,000 years ago the Cordilleran Ice Sheet covered nearly all the mountains in southern Alaska, western Canada, and the western United States. It was about 3 (10) kilometers deep at its thickest point in northern Alberta. Now there are only two sheets left on Earth, those covering Greenland and Antarctica.

Any domelike body of ice that also flows out in all directions but covers less than 50,000 square kilometers is called an ice cap. Although ice caps are rare nowadays, there are a number in northeastern Canada, on Baffin Island, and on the Queen Elizabeth (15) Islands.

The second category of glaciers includes those of a variety of shapes and sizes generally called mountain or alpine glaciers. Mountain glaciers are typically identified by the landform that controls their flow. One form of mountain glacier that resembles an ice cap in that it flows outward in several directions is called an ice field. The (20) difference between an ice field and an ice cap is subtle. Essentially, the flow of an ice field is somewhat controlled by surrounding terrain and thus does not have the domelike shape of a cap. There are several ice fields in the Wrangell, St. Elias, and Chugach mountains of Alaska and northern British Columbia.

Less spectacular than large ice fields are the most common types of mountain (25) glaciers: the cirque and valley glaciers. Cirque glaciers are found in depressions in the surface of the land and have a characteristic circular shape. The ice of valley glaciers, bound by terrain, flows down valleys, curves around their corners, and falls over cliffs.

6. What does the passage mainly discuss?
   (A) Where major glaciers are located
   (B) How glaciers shape the land
   (C) How glaciers are formed
   (D) The different kinds of glaciers

7. The word "massive" in line 4 is closest in meaning to
   (A) huge
   (B) strange
   (C) cold
   (D) recent

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8. It can be inferred that ice sheets are so named for which of the following reasons?
   (A) They are confined to mountain valleys.
   (B) They cover large areas of land.
   (C) They are thicker in some areas than in others.
   (D) They have a characteristic circular shape.

9. According to the passage, ice shelves can be found
   (A) covering an entire continent
   (B) buried within the mountains
   (C) spreading into the ocean
   (D) filling deep valleys

10. According to the passage, where was the Cordilleran Ice Sheet thickest?
    (A) Alaska
    (B) Greenland
    (C) Alberta
    (D) Antarctica

11. The word "rare" in line 13 is closest in meaning to
    (A) small
    (B) unusual
    (C) valuable
    (D) widespread

12. According to the passage (paragraph 5), ice fields resemble ice caps in which of the following ways?
    (A) Their shape
    (B) Their flow
    (C) Their texture
    (D) Their location

13. The word "it" in line 19 refers to
    (A) glacier
    (B) cap
    (C) difference
    (D) terrain

14. The word "subtle" in line 20 is closest in meaning to
    (A) slight
    (B) common
    (C) important
    (D) measurable

15. All of the following are alpine glaciers EXCEPT
    (A) cirque glaciers
    (B) ice caps
    (C) valley glaciers
    (D) ice fields

16. Which of the following types of glaciers does the author use to illustrate the two basic types of glaciers mentioned in line 1?
    (A) Ice fields and cirques
    (B) Cirques and alpine glaciers
    (C) Ice sheets and ice shelves
    (D) Ice sheets and mountain glaciers

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Questions 17-26

Tools and hand bones excavated from the Swartkrans cave complex in South Africa suggest that a close relative of early humans known as *Australopithecus robustus* may have made and used primitive tools long before the species became extinct 1 million years ago. It may even have made and used primitive tools long before humanity's direct ancestor, *Homo habilis*, or "handy man," began doing so. *Homo habilis* and its successor, *Homo erectus*, coexisted with *Australopithecus robustus* on the plains of South Africa for more than a million years.

The Swartkrans cave in South Africa has been under excavation since the 1940's. The earliest fossil-containing layers of sedimentary rock in the cave date from about 1.9 million years ago and contain extensive remains of animals, primitive tools, and two or more species of apelike hominids. The key recent discovery involved bones from the hand of *Australopithecus robustus*, the first time such bones have been found.

The most important feature of the *Australopithecus robustus* hand was the pollical distal thumb tip, the last bone in the thumb. The bone had an attachment point for a "uniquely human" muscle, the flexor pollicis longus, that had previously been found only in more recent ancestors. That muscle gave *Australopithecus robustus* an opposable thumb, a feature that would allow them to grip objects, including tools. The researchers also found primitive bone and stone implements, especially digging tools, in the same layers of sediments.

Australopithecus robustus were more heavily built—more "robust" in anthropological terms—than their successors. They had broad faces, heavy jaws, and massive crushing and grinding teeth that were used for eating hard fruits, seeds, and fibrous underground plant parts. They walked upright, which would have allowed them to carry and use tools. Most experts had previously believed that *Homo habilis* were able to supplant *Australopithecus robustus* because the former's ability to use tools gave them an innate superiority. The discovery that *Australopithecus robustus* also used tools means that researchers will have to seek other explanations for their extinction. Perhaps their reliance on naturally occurring plants led to their downfall as the climate became drier and cooler, or perhaps *Homo habilis*, with their bigger brains, were simply able to make more sophisticated tools.

17. It can be inferred from the first paragraph that all of the following may have made and used tools EXCEPT
    (A) *Australopithecus robustus*
    (B) *Homo erectus*
    (C) *Homo habilis*
    (D) *Australopithecus robustus'* ancestors

18. The word "extensive" in line 10 is closest in meaning to
    (A) numerous
    (B) exposed
    (C) ancient
    (D) valuable

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19. Which of the following does the author mention as the most important recent discovery made in the Swartkrans cave?
    (A) Tools
    (B) Teeth
    (C) Plant fossils
    (D) Hand bones

20. What does the third paragraph mainly discuss?
    (A) Features of *Australopithecus robustus'* hand
    (B) Purposes for which hominids used tools
    (C) Methods used to determine the age of fossils
    (D) Significant plant fossils found in layers of sediment

21. It can be inferred from the description in the last paragraph that *Australopithecus robustus* was so named because of the species'
    (A) ancestors
    (B) thumb
    (C) build
    (D) diet

22. The word "supplant" in line 24 is closest in meaning to
    (A) exploit
    (B) displace
    (C) understand
    (D) imitate

23. The word "them" in line 25 refers to
    (A) tools
    (B) *Homo habilis*
    (C) *Australopithecus robustus*
    (D) experts

24. What does the author suggest is unclear about *Australopithecus robustus*?
    (A) Whether they used tools
    (B) What they most likely ate
    (C) Whether they are closely related to humans
    (D) Why they became extinct

25. The phrase "reliance on" in line 28 is closest in meaning to
    (A) impact on
    (B) dependence on
    (C) tolerance of
    (D) discovery of

26. Where in the passage does the author mention the materials from which tools were made?
    (A) Lines 9-11
    (B) Lines 13-14
    (C) Lines 17-19
    (D) Lines 23-24

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27. *(woman)* Christine's been frantic. She has to get all her paintings from Johnson's class framed in time for the exhibition next week.
(woman) Didn't she know about the exhibition at the beginning of the term?
(narrator) What can be inferred about Christine?

28. *(man)* What do you think I should name this kitten I found?
(woman) If I were you I'd find it a new home — you know the dorm rules.
(narrator) What does the woman suggest the man do?

29. *(woman)* Don't you think it's strange that we haven't started receiving any mail here yet?
(woman) Well, sometimes it takes awhile for the post office to forward it. I'm sure it'll come soon.
(narrator) What can be inferred about the speakers?

30. *(man)* I really enjoyed that movie you've been raving about.
(woman) Oh, so you went to see it after all.
(narrator) What had the woman assumed about the man?

Part B

Questions 31 through 33. Listen to a conversation between two drama students.

(woman) Have you heard? A new academic dean will be installed this week, and it seems that he already has a lot of new ideas.

(man) Oh yeah, campus radio announced that he's starting a new internship program. Students will actually get a chance to join local opera companies on their productions.

(woman) That sounds intriguing. I wonder how he got the idea?

(man) Well, it seems he set up a similar program in another university and he feels that practical experience is an important addition to the artistic training in the theater.

(woman) You mean we'll get course credit for watching the opera companies rehearse?

(man) We'll get course credit all right, but we'll have to earn it by working hard with the company.

(woman) If I decided to participate, who would decide what job I'd get?

(continued)

(man) First, you have to be a theater major to join the program, but the program coordinator would try to match students' interests with jobs wherever possible. And guess what? One or two music majors might be selected to perform with the company.

(woman) What? You mean stand up in front of hundreds of people and sing? I like acting, but can't imagine myself taking on an operatic role!

31. Why was the new program started?

32. What will the students involved in the new program do?

33. What is required of students participating in the program?

Questions 34 through 37. Listen to a conversation in the library.

(man) Excuse me. I wonder if you could help me. The reference librarian at the main library suggested I come here.

(woman) What can I do for you?

(man) Well, I'm working on a term paper about the influence of television on recent United States presidential elections. I found a few of the books I need at the main library, but I was told that the library here at the graduate school had more specialized materials.

(woman) Of course it depends on what you want, but we do subscribe to a large number of journals. Since you're working on such a broad topic you'll probably have to do a lot of digging. It may take some time, but I'm sure you'll be able to find many articles relevant to your topic. We also have quite a few newspapers on microfilm.

(man) I think I've come to the right place. How can I find out which journals you have?

(woman) I can give you a list of all of them. But if you want to search by author or by subject you can use one of the computers over there in the corner. Everything we have is in there.

(man) What if I run across a reference to a research study that isn't available here?

(woman) You can request any outside material just by typing your request into the computer.

(man) You mean you can get material from other universities?

(continued)

(woman) Not only from other universities, but from virtually any public or private library in the United States. The only limitation is that outside materials cannot be checked out.

34. Why did the man come to the graduate school library?

35. What is the topic of the man's term paper?

36. What does the librarian say about the topic of the man's term paper?

37. If the man requested material from another library, what might he have to do?

Part C

Questions 38 through 41. Listen to a talk given in a university class.

(woman) In today's class we'll be examining some nineteenth-century pattern books that were used for building houses. I think it's fair to say that these pattern books were the most important influence on the design of North American houses during the nineteenth century.

This was because most people who wanted to build a house couldn't afford to hire an architect. Instead, they bought a pattern book, picked out a plan, and took it to the builder. The difference in cost was substantial. In 1870, for example, hiring an architect would've cost about a hundred dollars. At the same time, a pattern book written by an architect cost only five dollars.

At that price, it's easy to see why pattern books were so popular. Some are back in print again today, and of course they cost a lot more than they did a hundred years ago. But they're an invaluable resource for historians, and also for people who restore old houses. I have a modern reprint here that I'll be passing around the room in a moment so that everyone can have a look.

38. What was in pattern books?

39. What course would this talk be most appropriate for?

40. According to the speaker, why were pattern books so popular?

41. According to the speaker, who uses pattern books today?

Questions 42 through 46. Listen to a student telling his classmates about something he saw last summer.

(man) When I was in British Columbia last July working at the department's archaeological dig, I saw the weirdest rainbow. At first I couldn't believe my eyes because the bands of color I saw weren't in a single half circle arc across the sky. Instead, I saw a full circle of rainbow hues hanging in the sky just above the sea. Inside the circle there was a big white disc and above the circle there was another round band of colors forming a halo. There were curved legs of multicolored light coming off the sides of the circles. It was an incredible sight.

I ran back to our main camp and tried to get our cook to come with me to see my fantastic find before it disappeared. He just laughed at my excited story and told me that what I saw was nothing special. . . . just some "sun dogs." He said I'd be sure to see many more before I left. And sure enough, I did. When I got back from the dig I asked Professor Clark about the "sun dogs," and she's going to tell us more about them.

42. Why was the student in British Columbia?

43. What did the student find so unusual about the "rainbow" he saw?

44. What was inside the large circle?

45. What did the cook say about the phenomenon the student had seen?

46. What did the cook call the phenomenon?

Listening Comprehension Script

Questions 47 through 50. Listen to a talk about the medical profession.

(woman) It seems like only yesterday that I was sitting where you are, just finishing my first year of medical school and wondering if I'd ever get a chance to use all my new knowledge on a real live patient!

Well, I have good news for you! You don't have to wait until your third or fourth year of medical school to get some hands-on experience! The dean has invited me here to tell you about the university's rural opportunities program. If you enroll in this program, you can have the opportunity this summer, after your first year of medical school, to spend from four to six weeks observing and assisting a real physician like me in a small rural community. You won't have to compete with other students for time and attention, and you can see what life as a country doctor is really like.

The program was designed to encourage medical students like yourselves to consider careers in rural communities that are still understaffed. It seems that medical students are afraid to go into rural family practice for two reasons. First, they don't know much about it. And second, specialists in the cities usually make more money. But, on the up-side, in rural practice, doctors can really get to know their patients and be respected members of the community.

I participated in the program when it first started and spent six weeks in a small rural town. Let me tell you, it was really great! I got to work with real patients. I watched the birth of a child, assisted an accident victim, and had lots of really practical hands-on experience — all in one summer. And to my surprise, I found that country life has a lot to offer that city life doesn't — no pollution or traffic jams, for instance!

My experience made me want to work where I'm needed and appreciated. I don't miss the city at all!

47. For whom is the talk intended?

48. What would be a successful result of the program being described?

49. What benefit does the program offer to participants?

50. According to the speaker, what is one disadvantage of a rural medical practice?

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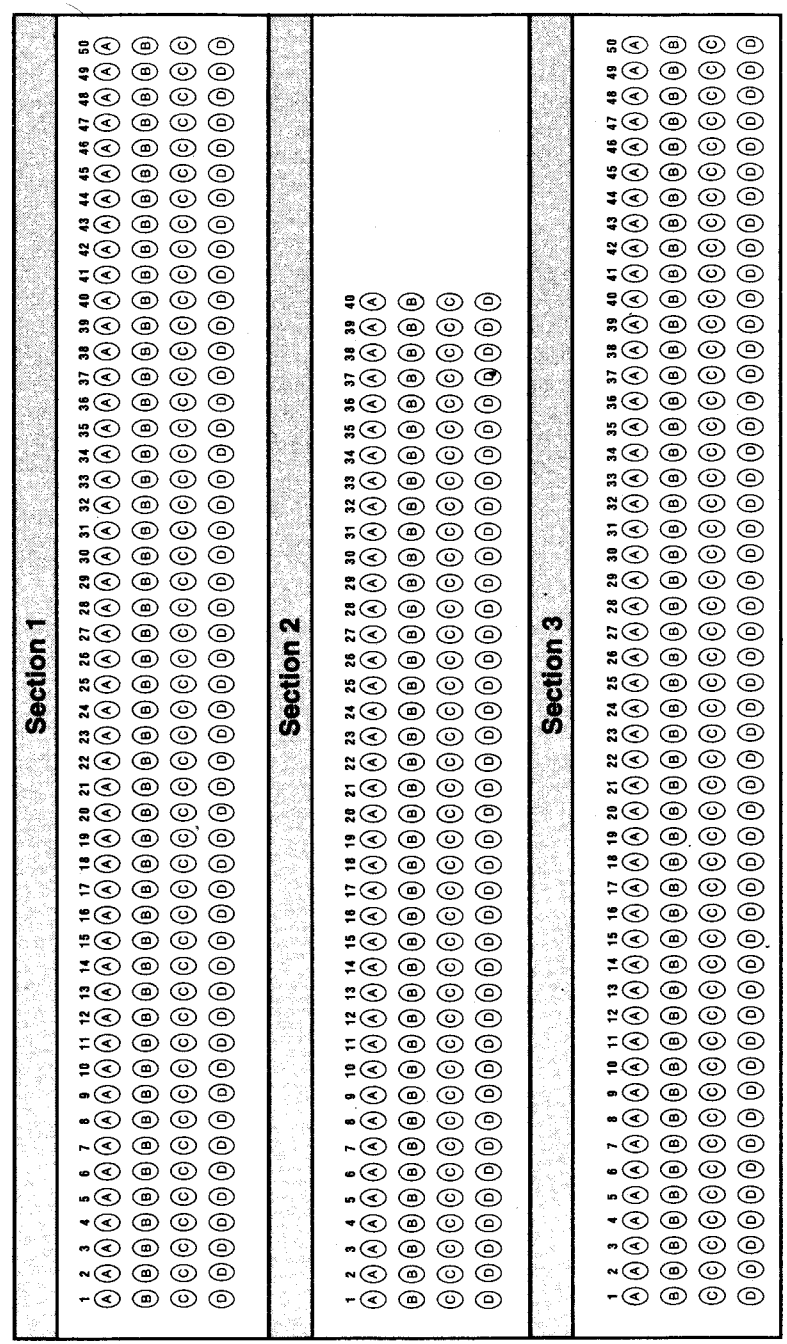
TEST OF ENGLISH AS A FOREIGN LANGUAGE

Practice Test B

Answer Sheet — Vertical Format



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Section 1
Listening Comprehension

1

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in this test. 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 **Practice Test B** in the same way.

Part A

Directions: In Part A, you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your book and choose the best answer. 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.

Here is an example.

On the recording, you hear:

Sample Answer

● Ⓑ Ⓒ Ⓓ

In your test book, you read:

(A) He doesn't like the painting either.
(B) He doesn't know how to paint.
(C) He doesn't have any paintings.
(D) He doesn't know what to do.

You learn from the conversation that neither the man nor the woman likes the painting. The best answer to the question "What does the man mean?" is (A), "He doesn't like the painting either." Therefore, the correct choice is (A).

Wait

1. (A) He makes a lot of money.
   (B) He has just been left some money.
   (C) He doesn't believe three hundred dollars is enough.
   (D) He can't afford to spend that much.

2. (A) He knows what is wrong with the watch.
   (B) The woman doesn't need to buy another battery.
   (C) The woman should get a new watch.
   (D) The jewelry store can probably repair the woman's watch.

3. (A) He has another meeting to attend on that day.
   (B) He's available either day.
   (C) He can't attend a two-day conference.
   (D) Not everybody will go to the same meeting.

4. (A) Go to the beach with her friends.
   (B) Postpone her meeting with Professor Jones.
   (C) See Professor Jones after class.
   (D) Give a speech in Professor Jones's class.

5. (A) She isn't a very good student.
   (B) She hasn't gotten her grades yet.
   (C) She shouldn't worry about her grades.
   (D) She doesn't like to talk about grades.

6. (A) The classes have improved his health.
   (B) His new glasses fit better than the old ones.
   (C) He's thinking of taking exercise classes.
   (D) He's unhappy about his life.

7. (A) She also found the book difficult.
   (B) She has learned a lot about names.
   (C) She doesn't remember the title of the novel.
   (D) She read a different book.

8. (A) They'll have to go to a later show.
   (B) The people in line all have tickets.
   (C) She doesn't want to go to the second show.
   (D) They won't have to wait much longer.

9. (A) If it's too late for her to drop the course.
   (B) If she sympathizes with him.
   (C) If she apologized for what she did.
   (D) If she regrets taking the course.

10. (A) She'll be traveling during winter break.
    (B) She'll be working during vacation.
    (C) She's looking forward to going home.
    (D) She wants to hire another research assistant.

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11. (A) He's glad he called the doctor.
    (B) He wants to change the appointment.
    (C) He can't come until 4:15.
    (D) He was confused about the date of the appointment.

12. (A) No one believes he won the scholarship.
    (B) He's surprised that he got the scholarship.
    (C) It isn't true that he won the scholarship.
    (D) He's glad to award the woman the scholarship.

13. (A) During economics class.
    (B) Before economics.
    (C) In about an hour.
    (D) The next day.

14. (A) The nurse wasn't able to help her.
    (B) She's going to help the nurse as soon as she feels better.
    (C) She thinks she should ask the nurse for a pill.
    (D) She feels sleepy because of the medicine she took.

15. (A) Whether she can make a proposal.
    (B) Whether Bill needs her help.
    (C) Whether she can review Bill's summary.
    (D) Whether she can speak for Bill.

16. (A) He can't wear the shirt right now.
    (B) He can't find the shirt.
    (C) He doesn't like the shirt.
    (D) He thinks the shirt is inappropriate for the occasion.

17. (A) He has three classes in a row.
    (B) His class begins at one o'clock.
    (C) His class meets for three hours.
    (D) He will be in class all afternoon.

18. (A) The team won despite poor play.
    (B) The team has to play at least one game.
    (C) At least the football team played well.
    (D) The team should have won the game.

19. (A) She needed warmer clothing than in previous summers.
    (B) She knitted two sweaters in August.
    (C) August was warmer than the rest of the summer.
    (D) She was unusually busy all summer.

20. (A) If the man is going to the store.
    (B) How the man feels about the news.
    (C) If the man is going to lose his job.
    (D) Where the man heard the news.

GO ON TO THE NEXT PAGE

21. (A) It will be ready at four o'clock today.
(B) It can be picked up at two o'clock tomorrow.
(C) It will be ready in two hours.
(D) Only two rolls will be ready on time.

22. (A) He'll go to the party with the woman.
(B) He met the man at the party.
(C) He has changed his plans.
(D) He has to work late.

23. (A) Pay for some of the food.
(B) Insist on choosing their own food.
(C) Treat Gary to dinner some other time.
(D) Thank Gary for his generous offer.

24. (A) She used to work at a newspaper.
(B) She'd like her supervisor's opinion of her work.
(C) She wishes she had a different kind of job.
(D) She meets with her supervisor regularly.

25. (A) She rearranged the chapters of her book.
(B) She assured him that the chapter was finished.
(C) She worked on the chapter for quite a while.
(D) She wasn't sure how to end the book.

26. (A) There's room to stack up the cans of coffee.
(B) The store is out of coffee.
(C) They should buy a lot of coffee.
(D) They should wait for a better deal on coffee.

27. (A) She works very hard.
(B) She is very strict.
(C) Her classes fill up quickly.
(D) It's easy to get good grades in her courses.

28. (A) The office already mailed the man's birth certificate.
(B) The office no longer issues birth certificates.
(C) The man doesn't have sufficient identification for his request.
(D) The man will have to apply for his birth certificate in writing.

29. (A) The woman has a choice of early flights.
(B) Not many planes go to Washington.
(C) The woman should take the earlier flight.
(D) The six o'clock flight is already filled.

30. (A) She would rather not invite other clubs to join them.
(B) They should prepare extra refreshments.
(C) The members of the club always eat a lot.
(D) There was too much food at a previous meeting.

GO ON TO THE NEXT PAGE

Part B

Directions: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your book and choose the best answer. 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, you should **not** take notes or write in your book.

Wait

31. (A) Get a ride home with Nancy.
    (B) Find a place to live.
    (C) Go to the store before it closes.
    (D) Carry his groceries home.

32. (A) He didn't expect to buy a lot.
    (B) He had only one bag of groceries.
    (C) The supermarket is just down the block.
    (D) He thought he'd get a ride with the Kramers.

33. (A) They are paying for his education.
    (B) They invited him to their party.
    (C) They took him on a vacation with them.
    (D) They let him live with them for free.

34. (A) She was impressed by it.
    (B) It was a waste of money.
    (C) She was amazed it had opened so soon.
    (D) She didn't like it as much as the other wings.

35. (A) He took a tour of the city.
    (B) He read about it.
    (C) He wrote an article about it.
    (D) He worked there as a guide.

36. (A) They came from the original wing.
    (B) They're made of the same material.
    (C) They're similar in shape.
    (D) They were designed by the same person.

37. (A) It was made of aluminum.
    (B) It wasn't large enough.
    (C) It wouldn't move in the wind.
    (D) It was too heavy to put up.

GO ON TO THE NEXT PAGE

Part C

Directions: In this part of the test, you will hear several short talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, read the four possible answers in your book and choose the best answer. 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.

Here is an example.

On the recording, you hear:

Now listen to a sample question. **Sample Answer** Ⓐ Ⓑ ● Ⓓ

In your test book, you read:

(A) To demonstrate the latest use of computer graphics.
(B) To discuss the possibility of an economic depression.
(C) To explain the workings of the brain.
(D) To dramatize a famous mystery story.

The best answer to the question "What is the main purpose of the program?" is (C), "To explain the workings of the brain." Therefore, the correct choice is (C).

Now listen to another sample question. **Sample Answer** Ⓐ Ⓑ Ⓒ ●

In your test book, you read:

(A) It is required of all science majors.
(B) It will never be shown again.
(C) It can help viewers improve their memory skills.
(D) It will help with course work.

The best answer to the question "Why does the speaker recommend watching the program?" is (D), "It will help with course work." Therefore, the correct choice is (D).

Remember, you should **not** take notes or write on your test pages.

Wait

38. (A) To review material that will be on a test.
    (B) To introduce a new professor.
    (C) To explain changes in the schedule.
    (D) To describe the contents of a paper.

39. (A) At the beginning.
    (B) In the middle.
    (C) One week before the end.
    (D) At the end.

40. (A) Administer an examination.
    (B) Present a conference paper.
    (C) Explain next week's schedule.
    (D) Take attendance in class.

41. (A) A regular class will be given.
    (B) An optional review class will be given.
    (C) An exam will be given.
    (D) Class will be canceled.

42. (A) Rock formations in the Nevada desert.
    (B) Graduate studies in anthropology.
    (C) Excavation techniques used in archaeology.
    (D) Prehistoric desert people of Nevada.

43. (A) They planned their migrations.
    (B) They didn't travel far from their base camps.
    (C) They hid from their enemies in caves.
    (D) They planted seeds near their camps.

44. (A) They had trouble finding it.
    (B) Lack of light made it impossible.
    (C) It was too small for a group to fit into.
    (D) Items stored by others took up most of the space.

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45. (A) Prehistoric desert people.
    (B) Migratory animals.
    (C) Food supplies and tools.
    (D) Growing plants.

46. (A) To illustrate the size of some objects.
    (B) To introduce the next assignment.
    (C) To show some artifacts on display at the campus museum.
    (D) To demonstrate his photographic ability.

47. (A) A comparison of fish to warm-blooded animals.
    (B) The difference between saltwater and freshwater environments.
    (C) The importance of fish to human beings.
    (D) How water has affected the development of fish.

48. (A) It can't be compressed.
    (B) It is often polluted.
    (C) Its temperature often fluctuates dramatically.
    (D) It limits their size.

49. (A) A whale.
    (B) A human.
    (C) A snake.
    (D) A snail.

50. (A) Its skeleton.
    (B) Its shape.
    (C) Its senses.
    (D) Its body temperature.

This is the end of Section 1.

Stop work on Section 1 now.

Turn off your cassette player.

Read the directions for Section 2 and begin work.
Do NOT read or work on any other section of the test during the next 25 minutes.

1. According to the third law of thermodynamics, ------- possible is –273.16 degrees centigrade.
   (A) that temperature is lowest
   (B) the temperature is lowest
   (C) lowest temperature
   (D) the lowest temperature

2. After the First World War, the author Anaïs Nin became interested in the art movement known as Surrealism and in psychoanalysis, both ------- her novels and short stories.
   (A) in which the influence
   (B) of which influenced
   (C) to have influence
   (D) its influence in

3. Muskrats generally ------- close to the edge of a bog, where their favorite plant foods grow plentifully.
   (A) staying
   (B) they are staying
   (C) stay
   (D) to stay there

4. Oliver Ellsworth, ------- of the United States Supreme Court, was the author of the bill that established the federal court system.
   (A) he was the third chief justice
   (B) the third chief justice was
   (C) who the third chief justice
   (D) the third chief justice

5. ------- Colonial period the great majority of Connecticut's settlers came from England.
   (A) Since
   (B) The time
   (C) During the
   (D) It was

6. A politician can make a legislative proposal more ------- by giving specific examples of what its effect will be.
   (A) to understanding
   (B) understandably
   (C) understandable
   (D) when understood

7. Playing the trumpet with dazzling originality, ------- dominated jazz for 20 years.
   (A) Louis Armstrong
   (B) the influence of Louis Armstrong
   (C) the music of Louis Armstrong
   (D) Louis Armstrong's talent

8. Before every presidential election in the United States, the statisticians try to guess the proportion of the population that ------- for each candidate.
   (A) are voted
   (B) voting
   (C) to be voted
   (D) will vote

GO ON TO THE NEXT PAGE

9. ------- at a river ford on the Donner Pass route to California, the city of Reno grew as bridges and railroads were built.
   (A) Settle
   (B) To settle
   (C) It was settling
   (D) Having been settled

10. The air inside a house or office building often has higher concentrations of contaminants ------- heavily polluted outside air.
   (A) than does
   (B) more
   (C) as some that are
   (D) like of

11. The decimal numeral system is one of the ------- ways of expressing numbers.
   (A) useful most world's
   (B) world's most useful
   (C) useful world's most
   (D) most world's useful

12. Emily Dickinson's garden was a place ------- great inspiration for her poems.
   (A) that she drew
   (B) by drawing her
   (C) from which she drew
   (D) drawn from which

13. The mountains surrounding Los Angeles effectively shield the city from the hot, dry winds of the Mojave Desert, ------- the circulation of air.
   (A) but they also prevent
   (B) also prevented by them
   (C) and also to prevent
   (D) and also preventing

14. Not only ------- to determine the depth of the ocean floor, but it is also used to locate oil.
   (A) to use seismology
   (B) is seismology used
   (C) seismology is used
   (D) using seismology

15. Nebraska has floods in some years, -------.
   (A) in others drought
   (B) droughts are others
   (C) while other droughts
   (D) others in drought

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Written Expression

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 correct. 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.

Example I

Sample Answer ● Ⓑ Ⓒ Ⓓ

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

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

Example II

Sample Answer Ⓐ ● Ⓒ Ⓓ

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

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

Now begin work on the questions.

GO ON TO THE NEXT PAGE

16. Pop Art was a movement (A) of the 1950's and 1960's whom (B) imagery was based on (C) readily recognized American products and people (D).

17. Because the tachinid fly is a parasite of harmful (A) insects, much (B) species have been imported (C) into the United States to combat (D) insect pests.

18. All almost (A) the electricity for industrial (B) use (C) comes from large generators driven by (D) steam turbines.

19. The Egyptians first (A) discovered that drying (B) fruit preserved it, made it sweeter (C), and improvement (D) its flavor.

20. During his twelve year there (A), Ellis Marsalis turned (B) the New Orleans Center for the Creative Arts into a rich (C) training place for future jazz stars (D).

21. Algebra is the branch (A) of mathematics concerned with operations on sets (B) of numbers or other elements (C) that are often represented at (D) symbols.

22. As (A) her focus changed (B), the love poetry that Edna St. Vincent Millay produced (C) in the 1920's increasing (D) gave way to poetry dealing with social injustice.

23. When a pearl is cut (A) in half and examined under a microscope (B), but its (C) layers can be seen (D).

24. A conductor uses (A) signals and gestures to let the musicians (B) to know (C) when to play (D) various parts of a composition.

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25. If a glass lizard loses its tails, a new one grows to replace it.
A B C D

26. Many of the recording instruments used in vary branches of science are
A B C D
kymographs.

27. It was near end of prehistoric times that the first wheeled vehicles appeared.
A B C D

28. Martin Luther King, Jr.'s magnificent speaking ability enabling him to
A B
effectively express the demands for social justice for Black Americans.
C D

29. Designers of athletic footwear finely tune each category of shoe to its
A B
particularly activity by studying human motion and physiology.
C D

30. Gothic Revival architecture has several basis characteristics that distinguish it
A B C
from other nineteenth-century architectural styles.
D

31. Since rats are destructive and may carry disease, therefore many cities try to
A B C
exterminate them.
D

32. In the United States among 60 percent of the space on the pages of newspapers
A B
is reserved for advertising.
C D

33. Recently in the automobile industry, multinational companies have developed
A
to the point where such few cars can be described as having been made
B C
entirely in one country.
D

34. Scientists believe that by altering the genetic composition of plants it is possible
A
to develop specimens that are resisting to disease and have increased food
B C D
value.

35. The purpose of traveler's checks is to protect travelers from theft and
A B C
accidental lost of money.
D

36. The early periods of aviation in the United States was marked by
A
exhibition flights made by individual fliers or by teams of performers at
B C D
country fairs.

37. The American anarchist Emma Goldman infused her spirited lectures, publishes,
A
and demonstrations with a passionate belief in the freedom of the individual.
B C D

38. Being the biggest expanse of brackish water in the world, the Baltic Sea is of
A B C
special interesting to scientists.
D

GO ON TO THE NEXT PAGE

39. The (A) main advertising (B) media include direct mail (C), radio, television, magazines, and newspaper (D).

40. While studying the chemistry (A) of human body (B), Dr. Rosalyn Yalow won a Nobel Prize for the research she conducted on (C) the role of (D) hormones.

This is the end of Section 2.

If you finish in less than 25 minutes, check your work on Section 2 only. Do NOT read or work on any other section of the test.

At the end of 25 minutes, go on to Section 3.
Use *exactly 55 minutes* to work on Section 3.

Section 3
Reading Comprehension

Time: 55 minutes (including the reading of the directions)
Now set your clock for 55 minutes.

Directions: In this section you will read several passages. Each one is followed by several questions about it. For questions 1-50, 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 questions following a passage on the basis of what is **stated** or **implied** in that passage.

Read the following passage:

The railroad was not the first institution to impose regularity on society, or to draw attention to the importance of precise timekeeping. For as long as merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day. The *Line* *(5)* value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic: the massive daily transfers of goods, services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

Example I **Sample Answer** Ⓐ Ⓑ ● Ⓓ

What is the main idea of the passage?

(A) In modern society we must make more time for our neighbors.
(B) The traditions of society are timeless.
(C) An accepted way of measuring time is essential for the smooth functioning of society.
(D) Society judges people by the times at which they conduct certain activities.

The main idea of the passage is that societies need to agree about how time is to be measured in order to function smoothly. Therefore, you should choose (C).

Example II **Sample Answer** Ⓐ Ⓑ Ⓒ ●

In line 5, the phrase "this tradition" refers to

(A) the practice of starting the business day at dawn
(B) friendly relations between neighbors
(C) the railroad's reliance on time schedules
(D) people's agreement on the measurement of time

The phrase "this tradition" refers to the preceding clause, "people have been in rough agreement with their neighbors as to the time of day." Therefore, you should choose (D).

Now begin work on the questions.

Questions 1-9

The ocean bottom — a region nearly 2.5 times greater than the total land area of the Earth — is a vast frontier that even today is largely unexplored and uncharted. Until about a century ago, the deep-ocean floor was completely inaccessible, hidden beneath
Line waters averaging over 3,600 meters deep. Totally without light and subjected to intense
(5) pressures hundreds of times greater than at the Earth's surface, the deep-ocean bottom is a hostile environment to humans, in some ways as forbidding and remote as the void of outer space.

Although researchers have taken samples of deep-ocean rocks and sediments for over a century, the first detailed global investigation of the ocean bottom did not
(10) actually start until 1968, with the beginning of the National Science Foundation's Deep Sea Drilling Project (DSDP). Using techniques first developed for the offshore oil and gas industry, the DSDP's drill ship, the Glomar Challenger, was able to maintain a steady position on the ocean's surface and drill in very deep waters, extracting samples of sediments and rock from the ocean floor.

(15) The Glomar Challenger completed 96 voyages in a 15-year research program that ended in November 1983. During this time, the vessel logged 600,000 kilometers and took almost 20,000 core samples of seabed sediments and rocks at 624 drilling sites around the world. The Glomar Challenger's core samples have allowed geologists to reconstruct what the planet looked like hundreds of millions of years ago and to
(20) calculate what it will probably look like millions of years in the future. Today, largely on the strength of evidence gathered during the Glomar Challenger's voyages, nearly all earth scientists agree on the theories of plate tectonics and continental drift that explain many of the geological processes that shape the Earth.

The cores of sediment drilled by the Glomar Challenger have also yielded
(25) information critical to understanding the world's past climates. Deep-ocean sediments provide a climatic record stretching back hundreds of millions of years, because they are largely isolated from the mechanical erosion and the intense chemical and biological activity that rapidly destroy much land-based evidence of past climates. This record has already provided insights into the patterns and causes of past climatic change — information that may be used to predict future climates.

1. The author refers to the ocean bottom as a "frontier" in line 2 because it
   (A) is not a popular area for scientific research
   (B) contains a wide variety of life forms
   (C) attracts courageous explorers
   (D) is an unknown territory

2. The word "inaccessible" in line 3 is closest in meaning to
   (A) unrecognizable
   (B) unreachable
   (C) unusable
   (D) unsafe

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3. The author mentions outer space in line 7 because
   (A) the Earth's climate millions of years ago was similar to conditions in outer space
   (B) it is similar to the ocean floor in being alien to the human environment
   (C) rock formations in outer space are similar to those found on the ocean floor
   (D) techniques used by scientists to explore outer space were similar to those used in ocean exploration

4. Which of the following is true of the Glomar Challenger?
   (A) It is a type of submarine.
   (B) It is an ongoing project.
   (C) It has gone on over 100 voyages.
   (D) It made its first DSDP voyage in 1968.

5. The word "extracting" in line 13 is closest in meaning to
   (A) breaking
   (B) locating
   (C) removing
   (D) analyzing

6. The Deep Sea Drilling Project was significant because it was
   (A) an attempt to find new sources of oil and gas
   (B) the first extensive exploration of the ocean bottom
   (C) composed of geologists from all over the world
   (D) funded entirely by the gas and oil industry

7. The word "strength" in line 21 is closest in meaning to
   (A) basis
   (B) purpose
   (C) discovery
   (D) endurance

8. The word "they" in line 26 refers to
   (A) years
   (B) climates
   (C) sediments
   (D) cores

9. Which of the following is NOT mentioned in the passage as being a result of the Deep Sea Drilling Project?
   (A) Geologists were able to determine the Earth's appearance hundreds of millions of years ago.
   (B) Two geological theories became more widely accepted by scientists.
   (C) Information was revealed about the Earth's past climatic changes.
   (D) Geologists observed forms of marine life never before seen.

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Questions 10-21

Basic to any understanding of Canada in the 20 years after the Second World War is the country's impressive population growth. For every three Canadians in 1945, there were over five in 1966. In September 1966 Canada's population passed the 20 million mark. Most of this surging growth came from natural increase. The depression of the 1930's and the war had held back marriages, and the catching-up process began after 1945. The baby boom continued through the decade of the 1950's, producing a population increase of nearly fifteen percent in the five years from 1951 to 1956. This rate of increase had been exceeded only once before in Canada's history, in the decade before 1911, when the prairies were being settled. Undoubtedly, the good economic conditions of the 1950's supported a growth in the population, but the expansion also derived from a trend toward earlier marriages and an increase in the average size of families. In 1957 the Canadian birth rate stood at 28 per thousand, one of the highest in the world.

After the peak year of 1957, the birth rate in Canada began to decline. It continued falling until in 1966 it stood at the lowest level in 25 years. Partly this decline reflected the low level of births during the depression and the war, but it was also caused by changes in Canadian society. Young people were staying at school longer; more women were working; young married couples were buying automobiles or houses before starting families; rising living standards were cutting down the size of families. It appeared that Canada was once more falling in step with the trend toward smaller families that had occurred all through the Western world since the time of the Industrial Revolution.

Although the growth in Canada's population had slowed down by 1966 (the increase in the first half of the 1960's was only nine percent), another large population wave was coming over the horizon. It would be composed of the children of the children who were born during the period of the high birth rate prior to 1957.

10. What does the passage mainly discuss?
    (A) Educational changes in Canadian society
    (B) Canada during the Second World War
    (C) Population trends in postwar Canada
    (D) Standards of living in Canada

11. According to the passage, when did Canada's baby boom begin?
    (A) In the decade after 1911
    (B) After 1945
    (C) During the depression of the 1930's
    (D) In 1966

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12. The word "five" in line 3 refers to
    (A) Canadians
    (B) years
    (C) decades
    (D) marriages

13. The word "surging" in line 4 is closest in meaning to
    (A) new
    (B) extra
    (C) accelerating
    (D) surprising

14. The author suggests that in Canada during the 1950's
    (A) the urban population decreased rapidly
    (B) fewer people married
    (C) economic conditions were poor
    (D) the birth rate was very high

15. The word "trend" in line 11 is closest in meaning to
    (A) tendency
    (B) aim
    (C) growth
    (D) directive

16. The word "peak" in line 14 is closest in meaning to
    (A) pointed
    (B) dismal
    (C) mountain
    (D) maximum

17. When was the birth rate in Canada at its lowest postwar level?
    (A) 1966
    (B) 1957
    (C) 1956
    (D) 1951

18. The author mentions all of the following as causes of declines in population growth after 1957 EXCEPT
    (A) people being better educated
    (B) people getting married earlier
    (C) better standards of living
    (D) couples buying houses

19. It can be inferred from the passage that before the Industrial Revolution
    (A) families were larger
    (B) population statistics were unreliable
    (C) the population grew steadily
    (D) economic conditions were bad

20. The word "It" in line 25 refers to
    (A) horizon
    (B) population wave
    (C) nine percent
    (D) first half

21. The phrase "prior to" in line 26 is closest in meaning to
    (A) behind
    (B) since
    (C) during
    (D) preceding

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Questions 22-30

Are organically grown foods the best food choices? The advantages claimed for such foods over conventionally grown and marketed food products are now being debated. Advocates of organic foods — a term whose meaning varies greatly — frequently proclaim that such products are safer and more nutritious than others.

The growing interest of consumers in the safety and nutritional quality of the typical North American diet is a welcome development. However, much of this interest has been sparked by sweeping claims that the food supply is unsafe or inadequate in meeting nutritional needs. Although most of these claims are not supported by scientific evidence, the preponderance of written material advancing such claims makes it difficult for the general public to separate fact from fiction. As a result, claims that eating a diet consisting entirely of organically grown foods prevents or cures disease or provides other benefits to health have become widely publicized and form the basis for folklore.

Almost daily the public is besieged by claims for "no-aging" diets, new vitamins, and other wonder foods. There are numerous unsubstantiated reports that natural vitamins are superior to synthetic ones, that fertilized eggs are nutritionally superior to unfertilized eggs, that untreated grains are better than fumigated grains, and the like.

One thing that most organically grown food products seem to have in common is that they cost more than conventionally grown foods. But in many cases consumers are misled if they believe organic foods can maintain health and provide better nutritional quality than conventionally grown foods. So there is real cause for concern if consumers, particularly those with limited incomes, distrust the regular food supply and buy only expensive organic foods instead.

22. The word "Advocates" in line 3 is closest in meaning to which of the following?
    (A) Proponents
    (B) Merchants
    (C) Inspectors
    (D) Consumers

23. In line 4, the word "others" refers to
    (A) advantages
    (B) advocates
    (C) organic foods
    (D) products

24. The "welcome development" mentioned in line 6 is an increase in
    (A) interest in food safety and nutrition among North Americans
    (B) the nutritional quality of the typical North American diet
    (C) the amount of healthy food grown in North America
    (D) the number of consumers in North America

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25. According to the first paragraph, which of the following is true about the term "organic foods"?
    (A) It is accepted by most nutritionists.
    (B) It has been used only in recent years.
    (C) It has no fixed meaning.
    (D) It is seldom used by consumers.

26. The word "unsubstantiated" in line 15 is closest in meaning to
    (A) unbelievable
    (B) uncontested
    (C) unpopular
    (D) unverified

27. The word "maintain" in line 20 is closest in meaning to
    (A) improve
    (B) monitor
    (C) preserve
    (D) restore

28. The author implies that there is cause for concern if consumers with limited incomes buy organic foods instead of conventionally grown foods because
    (A) organic foods can be more expensive but are often no better than conventionally grown foods
    (B) many organic foods are actually less nutritious than similar conventionally grown foods
    (C) conventionally grown foods are more readily available than organic foods
    (D) too many farmers will stop using conventional methods to grow food crops

The questions for this passage continue on the next page.

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The following questions are based on the passage on page 82.

29. According to the last paragraph, consumers who believe that organic foods are better than conventionally grown foods are often

(A) careless
(B) mistaken
(C) thrifty
(D) wealthy

30. What is the author's attitude toward the claims made by advocates of health foods?

(A) Very enthusiastic
(B) Somewhat favorable
(C) Neutral
(D) Skeptical

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Section 3 continues.

Turn the page and read the next passage.

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Questions 31-40

There are many theories about the beginning of drama in ancient Greece. The one most widely accepted today is based on the assumption that drama evolved from ritual. The argument for this view goes as follows. In the beginning, human beings viewed
Line (5) the natural forces of the world, even the seasonal changes, as unpredictable, and they sought, through various means, to control these unknown and feared powers. Those measures which appeared to bring the desired results were then retained and repeated until they hardened into fixed rituals. Eventually stories arose which explained or veiled the mysteries of the rites. As time passed some rituals were abandoned, but the stories, later called myths, persisted and provided material for art and drama.

(10) Those who believe that drama evolved out of ritual also argue that those rites contained the seed of theater because music, dance, masks, and costumes were almost always used. Furthermore, a suitable site had to be provided for performances, and when the entire community did not participate, a clear division was usually made between the "acting area" and the "auditorium." In addition, there were performers,
(15) and, since considerable importance was attached to avoiding mistakes in the enactment of rites, religious leaders usually assumed that task. Wearing masks and costumes, they often impersonated other people, animals, or supernatural beings, and mimed the desired effect — success in hunt or battle, the coming rain, the revival of the Sun — as an actor might. Eventually such dramatic representations were separated from religious
(20) activities.

Another theory traces the theater's origin from the human interest in storytelling. According to this view, tales (about the hunt, war, or other feats) are gradually elaborated, at first through the use of impersonation, action, and dialogue by a narrator and then through the assumption of each of the roles by a different person. A closely
(25) related theory traces theater to those dances that are primarily rhythmical and gymnastic or that are imitations of animal movements and sounds.

31. What does the passage mainly discuss?
    (A) The origins of theater
    (B) The role of ritual in modern dance
    (C) The importance of storytelling
    (D) The variety of early religious activities

32. The word "they" in line 4 refers to
    (A) seasonal changes
    (B) natural forces
    (C) theories
    (D) human beings

33. What aspect of drama does the author discuss in the first paragraph?
    (A) The reason drama is often unpredictable
    (B) The seasons in which dramas were performed
    (C) The connection between myths and dramatic plots
    (D) The importance of costumes in early drama

34. Which of the following is NOT mentioned as a common element of theater and ritual?
    (A) Dance
    (B) Costumes
    (C) Music
    (D) Magic

35. The word "considerable" in line 15 is closest in meaning to
    (A) thoughtful
    (B) substantial
    (C) relational
    (D) ceremonial

36. The word "enactment" in line 15 is closest in meaning to
    (A) establishment
    (B) performance
    (C) authorization
    (D) season

37. The word "they" in line 16 refers to
    (A) mistakes
    (B) costumes
    (C) animals
    (D) performers

38. According to the passage, what is the main difference between ritual and drama?
    (A) Ritual uses music whereas drama does not.
    (B) Ritual is shorter than drama.
    (C) Ritual requires fewer performers than drama.
    (D) Ritual has a religious purpose and drama does not.

39. The passage supports which of the following statements?
    (A) No one really knows how the theater began.
    (B) Myths are no longer represented dramatically.
    (C) Storytelling is an important part of dance.
    (D) Dramatic activities require the use of costumes.

40. Where in the passage does the author discuss the separation of the stage and the audience?
    (A) Lines 8-9
    (B) Lines 12-14
    (C) Lines 19-20
    (D) Lines 22-24

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Questions 41-50

Staggering tasks confronted the people of the United States, North and South, when the Civil War ended. About a million and a half soldiers from both sides had to be demobilized, readjusted to civilian life, and reabsorbed by the devastated economy. Civil government also had to be put back on a peacetime basis and interference from the military had to be stopped.

The desperate plight of the South has eclipsed the fact that reconstruction had to be undertaken also in the North, though less spectacularly. Industries had to adjust to peacetime conditions; factories had to be retooled for civilian needs.

Financial problems loomed large in both the North and the South. The national debt had shot up from a modest $65 million in 1861, the year the war started, to nearly $3 billion in 1865, the year the war ended. This was a colossal sum for those days but one that a prudent government could pay. At the same time, war taxes had to be reduced to less burdensome levels.

Physical devastation caused by invading armies, chiefly in the South and border states, had to be repaired. This herculean task was ultimately completed, but with discouraging slowness.

Other important questions needed answering. What would be the future of the four million Black people who were freed from slavery? On what basis were the Southern states to be brought back into the Union?

What of the Southern leaders, all of whom were liable to charges of treason? One of these leaders, Jefferson Davis, president of the Southern Confederacy, was the subject of an insulting popular Northern song, "Hang Jeff Davis from a Sour Apple Tree," and even children sang it. Davis was temporarily chained in his prison cell during the early days of his two-year imprisonment. But he and the other Southern leaders were finally released, partly because it was unlikely that a jury from Virginia, a Southern Confederate state, would convict them. All the leaders were finally pardoned by President Johnson in 1868 in an effort to help reconstruction efforts proceed with as little bitterness as possible.

41. What does the passage mainly discuss?
    (A) Wartime expenditures
    (B) Problems facing the United States after the war
    (C) Methods of repairing the damage caused by the war
    (D) The results of government efforts to revive the economy

42. The word "Staggering" in line 1 is closest in meaning to
    (A) specialized
    (B) confusing
    (C) various
    (D) overwhelming

43. The word "devastated" in line 3 is closest in meaning to
    (A) developing
    (B) ruined
    (C) complicated
    (D) fragile

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44. According to the passage, which of the following statements about the damage in the South is correct?
    (A) It was worse than in the North.
    (B) The cost was less than expected.
    (C) It was centered in the border states.
    (D) It was remedied rather quickly.

45. The passage refers to all of the following as necessary steps following the Civil War EXCEPT
    (A) helping soldiers readjust .
    (B) restructuring industry
    (C) returning government to normal
    (D) increasing taxes

46. The word "task" in line 15 refers to
    (A) raising the tax level
    (B) sensible financial choices
    (C) wise decisions about former slaves
    (D) reconstruction of damaged areas

47. Why does the author mention a popular song in lines 22-23 ?
    (A) To give an example of a Northern attitude towards the South
    (B) To illustrate the Northern love of music
    (C) To emphasize the cultural differences between the North and the South
    (D) To compare the Northern and Southern presidents

48. The word "them" in line 26 refers to
    (A) charges
    (B) leaders
    (C) days
    (D) irons

49. Which of the following can be inferred from the phrase ". . . it was unlikely that a jury from Virginia, a Southern Confederate state, would convict them" (lines 25-26) ?
    (A) Virginians felt betrayed by Jefferson Davis.
    (B) A popular song insulted Virginia.
    (C) Virginians were loyal to their leaders.
    (D) All of the Virginia military leaders had been put in chains.

50. It can be inferred from the passage that President Johnson pardoned the Southern leaders in order to
    (A) raise money for the North
    (B) repair the physical damage in the South
    (C) prevent Northern leaders from punishing more Southerners
    (D) help the nation recover from the war

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This is the end of Section 3.

If you finish before 55 minutes has ended,
check your work on Section 3 only.
Do NOT read or work on any other section of the test

Review Material

- Use the answer key below to determine which questions you answered correctly.
- Rewind the cassette (Side 2) to the beginning of the Listening Comprehension section.
- Tear out the script on pages 93-100. Place it next to the test questions so you can see the four answer choices.
- Read the script as you listen to the recorded material. It will help you recognize words that you may not have understood correctly.

Test B - Answer Key

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

You must score your own TOEFL answer sheet.
Do NOT send it to the TOEFL office.
If you do, the answer sheet will not be returned to you.

Listening Comprehension Script

Part A

1. *(woman)* Do you want to go on a trip with us to Florida this spring? It will cost about three hundred dollars a person.
   (man) Three hundred dollars! Do you think I just inherited a fortune?
   (narrator) What can be inferred about the man?

2. *(woman)* My watch stopped again. And I just got a new battery.
   (man) Why don't you take it to Smith's Jewelry? They can check it for you, and they're pretty reasonable.
   (narrator) What does the man mean?

3. *(woman)* We're going to change our meeting from Monday to Tuesday.
   (man) It's all the same to me.
   (narrator) What does the man mean?

4. *(man)* We plan to go to the beach after class. Want to come?
   (woman) I'd love to, but Professor Jones wants to speak with me.
   (narrator) What will the woman probably do?

5. *(woman)* Janet sounded worried about her grades.
   (man) But she's getting A's and B's, isn't she?
   (narrator) What does the man imply about Janet?

6. *(woman)* You look great since you've been taking those exercise classes.
   (man) Thanks! I've never felt better in my life.
   (narrator) What does the man imply?

7. *(man)* I had a hard time getting through this novel.
   (woman) I know how you feel. Who can remember the names of thirty-five different characters?
   (narrator) What does the woman imply?

8. *(man)* That's a long line! Do you think there'll be any tickets left?
   (woman) I doubt it — guess we'll wind up going to the second show.
   (narrator) What does the woman mean?

9. *(woman)* This course is much too hard for me.
   (man) Sorry you decided to take it, huh?
   (narrator) What does the man ask the woman?

Listening Comprehension Script

10. *(man)* Are you going home for winter vacation?
(woman) I've agreed to stay on here as a research assistant.
(narrator) What can be inferred about the woman?

11. *(man)* Hello.
(woman) Hello. This is Dr. Gray's office. We're calling to remind you of your 4:15 appointment for your annual checkup tomorrow.
(man) Oh! Thanks. It's a good thing you called. I thought it was 4:15 today.
(narrator) What does the man mean?

12. *(woman)* How wonderful! You won the scholarship. Can you believe it?
(man) No, it's almost too good to be true.
(narrator) What does the man mean?

13. *(woman)* Excuse me, Professor Davidson, but I was hoping to talk to you about my class project for economics.
(man) I have a class in a few minutes. Why don't you come and see me during office hours tomorrow?
(narrator) When will the woman discuss her project with Professor Davidson?

14. *(man)* How are you feeling?
(woman) The stuff the nurse gave me seems to have helped, but it's making me awfully drowsy.
(narrator) What does the woman mean?

15. *(man)* Bill Smith has volunteered to write a summary of the proposals we've agreed on.
(woman) Will I have a chance to review it?
(narrator) What does the woman want to know?

16. *(woman)* Why don't you wear that yellow shirt that your sister gave you for your birthday?
(man) I love that shirt, but it's missing two buttons.
(narrator) What does the man mean?

17. *(woman)* How many classes do you have today?
(man) Just one, from three till six.
(narrator) What does the man mean?

18. *(woman)* Our football team didn't play very well.
(man) That's true, but at least we won the game.
(narrator) What does the man mean?

Listening Comprehension Script

19. *(man)* This has been an unusually cool summer.
(woman) Uh-huh, I actually had to get out my wool sweaters in August.
(narrator) What does the woman imply?

20. *(man)* I got some bad news today. The store where I work is laying off staff.
(woman) Are they going to let you go?
(narrator) What does the woman want to know?

21. *(man)* I'd like to pick this film up by four tomorrow afternoon.
(woman) I can have it for you at two if you'd like.
(narrator) What does the woman say about the film?

22. *(man)* I talked to Philip today and he said he'd be coming to the party.
(woman) Oh, so he can come after all.
(narrator) What can be inferred about Philip?

23. *(man)* Gary insists on buying the food for the picnic.
(woman) That's pretty generous, but shouldn't we at least offer to share the expense?
(narrator) What does the woman suggest they do?

24. *(man)* How's the new job going?
(woman) Well, I'm getting used to lots of new things, but I wish the supervisor would give me some feedback.
(narrator) What does the woman mean?

25. *(woman)* Did Linda ever finish that introductory chapter?
(man) I'm not sure. She spent hours on end rewriting it.
(narrator) What does the man imply about Linda?

26. *(woman)* The supermarket down the street is selling everything half price because they're going out of business.
(man) Sounds like an ideal time to stock up on coffee.
(narrator) What does the man mean?

27. *(woman)* Have you heard anything about the new professor?
(man) Just that she's no pushover.
(narrator) What does the man say about the professor?

28. *(man)* I need to get a copy of my birth certificate.
(woman) Sorry, but we can only accept requests by mail now.
(narrator) What does the woman mean?

Listening Comprehension Script

29. *(woman)* When's the earliest flight from Washington to New York?
(man) There's a shuttle at six and if that's full, there's another at seven.
(narrator) What does the man mean?

30. *(man)* How'd you like to help me plan the refreshments for the astronomy club meeting tomorrow night?
(woman) Sure. Let's be careful not to overdo it, though; last time we had enough for three clubs put together!
(narrator) What does the woman mean?

Part B

Questions 31 through 33. Listen to a conversation between two friends who meet on the street.

(woman) David! Can I give you a hand with one of those grocery bags?

(man) Sure, Nancy! Could you take this one, please? I didn't realize how heavy these bags would be.

(woman) Why did you buy so much stuff when you have to walk home from the store?

(man) Well, I didn't intend to buy a lot — but I'm having some people over and I guess I needed more than I expected.

(woman) What's the occasion?

(man) The people I live with, the Kramers, have been on vacation for a month and I thought I'd surprise them. I'm inviting some of their friends and family for a welcome-home dinner.

(woman) That's really thoughtful of you.

(man) I figure it's the least I can do for them. They've been letting me stay with them rent-free while I'm in school.

(woman) Really? That's pretty generous of them.

(man) Well, they understand how difficult it is to make ends meet when you're a student. They've been such a big help to me, I thought that this might be a small way to thank them for their generosity.

31. What is David trying to do?

32. Why did David think he wouldn't have a problem?

33. Why is David appreciative of the Kramers?

Listening Comprehension Script

Questions 34 through 37. Listen to a conversation between two friends.

(man) Hey, how was your trip?

(woman) Wonderful. I spent most of my time at the art museum. I especially liked the new wing. I was amazed to hear the guide explain all the problems they had building it.

(man) Right. I just read an article that went on and on about the cost — ninety million total, I think.

(woman) Yeah, the guide mentioned that. You could see they spared no expense.

(man) Hmm. It looked really unusual, at least from what I saw in the picture.

(woman) It is. The basic design is two triangles. In fact, there are triangles all over — the paving stones in the courtyard, the skylights, and even a lot of the sculptures. One sculpture is a mobile. It's in the courtyard and it's made of pieces of aluminum that move slowly in the air. It's really impressive.

(man) That was in the article too. It said the original was steel, and it weighed so much that it wasn't safe to hang.

(woman) Right. They did it over in aluminum so it wouldn't come crashing down on someone's head.

(man) You know, the article went into that in detail. There was even an interview with the sculptor.

(woman) I'd like to read that. Would you mind if I borrowed the magazine sometime?

(man) No, I wouldn't mind, if I haven't thrown it out yet.

34. What did the woman think of the new wing of the museum?

35. How had the man learned about the museum?

36. According to the woman, what do the paving stones, skylights, and mobile have in common?

37. What was the problem with the original mobile?

Listening Comprehension Script

Part C

Questions 38 through 41. Listen to an announcement in a university class.

(woman) In the few minutes that remain of today's class, I'd like to discuss next week's schedule with you. Because I'm presenting a paper at a conference in Detroit on Thursday, I won't be here for either Wednesday's or Friday's class. I will, however, be here for Monday's. Next Friday, a week from today, is the midterm exam, marking the halfway point in the semester. Professor Andrews has agreed to administer the exam. In place of the usual Wednesday class, I've arranged an optional review session. Since it is optional, attendance will not be taken; however, attending the class would be a good idea for those worried about the midterm. So, remember: optional class next Wednesday; midterm, Friday.

38. What is the purpose of the talk?

39. At what point during the semester does this talk take place?

40. What did Professor Andrews agree to do?

41. What will occur at next Wednesday's class time?

Questions 42 through 46. Listen to part of a talk given in an anthropology class.

(man) Today's lecture will center on prehistoric people of the Nevada desert. Now, most of these prehistoric desert people moved across the countryside throughout the year. You might think that they were wandering aimlessly — far from it! They actually followed a series of carefully planned moves. Where they moved depended on where food was available — places where plants were ripening or fish were spawning.

Now often when these people moved, they carried all their possessions on their backs, but if the journey was long, extra food and tools were sometimes stored in caves or beneath rocks. One of these caves is now an exciting archaeological site. Beyond its small opening is a huge underground grotto. Even though the cave's very large, it was certainly too dark and dusty for the travelers to live in — but it was a great place to hide things, and tremendous amounts of food supplies and artifacts have been found there. The food includes dried fish, seeds, and nuts. The artifacts include stone spear points and knives; the spear points are actually rather small. Here's a picture of some that were found. You can see their size in relation to the hands holding them.

42. What is the main subject of this talk?

43. What point does the speaker make about the prehistoric people of the Nevada desert?

44. Why didn't people live in the cave described by the speaker?

45. What have archaeologists found in the cave?

46. Why does the speaker show a photo to the class?

Listening Comprehension Script

Questions 47 through 50. Listen to part of a lecture given in a marine biology class.

(woman) To us, the environment in which fish dwell often seems cold, dark, and mysterious. But there are advantages to living in water, and they have played an important role in making fish what they are. One is that water isn't subject to sudden temperature changes. Therefore it makes an excellent habitat for a cold-blooded animal. Another advantage is the water's ability to easily support body weight. Protoplasm has approximately the same density as water, so a fish in water is almost weightless. This "weightlessness" in turn means two things: One, a fish can get along with a light weight and simple bone structure, and two, limitations to a fish's size are practically removed.

Yet there is one basic difficulty to living in water — the fact that it's incompressible. For a fish to move through water, it must actually shove it aside. Most can do this by wiggling back and forth in snakelike motion. The fish pushes water aside by the forward motion of its head, and with the curve of its body and its flexible tail. Next, the water flows back along the fish's narrowing sides, closing in at the tail, and helping the fish propel itself forward.

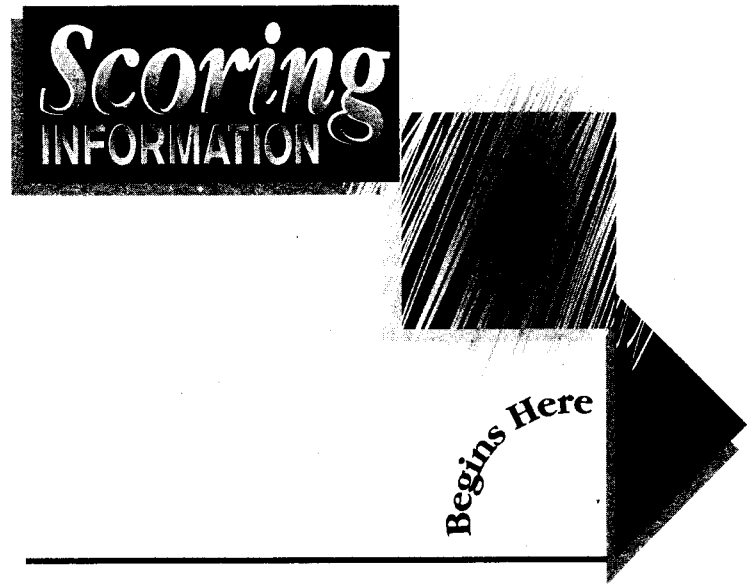
The fact that water is incompressible has literally shaped the development of fish. A flat and angular shape can be moved through water only with difficulty. And for this reason, fish have a basic shape that is beautifully adapted to deal with this peculiarity.

47. What is the talk mainly about?

48. What does the speaker mention as a problem that water presents to fish?

49. The speaker compares a fish's movement with that of what creature?

50. What aspect of a fish does the speaker discuss in the most detail?



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How to Score the Practice Tests

Use the answer keys on pages 46 (Test A) and 91 (Test B) to determine which questions you answered correctly. Count the number of correct answers in each section of the tests and write the number in the appropriate box below.

	Section 1	Section 2	Section 3
Test A			
Test B			

The number of correct answers for each section is your "number-right" score for that section. A number-right score is not the same as a reported TOEFL score. Paper-based test scores for Section 1 (Listening Comprehension) and Section 2 (Structure and Written Expression) range from 31 to 68, and the scores for Section 3 (Reading Comprehension) range from 31 to 67. The TOEFL paper-based total test score is reported on a scale that ranges from 310 to 677. For each unique form of the TOEFL test, statistical procedures are carried out for each section to adjust the conversion of number-right scores to "scaled" converted scores for any slight differences in difficulty. This process is called score equating and is carried out for each form of TOEFL to permit comparison of scaled scores for that particular form with scaled scores from other forms regardless of the level of difficulty of that form. As a result of these equating methods, a total score of 550, for example, on one edition of the test represents the same level of English language proficiency as a score of 550 on another edition.

When you have written your number-right scores for all sections in the boxes, look at the "converted score" charts on page 105. For these charts, a unique table was developed for each section of each practice test, as is done for each TOEFL test, to convert number-right scores to scaled scores. The first column of each chart gives ranges of number-right scores. The second, third, and fourth columns give ranges of converted scores. The ranges provided in these charts are intended only to provide an approximate indicator of language proficiency and are never used in the scoring of an actual administration.

In the column marked "Number-Right Score Range" for each practice test, find the score range that includes your number-right score for Section 1. In the column marked "Section 1 Converted Score," find the range of converted scores for your number-right score. Write your converted score range for Section 1 in the appropriate box below. Do the same for your number-right scores for Section 2 and Section 3.

	Section 1	Section 2	Section 3
Test A			
Test B			

When you have entered your ranges of converted scores for all three sections in the boxes, add the first or lower number of each of the three section score ranges together. Do the same for the last or higher numbers. This will give the converted score ranges for the three sections for each practice test.

Example of Score Calculation

Suppose the number-right scores for the three sections in Test A are Section 1 - 28, Section 2 - 30, Section 3 - 39. First, find the number-right range for each obtained score (first column of the table); then find and record the corresponding converted score range.

Converted Score Ranges

Section 1	Section 2	Section 3
48-49	55-57	56-58

Add together the lower numbers of the three converted score ranges.

48 + 55 + 56 = 159

Next, add the higher numbers of the converted score ranges.

49 + 57 + 58 = 164

The range of the sum of the converted scores for the three sections is 159-164.

Now multiply each number in this range by 10/3.

159 x 10/3 = 530.00 = 530

164 x 10/3 = 546.66 = 547

When multiplication by 10/3 results in a decimal value of .33, round down to the nearest whole number. Round up to the next highest whole number if multiplication by 10/3 results in a decimal value of .66.

The total (converted) score range is 530-547.

Remember, people perform differently at different times and in different situations. It is possible that if you take TOEFL at a regular test center, your scores will fall within the range of scores you earned on these practice tests, but they may also be higher or lower. This is because you have taken the practice tests under different conditions than those at an actual test center. It is also because the scores reported for the TOEFL test, or for *any* test, cannot be perfectly precise. An individual's scores can vary, just by chance, from one administration of the test to another, even when there is no change in the examinee's "true" ability.

Practice Test A - Converted Score Ranges

Number-Right Score Range	Section 1 Converted Score	Section 2 Converted Score	Section 3 Converted Score
48-50	65-68		65-67
45-47	61-63		61-64
42-44	58-60		58-60
39-41	56-57		56-58
36-38	53-55	62-68	54-56
33-35	52-53	58-60	52-54
30-32	50-51	55-57	50-52
27-29	48-49	52-54	48-50
24-26	46-47	49-51	46-48
21-23	44-46	47-49	44-45
18-20	42-44	44-46	41-43
15-17	40-42	41-43	37-39
12-14	36-39	37-39	33-36
9-11	32-34	31	31
0-8	31	31	31

Practice Test B - Converted Score Ranges

Number-Right Score Range	Section 1 Converted Score	Section 2 Converted Score	Section 3 Converted Score
48-50	64-68		65-67
45-47	60-63		61-64
42-44	58-59		58-60
39-41	55-57		56-57
36-38	53-55	63-68	54-55
33-35	51-53	59-61	52-53
30-32	50-51	55-58	50-51
27-29	48-49	53-54	48-49
24-26	47-48	50-52	45-47
21-23	45-46	47-49	43-45
18-20	43-44	44-46	40-42
15-17	41-42	41-43	36-38
12-14	37-40	36-39	32-35
9-11	32-35	31-34	31
0-8	31	31	31

The index that is commonly used to describe the degree of precision in a measurement is the "standard error of measurement." In the case of the TOEFL total score, the standard error of measurement is approximately 14. This means that if your "true" ability score — the total score you would earn if the test could measure your ability with perfect precision — is, for example, 560, the chances are about two out of three that the total score you earn on the test will be somewhere between 546 and 574 (560 plus or minus 14).

The table below shows the distribution of scores earned by examinees who took the TOEFL test between July 1997 and June 1998. You may wish to compare your score range on these practice tests with the scores of those examinees. Remember, you did not take the tests under standard conditions, and the scores you earn if you take TOEFL at a test center may be higher or lower than the scores you earned on these tests. Score data for more recent editions of the paper-based test are included in the **Information Bulletin**.

TOEFL SCORE COMPARISON TABLE
(based on the scores of 785,341 examinees who took the test from July 1997 through June 1998)

TOTAL SCORE		SECTION SCORES					
		Section 1		Section 2		Section 3	
Your Score	Percentile Rank*	Your Score	Percentile Rank*	Your Score	Percentile Rank*	Your Score	Percentile Rank*
660	99	**66**	98	**66**	96	**66**	98
640	96	**64**	95	**64**	92	**64**	94
620	91	**62**	91	**62**	87	**62**	88
600	85	**60**	85	**60**	81	**60**	81
580	76	**58**	77	**58**	71	**58**	72
560	65	**56**	68	**56**	61	**56**	61
540	53	**54**	57	**54**	51	**54**	49
520	41	**52**	46	**52**	42	**52**	38
500	30	**50**	35	**50**	33	**50**	28
480	21	**48**	25	**48**	25	**48**	20
460	14	**46**	17	**46**	18	**46**	14
440	9	**44**	10	**44**	12	**44**	9
420	5	**42**	6	**42**	7	**42**	6
400	3	**40**	3	**40**	5	**40**	4
380	1	**38**	2	**38**	3	**38**	3
360	1	**36**	1	**36**	2	**36**	2
340		**34**	1	**34**	1	**34**	1
320		**32**		**32**	1	**32**	1

*Percentage of examinees scoring below, plus one-half of the percentage of examinees who achieved that score.

Acceptable Scores

Each institution that requires TOEFL test scores of applicants determines for itself what scores, or ranges of scores, are acceptable. These vary from institution to institution, depending on such factors as an applicant's field of study, the level of study (graduate or undergraduate), whether he or she will be a teaching assistant, and whether the institution offers special courses in English as a foreign or second language. In general, a total score of 600 or above is considered excellent. A score below 400 is regarded as weak. However, an acceptable TOEFL test score depends entirely on the requirements of the institution to which the applicant has applied. There is no specific passing or failing score for the TOEFL test.

Test of WRITTEN ENGLISH

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About the Test of Written English

The Test of Written English (TWE) is an essay test that gives you an opportunity to demonstrate your skill at performing academic writing tasks similar to those required of students in North American universities. This includes the ability to generate and organize ideas on paper, to support those ideas with examples or evidence, and to compose in standard written English a response to an essay question. Because TWE is intended to measure composition skills rather than reading comprehension skills, topics are brief and easy to read. They are not based on other reading material.

When you take the TWE test, you will be given one topic on which to write an essay. TWE topics are designed to be fair and appropriate for international students and require no specialized knowledge of any given subject matter.

After a test administration, all the essays are read by qualified raters who assign scores based on a six-point scale. Your essay is read and evaluated by at least two readers working independently. The score you receive is the average of the scores assigned to the essay by the readers. The TWE score is not incorporated into the total TOEFL score. Instead, a separate TWE score is reported on the TOEFL score report. (For more information about TWE scores, see the **TOEFL Information Bulletin for Computer-Based and Paper-Based Testing.**)

Tips for Writing an Essay

- Think about the essay before you start to write. Making a brief outline or some notes on a separate piece of paper may help you to organize your essay. (On the actual test, you will be allowed to make notes in the TWE test book you receive.)
- For this practice exercise, use a two-sided sheet of lined paper. (On the day of the test, you will be provided with paper.) Start writing your essay on the first line of the sheet. Use the other side if you need more space. Use only these two sides.
- Do NOT skip lines. Do NOT write in very large letters or leave large margins.
- How well you write is much more important than how much you write, but to cover the topic adequately, you will probably want to write more than one paragraph.
- Write neatly and legibly. You will not be graded on the neatness of your handwriting, but the raters who evaluate your essay must be able to read your handwriting.
- Check your work. Allow a few minutes before the 30 minutes have ended to read over your essay and make changes.

Directions for Taking TWE

- Find a quiet location where you can work **without interruption.**
- Have two sharpened black lead pencils, an eraser, and several sheets of lined composition paper at your desk or table.
- Plan to use 30 minutes for each practice essay question you work on.

When you are ready to work on an essay question:

- Check your watch or clock. Start timing yourself for 30 minutes.
- Read carefully one of the topics on the next page.
- Begin.

TWE Practice Essay Questions

Topic 1

Successful students do well in school for many different reasons. Identify one or two important personal characteristics that help a student succeed in school. Use reasons and specific examples to show why you think these characteristics are important for student success.

Topic 2

Some people believe that newspapers are the best source of news. Other people think that the news is presented better on radio or television. Which of these sources of news do you prefer? Use reasons and specific examples to support your choice.

Stop working on your essay
at the end of *30 minutes.*

On the day of the actual test, working after time is called will be considered cheating.

This is the end of the practice material for the TOEFL and TWE tests. Below is information that is important for you to know. Please be sure to also read the *Information Bulletin*.

What To Take To The Test Center

Report to the test center no later than the time printed on your admission ticket.

When you go to the test center you must have:

- **Admission Ticket.** Read the directions and complete the ticket.
- **Photo File Record.** You must sign it and attach a **recent** photograph of yourself. The photograph must show you as you will look on the day of the test and be clear enough so there is no doubt about your identity.
- **Official Identification.** The identification you will be required to take to the test center, usually a passport or a letter of identity, will be printed on your admission ticket. Read the **Bulletin** for complete information.
- **Pencils.** Take at least two sharpened, medium soft (#2 or HB) black lead pencils and an eraser.
- **Watch.** You may take a watch. However, watch alarms including

Important Things To Know

- Test scores more than two years old cannot be verified or reported to you or to institutions.
- If you believe you should not be required to take the TOEFL test, write directly to each institution to which you are applying. Do NOT write to the TOEFL office.
- Register early. Some centers fill up very quickly.
- Select a test administration date that is at least eight weeks before the deadline by which you are required to have your score report delivered to the college or university of your choice.
- You **cannot** register at the test center.
- Always use the same form of your name. Do not change the spelling, and do not change the order of your names. The form of your name you use on your TOEFL registration form and answer sheet must be the same as what is on the official identifi-