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**HOW TO PREPARE FOR THE**

**TOEFL<sup>®</sup>**

**TEST OF ENGLISH AS A  
FOREIGN LANGUAGE**

**WITH AUDIO COMPACT DISCS**

**11TH EDITION**

Pamela J. Sharpe, Ph.D.

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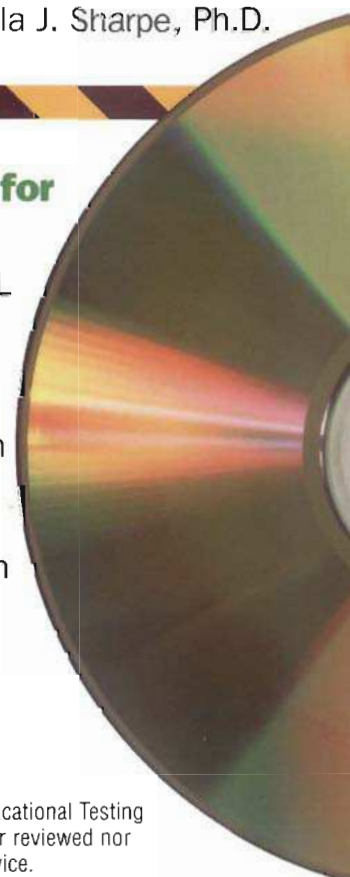
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## To my former students at home and abroad

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*All inquiries should be addressed to:*

Barron's Educational Series, Inc.  
250 Wireless Boulevard  
Hauppauge, New York 11788  
<http://www.barroneduc.com>

Library of Congress Catalog Card No.: 2003070920  
International Standard Book No. 0-7641-2315-7 (book only)  
International Standard Book No. 0-7641-7576-9 (book with compact disks)  
International Standard Book No. 0-7641-7578-5 (book with CD-ROM)  
International Standard Book No. 0-7641-7579-3 (cassettes only package)  
International Standard Book No. 0-7641-7577-7 (compact disks only package)

### Library of Congress Cataloging-in-Publication Data

Sharpe, Pamela J.

How to prepare for the TOEFL test : test of English as a foreign  
language / Pamela J. Sharpe. — 11th ed.

p. cm.

ISBN 0-7641-2315-7 (book only) — ISBN 0-7641-7576-9 (book with  
compact disks) — ISBN 0-7641-7578-5 (book with CD-ROM)

1. English language—Textbooks for foreign speakers. 2. Test of  
English as a Foreign Language—Study guides. 3. English language—  
Examinations—Study guides. I. Title.

PE1128.S5 2004  
428'.0076—dc22

2003070920

PRINTED IN THE UNITED STATES OF AMERICA

9 8 7 6 5 4

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## To the Teacher

### Rationale for a TOEFL Preparation Course

Although *Barron's How to Prepare for the TOEFL* was originally written as a self-study guide for students who were preparing to take the TOEFL, in the years since its first publication, I have received letters from ESL teachers around the world who are using the book successfully for classroom study. In fact, in recent years, many special courses have been developed within the existing ESL curriculum to accommodate TOEFL preparation.

I believe that these TOEFL preparation courses respond to three trends within the profession. First, there appears to be a greater recognition on the part of many ESL teachers that student goals must be acknowledged and addressed. For the engineer, the business person, the doctor, or the preuniversity student, a satisfactory score on the TOEFL is one of the most immediate goals; for many, without the required score, they cannot continue their professional studies or obtain certification to practice their professions. They may have other language goals as well, such as learning to communicate more effectively or improving their writing, but these goals do not usually exert the same kinds of pressure that the required TOEFL score does.

Second, teachers have recognized and recorded the damaging results of test anxiety. We have all observed students who were so frightened of failure that they have performed on the TOEFL at a level far below that which their performance in class would have indicated. The standardized score just didn't correspond with the score in the gradebook. In addition, teachers have become aware that for some students, the TOEFL represents their first experience in taking a computer-assisted test. The concepts of working within time limits, marking on a screen, and guessing to improve a score are often new and confusing to students, and they forfeit valuable points because they must concentrate on unfamiliar procedures instead of on language questions.

Third, teachers have observed the corresponding changes in student proficiency that have accompanied the evolutionary changes in ESL syllabus design. Since this book was first written,

we have moved away from a grammatical syllabus to a communicative syllabus, and at this writing, there seems to be growing interest in a content-based syllabus. Viewed in terms of what has actually happened in classrooms, most of us have emphasized the facilitation of communication and meaning and de-emphasized the teaching of forms. As we did so, we noticed with pride the improvement in student fluency and with dismay the corresponding loss of accuracy. Some of our best, most fluent students received disappointing scores on the test that was so important to them.

Through these observations and experiences, teachers have concluded that (1) students need to work toward their own goals, (2) students need some time to focus on accuracy as well as on fluency, and (3) students need an opportunity to practice taking a standardized test in order to alleviate anxiety and develop test strategies. With the introduction of the Computer-Based TOEFL, the opportunity to gain experience taking a computer-assisted model test has also become important to student confidence and success. In short, more and more teachers have begun to support the inclusion of a TOEFL preparation course in the ESL curriculum.

### Organization of a TOEFL Preparation Course

Organizing a TOEFL preparation course requires that teachers make decisions about the way that the course should be structured and the kinds of supplementary materials and activities that should be used.

#### Structuring

Some teachers have suggested that each review section in this book be used for a separate class; they are team teaching a TOEFL course. Other teachers direct their students to the language laboratory for independent study in listening comprehension three times a week, checking on progress throughout the term; assign reading and vocabulary study for homework; and spend class time on structure and writing. Still other teachers develop individual study plans for each student based on previous TOEFL part scores. Students

with high listening and low reading scores concentrate their efforts in reading labs, while students with low listening and high reading scores spend time in listening labs.

### **Materials and Activities**

**Listening.** Studies in distributive practice have convinced teachers of listening comprehension that a little practice every day for a few months is more valuable than a lot of practice concentrated in a shorter time. In addition, many teachers like to use two kinds of listening practice—intensive and extensive. Intensive practice consists of listening to problems like those in the review of listening in this book.

By so doing, the student progresses from short conversations through longer conversations to mini-talks, gaining experience in listening to simulations of the TOEFL examination. Extensive practice consists of watching a daytime drama on television, listening to a local radio program, or auditing a class. Creative teachers everywhere have developed strategies for checking student progress such as requiring a summary of the plot or a prediction of what will happen the following day on the drama; a one-sentence explanation of the radio program, as well as the name of the speaker, sponsor of the program, and two details; a copy of student notes from the audited class.

**Speaking.** One of the best ways to support students who are fearful of speaking is to address the issue of confidence. Developing a positive attitude toward the speaking tasks is a key to success on this section of the TOEFL.

Another important strategy is to make 60-second telephone assignments. The TOEFL Academic Speaking Test (TAST), which is a preliminary version of the Speaking Section on the Next Generation TOEFL, is currently administered by telephone. To prepare our students for this new experience, some of us are experimenting with phone-in speaking practice by using telephone answering machines to record our students when they call. In this way, the students can become accustomed to the telephone tasks and we can provide more realistic feedback for them.

**Structure.** Of course, the focus in a review of structure for the TOEFL will be on form. It is form that is tested on the TOEFL. It is assumed that students have studied grammar prior to re-

viewing for the TOEFL, and that they are relatively fluent. The purpose of a TOEFL review then is to improve accuracy. Because accuracy is directly related to TOEFL scores and because the scores are tied to student goals, this type of review motivates students to pay attention to detail that would not usually be of much interest to them.

Among ESL teachers, the debate rages on about whether students should ever see errors in grammar. But many teachers have recognized the fact that students *do* see errors all the time, not only in the distractors that are used on standardized tests like the TOEFL and teacher-made tests like the multiple-choice midterms in their grammar classes, but also in their own writing. They argue that students must be able to recognize errors, learn to read for them, and correct them.

The student preparing for the TOEFL will be required not only to recognize correct answers but also to eliminate incorrect answers, or distractors, as possibilities. The review of structure in this book supports recognition by alerting students to avoid certain common distractors. Many excellent teachers take this one step further by using student compositions to create personal TOEFL tests. By underlining four words or phrases in selected sentences, one phrase of which contains an incorrect structure, teachers encourage students to reread their writing. It has proven to be a helpful transitional technique for students who need to learn how to edit their own compositions.

**Reading.** One of the problems in a TOEFL preparation course is that of directing vocabulary study. Generally, teachers feel that encouraging students to collect words and develop their own word lists is the best solution to the problem of helping students who will be faced with the dilemma of responding to words from a possible vocabulary pool of thousands of words that may appear in context in the reading section. In this way, they will increase their vocabularies in an ordered and productive way, thereby benefiting even if none of their new words appears on the test that they take. Activities that support learning vocabulary in context are also helpful. In this edition, a Glossary of Campus Vocabulary supports comprehension of listening as well as of reading items that are, for the most part, campus based.

In order to improve reading, students need extensive practice in reading a variety of material, including newspapers and magazines as well as

short excerpts from textbooks. In addition, students need to check their comprehension and time themselves carefully.

It is also necessary for students who are preparing for the Computer-Based TOEFL to practice reading from a computer screen. The skill of scrolling through text is different from the skill of reading a page in a book. To succeed on the TOEFL and after the TOEFL, students must develop new reading strategies for texts on screens. An English encyclopedia on CD-ROM is an inexpensive way to provide students with a huge amount of reading material from all the nonfiction content areas tested on the TOEFL. By reading on screen, students gain not only reading comprehension skills but also computer confidence. Again, it is well to advise students of the advantages of distributed practice. They should be made aware that it is better to read two passages every day for five days than to read ten passages in one lab period.

**Writing.** There are many excellent ESL textbooks to help students improve their writing. Because TOEFL topics include opinion, persuasion, and argument, some teachers tend to emphasize these types of topics in composition classes.

The extensive list of writing topics published in the *Information Bulletin* for the Computer-Based TOEFL and listed on the TOEFL web site offers teachers an opportunity to use actual TOEFL topics in class. In order to help students organize their thoughts, the topics can be used as conversation starters for class discussion. In this way, students will have thought about the topics and will have formed an opinion before they are presented with the writing task on the TOEFL.

It is also a good idea to time some of the essays that students write in class so that they can become accustomed to completing their work within thirty minutes.

Although teachers need to develop grading systems that make sense for their teaching situations, the scoring guide that is used for the essay

on the TOEFL is general enough to be adapted for at least some of the assignments in an ESL composition class. By using the guide, teachers can inform students of their progress as it relates to the scores that they can expect to receive on the essay they will write for the TOEFL.

### ***Staying Current***

So many changes have been made in the design and content of the TOEFL over the years that one of the greatest challenges for teachers is to remain current and to help our students prepare for the format that they will see when they take the TOEFL. Now there are three TOEFL formats—the Paper-Based TOEFL, the Computer-Based TOEFL, and the Next Generation TOEFL—each of which requires slightly different preparation. In addition to the explanations and examples of each format that are provided in this book, the official TOEFL web site is a good resource for the most recent changes. Refer often to updates at [www.toefl.org](http://www.toefl.org).

### ***Networking with ESL Teachers***

One of the many rewards of writing is the opportunity that it creates to exchange ideas with so many talented colleagues. At conferences, I have met ESL teachers who use or have used one of the previous editions of this book; through my publisher, I have received letters from students and teachers from fifty-two nations. This preface and many of the revisions in this new edition were included because of comments and suggestions from those conversations and letters.

Thank you for your ideas. I hope that by sharing we can help each other and thereby help our students more. Please continue corresponding by mail or by e-mail.

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# Acknowledgments

With affection and deep appreciation I acknowledge my indebtedness to the friends, family, and colleagues who have been part of the TOEFL team for so many years:

**The late Dr. Jayne Harder, former Director of the English Language Institute at the University of Florida**

for initiating me into the science of linguistics and the art of teaching English as a second language;

**Robert and Lillie Sharpe, my parents,**

for their enthusiastic encouragement during the preparation of the first manuscript and for their assistance in typing and proofreading previous editions;

**The late Dr. Tom Clapp, former Dean of Continuing Education at the University of Toledo**

for the maturity and confidence that I gained during our marriage because he believed in me;

**Carole Berglie, former Editor at Barron's Educational Series**

for her guidance in seeing the first edition of the manuscript through to publication, and to all of the editors at Barron's for their contributions to later editions;

**Wendy Sleppin, Project Editor at Barron's Educational Series**

for her invaluable insights and wise counsel during every stage of development and publication; acknowledgment does not begin to express my gratitude for her collaboration during our long association;

**Debby Becak, Production Manager at Barron's Educational Series**

for the suggestions and designs, large and small, that have improved every chapter;

**Joan Franklin, President, and John Rockwell, Editor, at Cinema Sound**

for casting and directing the talent voices and bringing the script to life;

**Michele Sandifer, Copy Editor**

for her constructive criticism and helpful corrections throughout the manuscript;

**Kathy Telford, Proofreader at Proofreader's Plus**

for her skillful review of the pages, her attention to the important details in the writing process, and her positive approach to errors;

**Roxanne Nuhaily, Associate Director of the English Language Program at the University of California, San Diego**

for field testing the items for the computer adaptive model test;

**Dr. Sheri McCarthy-Tucker, Associate Professor at Northern Arizona University**

for analyzing and calibrating the items for the adaptive model test;

**Karen McNeil, Reading Coordinator at Yuma High School and Dr. Jean Zukowski-Faust, Professor at Northern Arizona University**

for reviewing the reading level and collaborating in the revision of selected reading passages in the computer-based model tests;

**Dennis Oliver, Professor at Estrella Mountain Community College**

for coauthoring the Glossary of Campus Vocabulary in a collaborative project for Test University ([testu.com](http://testu.com));

**Faye Chiu, Director at Test University**

for managing the transformation from print to CD-ROM on this and previous editions;

**John T. Osterman, my husband—a special thank you**

for the unconditional love, the daily interest in and support for my writing career; each revision of this book is better than the last, and every new and revised year with John is the best year of my life.

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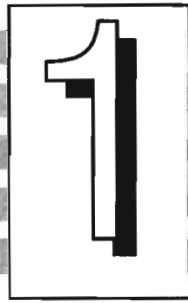
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## Timetable for the TOEFL

### THE THREE TOEFL FORMATS

	Paper-Based TOEFL	Computer-Based TOEFL	Next Generation TOEFL
Tutorial	No questions	Variable	Variable
Listening	50 questions	30–50 questions	33–34 questions
Speaking	No questions	No questions	6 questions
Listening/Speaking	No questions	No questions	Included
Structure	40 questions	20–25 questions	No questions
Reading	50 questions	45–55 questions	36–39 questions
Reading/Speaking	No questions	No questions	Included
Writing	1 question	1 question	2 questions
Listening/Writing	No questions	No questions	Included
Reading/Writing	No questions	No questions	Included
<b>TIME</b>	3 hours	4 hours, 30 minutes	4 hours

**Note:** The actual times will vary in accordance with the time the supervisor completes the preliminary work and begins the actual test. On the Computer-Based TOEFL and the Next Generation TOEFL, the time for the tutorial will vary from one person to another. Exact numbers of questions will also vary slightly from one test to another for statistical purposes. This is a good estimate.



# INTRODUCTION

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## Study Plan for the TOEFL

Many students do not prepare for the TOEFL. They do not even read the *Information Bulletin* that they receive from Educational Testing Service along with their registration forms. You have an advantage. Using this book, you have a study plan.

### Barron's TOEFL Series

There are three books in the Barron's TOEFL series to help you prepare for the Test of English as a Foreign Language. Each book has a different purpose.

*Barron's Practice Exercises for the TOEFL.* A book for learners who need additional practice for the TOEFL. It includes a general preview of the TOEFL examination and almost one thousand exercises. Six separate audio CDs accompany the book to give you practice in listening and speaking. You may have used *Barron's Practice Exercises for the TOEFL* before using this book. Many students use *Barron's Practice Exercises for the TOEFL* as a workbook for the book you are using now.

*Barron's How to Prepare for the TOEFL.* A book for learners who need review and practice for the TOEFL. It includes questions and answers about the TOEFL examination, a detailed review for each section of the examination, and eight model tests similar to the Computer-Based TOEFL examination. Several sets of additional materials are available to supplement this book, including a separate package of cassette tapes, a separate package of audio compact disks, or the book may be accompanied by compact disks for audio only, or a CD-ROM for use with a computer. A computer-adaptive test like that of the Computer-Based TOEFL is found on the CD-ROM. In addition, Model Test 9 in the book and on the CD-ROM provides an opportunity to practice taking a Next Generation TOEFL test.

*Barron's Pass Key to the TOEFL.* A pocket-sized edition of *Barron's How to Prepare for the TOEFL*. It is for learners who need review and practice for the TOEFL and want to be able to carry a smaller book with them. It includes questions and answers about the TOEFL examination, basic tips on how to prepare for the TOEFL, and four model tests from *Barron's How to Prepare for the TOEFL*. Two audio CDs accompany the book to give you practice in listening and speaking.

### More About This Book

In preparing to take the TOEFL or any other language examination, it is very important to review the language skills for each section of the examination and to have an opportunity to take model tests that are similar to the actual examination. Reviewing will help you recall some of the language skills you have studied in previous classes and other books. Taking model tests will give you the experience of taking a TOEFL before you take the actual examination. If you plan to take the Computer-Based TOEFL or the Next Generation TOEFL, it is especially important for you to practice using the CD-ROM that supplements this book.

Remember, the purpose of the book is to provide you with a detailed review of the language skills for each section of the TOEFL examination and to provide you with opportunities to take model tests similar to the actual TOEFL examination. By studying this book, you should renew and sharpen your skills, increase your speed, and improve your score.

### Planning to Take the TOEFL

Most learners who use Barron's *How to Prepare for the TOEFL* take the test immediately *after* they have finished studying this book. More than one million Barron's students have been successful on the TOEFL. You can be successful, too.

### **Study Plan I—For Intermediate Level Learners**

- First, use *Barron's Practice Exercises for the TOEFL*.
- Then use this book, *Barron's How to Prepare for the TOEFL*.

### **Study Plan II—For High Intermediate Level or Advanced Learners**

- Use this book, *Barron's How to Prepare for the TOEFL*.
- Follow the Twelve-Week Calendar.

### **A Twelve-Week Calendar**

#### **Week One**

- Read Chapter 1, "Introduction."
- Read Chapter 2, "Questions and Answers Concerning the TOEFL."
- Request a copy of the TOEFL *Information Bulletin* or download it from the TOEFL web site.
- Register for your test date.
- Take Model Test 1 to determine which sections will be most challenging.

#### **Week Two**

- Focus on Listening.
- Refer to Chapter 3 and review the listening problems.
- Mark problems that you need to study.

#### **Week Three**

If you are taking the Next Generation TOEFL:

- Focus on Speaking.
- Refer to Chapter 4 and preview the speaking problems.
- Mark problems that you need to study.

If you are taking the Computer-Based TOEFL or the Paper-Based TOEFL:

- Use this time to review one of the other sections that you identified as challenging when you took Model Test 1.

#### **Week Four**

If you are taking the Computer-Based TOEFL or the Paper-Based TOEFL:

- Focus on Structure.
- Refer to Chapter 5 and review the structure problems.
- Mark problems that you need to study.

If you are taking the Next Generation TOEFL:

- Use this time to review one of the other sections that you identified as challenging when you took Model Test 1.

#### **Week Five**

- Focus on Reading.
- Refer to Chapter 6 and review the reading problems.
- Mark problems that you need to study.

#### **Week Six**

- Focus on Writing.
- Refer to Chapter 7 and review the writing problems.
- Mark problems that you need to study.

#### **Week Seven**

- Take Model Test 2 and write the essay.
- Refer to the Explanatory Answers in Chapter 10.
- Mark items that you need to review.

**Week Eight**

- Take Model Test 3 and write the essay.
- Refer to the Explanatory Answers in Chapter 10.
- Mark items that you need to review.

**Week Nine**

- Take Model Tests 4 and 5 and write the essays.
- Refer to the Explanatory Answers in Chapter 10.
- Mark items that you need to review.

**Week Ten**

- Take Model Tests 6 and 7 and write the essays.
- Refer to the Explanatory Answers in Chapter 10.
- Mark items that you need to review.

**Week Eleven**

- Review all the problems that you have marked in the review chapters.
- Take Model Test 8 and write the essay.
- Refer to the Explanatory Answers in Chapter 10.
- Mark items that you need to review.

**Week Twelve**

- Focus on the test format

If you are taking the Paper-Based Model Test:

- Review all the items that you have marked in the model tests.

If you are taking the Computer-Based TOEFL:

- Take the Computer-Adaptive TOEFL if you have the CD-ROM.

If you are taking the Next Generation TOEFL:

- Take Model Test 9 in the book or on the CD-ROM.

***Adjusting the Calendar***

Ideally, you will have twelve weeks to prepare for the TOEFL. But, if you have a shorter time to prepare, follow the plan in the same order, adjusting the time to meet your needs.

**Plan for Preparation**

To improve your scores most, follow this plan:

- **First**, if you have taken the TOEFL before, you already know which section or sections are difficult for you. Look at the part scores on your score report. If your lowest score is on Listening, then you should spend more time reviewing Section 1. If your lowest score is on Section 2 or Section 3, then you should spend more time reviewing them.
- **Second**, spend time preparing every day for at least an hour instead of sitting down to review once a week for seven hours. Even though you are studying for the same amount of time, research shows that daily shorter sessions produce better results on the test.
- **Finally**, do not try to memorize questions from this or any other book. The questions on the test that you take will be very similar to the questions in this book, but they will not be exactly the same.

What you should try to do as you use this and your other books is learn how to apply your knowledge. Do not hurry through the practice exercises. While you are checking your answers to the model tests, *think* about the correct answer. Why is it correct? Can you explain the answer to yourself before you check the explanatory answer? Is the question similar to others that you have seen before?

## Plan for Additional Preparation

Although this book should provide you with enough review material, some of you will want to do more in order to prepare for the TOEFL. Suggestions for each section follow.

- **To prepare for Listening.** Listen to radio and television newscasts and weather reports, television documentaries, lectures on educational television stations, and free lectures sponsored by clubs and universities. Attend movies in English. Try to make friends with speakers of American English and participate in conversations.
- **To prepare for Speaking.** Talk on the telephone in English with a friend. Ask each other your opinions about conversational topics. Use a timer to become accustomed to answering in 60 seconds.
- **To prepare for Structure.** Use an advanced grammar review book. If you are attending an English course, do not stop attending.
- **To prepare for Reading.** Read articles in English newspapers and magazines, college catalogs and admissions materials, travel brochures, and entries that interest you from American and English encyclopedias. Try to read a variety of topics—American history, culture, social science, and natural science.
- **To prepare for Writing.** Refer to the *TOEFL Information Bulletin* for the Computer-Based TOEFL or visit the TOEFL web site at [www.toefl.org](http://www.toefl.org). Actual essay topics for the TOEFL are listed in the *TOEFL Information Bulletin* and on the web site. For a fee, the test developers will grade one of your practice essays. Click on “Score It Now.”

## A Good Start

**Learn to relax.** If you start to panic in the examination room, close your eyes and say “no” in your mind. Tell yourself, “I will not panic. I am prepared.” Then take several slow, deep breaths, letting your shoulders drop in a relaxed manner as you exhale.

**Concentrate on the questions.** Do not talk. Concentrate your attention. Do not look at anything in the test room except the answers that correspond to the question you are working on. Do not think about your situation, the test in general, your score, or your future. If you do, force yourself to return to the question. If you do not understand a problem and you do not have a good answer, do your best. Then stop thinking about it. Be ready for the next problem.

**Do not cheat.** In spite of opportunity, knowledge that others are doing it, desire to help a friend, or fear that you will not make a good score, *do not cheat*. On the TOEFL, cheating is a very serious matter. If you are discovered, your test will not be scored. Legal action may be taken by Educational Testing Service (ETS).

## Advice for Success

Your attitude will influence your success on the TOEFL examination. You must develop patterns of positive thinking. To help in developing a positive attitude, memorize the following sentences and bring them to mind after each study session. Bring them to mind when you begin to have negative thoughts.

- I know more today than I did yesterday.
- I am preparing.
- I will succeed.

Remember, some tension is normal and good. Accept it. Use it constructively. It will motivate you to study. But don't panic or worry. Panic will cause loss of concentration and poor performance. Avoid people who panic and worry. Don't listen to them. They will encourage negative thoughts.

You know more today than you did yesterday.

You are preparing.

You will succeed.

There is more "Advice for Success" at the end of each review chapter. Please read and consider the advice as you continue your study plan.





# 2

## **QUESTIONS AND ANSWERS CONCERNING THE TOEFL**

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The TOEFL is the Test of English as a Foreign Language.

Almost one million students from 180 countries register to take the TOEFL every year at test centers throughout the world. Some of them do not pass the TOEFL because they do not understand enough English. Others do not pass it because they do not understand the examination.

The following questions are commonly asked by students as they prepare for the TOEFL. To help you, they have been answered here.

## TOEFL Programs

### What is the purpose of the TOEFL?

Since 1963, the TOEFL has been used by scholarship selection committees of governments, universities, and agencies such as Fulbright, the Agency for International Development, AMIDEAST, Latin American Scholarship Programs, and others as a standard measure of the English proficiency of their candidates. Some professional licensing and certification agencies also use TOEFL scores to evaluate English proficiency.

The admissions committees of more than 4,400 colleges and universities in the United States, Canada, and many other countries worldwide require foreign applicants to submit TOEFL scores along with transcripts and recommendations in order to be considered for admission.

Many universities use TOEFL scores to fulfill the foreign language requirement for doctoral candidates whose first language is not English.

### Which TOEFL testing programs are available now?

The official TOEFL examination is currently administered at test sites around the world in three different formats: the Paper-Based TOEFL (PBT), the Computer-Based TOEFL (CBT), and the Next Generation TOEFL. The language proficiency skills are tested on every format, but they are tested in different ways.

In addition to the official TOEFL administrations, some schools and agencies administer the institutional TOEFL for their students and employees. The institutional TOEFL is usually the Paper-Based format.

### What is the Computer-Based TOEFL program?

The CBT is a computer-adaptive test that is offered as an official standard for language proficiency worldwide. The CBT is also called the Official TOEFL.

The Computer-Based TOEFL has four sections: Listening, Structure, Writing, and Reading. The Writing is equivalent to the Test of Written English (TWE) on the Paper-Based TOEFL. The CBT is an adaptive test, which means that everyone who takes the TOEFL during the same administration may not see and answer the same questions. The computer selects questions for you at your level of proficiency. There are three subscores—Listening, Structure/Writing, and Reading. The total score is based on a scale of 0–300.

### What is the Paper-Based TOEFL?

The PBT is a pencil and paper test that is offered for two purposes. One purpose of the PBT is for placement and progress evaluations. Colleges or other institutions use the PBT to test their students. The scores are not valid outside the place where they are administered, but the college or institution accepts the PBT that they administer as an official score. This PBT is also called an Institutional TOEFL.

The other purpose of the PBT is to supplement the official Computer-Based TOEFL in areas where computer-based testing is not possible. The scores are usually valid outside the place where they are administered. This PBT is also called a Supplemental TOEFL.

The Paper-Based TOEFL has three sections: Listening Comprehension, Structure and Written Expression, and Reading. In addition, the TWE is a required essay that provides a writing score. The PBT is a linear test, which means that everyone who takes the TOEFL during the same administration will see and answer the same questions. The total score is based on a scale of 310–677.

## What is the Next Generation TOEFL?

The Next Generation TOEFL is a computer-assisted test that will be introduced in September 2005 worldwide. The Next Generation TOEFL has four sections: Listening, Speaking, Reading, and Writing. The Speaking Section was already introduced in 2003 as the TOEFL Academic Speaking Test (TAST) and can be taken and scored without the other sections. On the four-part Next Generation TOEFL, most of the questions are independent, but some of the questions are integrated. For example, you may be asked to listen to a lecture or read a text and then speak about it or write a response. The total score will probably be based on a scale of 0–100.

## What is the Institutional TOEFL program?

More than 1,200 schools, colleges, universities, and private agencies administer the Institutional TOEFL. The Institutional TOEFL is the same length, format, and difficulty as the official Paper-Based TOEFL, but the dates and the purposes of the Institutional TOEFL are different from those of the official TOEFL.

The dates for the Institutional TOEFL usually correspond to the beginning of an academic session on a college or university calendar. The Institutional TOEFL is used for admission, placement, eligibility, or employment only at the school or agency that offers the test. If you plan to use your scores for a different college, university, or agency, you should take one of the official TOEFL tests. For more information about the Institutional TOEFL Program, contact the school or agency that administers the test.

## How can I order an *Information Bulletin*?

There are three ways to order a TOEFL *Information Bulletin*.

Download	<a href="http://www.toefl.org">www.toefl.org</a>
Phone	1-609-771-7100
Mail	TOEFL Services P.O. Box 6151 Princeton, NJ 08541-6151 U.S.A.

Many schools and educational advising centers also have copies of the TOEFL *Information Bulletin* in their counseling centers. If you order your TOEFL *Information Bulletin* by mail, it is correct to limit your correspondence to two sentences. For example:

**REQUEST FOR THE TOEFL INFORMATION BULLETIN**

(write your address here)

(write the date here)

TOEFL Order Services  
 P.O. 6151  
 Princeton, NJ 08541-6161  
 U.S.A.

Dear TOEFL Representative:

Please send me a copy of the TOEFL *Information Bulletin*. Thank you for your earliest attention.

Sincerely yours,

(write your name here)

The TOEFL *Information Bulletin* is often available overseas in the U.S. embassies and advising offices of the United States Information Service, binational centers, IIE and AMIDEAST Counseling Centers, Fulbright offices, and ETS Regional Registration Centers as well as from international TOEFL representatives.

### **May I choose the format of my TOEFL—Computer-Based TOEFL, Paper-Based TOEFL, or Next Generation TOEFL?**

When the Computer-Based TOEFL is phased in for the area where you will take your TOEFL, you must take the Computer-Based TOEFL. The TOEFL web site lists the areas where the Supplemental Paper-Based TOEFL has been reintroduced on a temporary basis. When the Next Generation TOEFL appears in 2005, the plan is to phase out the Computer-Based TOEFL and retain a minimum number of Supplemental Paper-Based TOEFL sites.

### **Which language skills are tested on the Computer-Based TOEFL?**

In general, the same language skills are tested in all TOEFL formats. Some differences occur in the number of sections and the types of questions used to test the language skills, however. Charts that outline the differences are included in the Quick Comparisons in the review chapters for each section of the TOEFL. The chart below shows the four sections on the Computer-Based TOEFL.

Section 1 Listening

Section 2 Structure/Writing

Section 3 Reading

On the Computer-Based TOEFL, the essay counts 50 percent of the total score for Section 2.

## Which language skills are tested on the Paper-Based TOEFL?

In general, the same language skills are tested in all TOEFL formats. Some differences occur in the number of sections and the types of questions used to test the language skills, however. Charts that outline the differences are included in the Quick Comparisons in the review chapters for each section of the TOEFL. The chart below shows the three sections on the Paper-Based TOEFL.

Section 1	Listening
Section 2	Structure
Section 3	Reading

## Does the TOEFL have a Composition Section?

The Computer-Based TOEFL has a Writing Section. On the Writing Section and on the TWE (Test of Written English), you must write a short essay on an assigned topic. The essay should be about 300 words long. The topic is typical of academic writing requirements at colleges and universities in North America. You have 30 minutes to finish writing. Both the Writing Section and the TWE are described in greater detail in the Tutorial for the Writing Section.

The Paper-Based TOEFL does not have a Composition Section. However, you are also required to take the TWE. It is a short essay on an assigned topic. The essay should be 300-350 words long. The topic is usually an opinion question. You have 30 minutes to finish writing. The TWE rating is reported as a separate score from that of the TOEFL.

## Does the TOEFL have a Speaking Section?

The Computer-Based TOEFL does not have a Speaking Section. Only the Next Generation TOEFL includes a Speaking Section.

A Speaking Section is planned for the Paper-Based TOEFL, but it has not been included in the test yet. It will probably be administered by telephone.

## Are all the TOEFL tests the same length?

The forms for the TOEFL vary in length. Some items are included for research purposes and are not scored. On the Computer-Based TOEFL, items are selected by the computer based on the level of difficulty and the number of correct responses from previous items. Difficult items are worth more points than average or easy items.

All of the forms for the Paper-Based TOEFL are the same length—140 questions. Occasionally, additional questions are included for research purposes, but they are not included in the section scores.

## How do the Paper-Based TOEFL and the Institutional TOEFL compare with the Computer-Based TOEFL?

The Paper-Based TOEFL and the Institutional TOEFL are different from the Computer-Based TOEFL for several reasons. First, taking a test with a pencil and paper is different from taking a test with a computer. Second, the test designs are different. The Paper-Based TOEFL and the Institutional TOEFL are linear tests. This means that all the questions appear in a row and everyone receives the same questions. The Computer-Based TOEFL has two sections, Listening and Structure, that are computer-adaptive. This means that only one question appears on the screen at a time, and everyone does not receive the same questions. Everyone begins with a question of average difficulty. If you answer it correctly, you are given a more difficult question. If you answer it incorrectly, you are given an easier

question. You receive more points for answering difficult questions correctly than you do for answering average or easy questions correctly.

For a more detailed comparison of the Paper-Based TOEFL with the Computer-Based TOEFL, please refer to the Quick Comparisons in each review chapter of this book.

## Is the Computer-Based TOEFL fair?

The Computer-Based TOEFL is fair because the computer is constantly adjusting the selection of items based on your previous responses. It allows you to achieve the maximum number of points that you are capable of based on your English language proficiency. In addition, everyone receives the same test content and the same proportion of question types—multiple-choice and computer-assisted.

## What if I have little experience with computers?

The beginning of the official Computer-Based TOEFL has a Tutorial to help you become familiar with the computer before you begin your test. In the Tutorial, you will review how to use a mouse, how to scroll, and how to answer all the question types on the test. The Tutorials on the CD-ROM are similar. If you would like to work through the official Tutorial before the day of your Computer-Based TOEFL, you can download it at no charge from the TOEFL web site at [www.ets.org/cbt/cbtdemo.html](http://www.ets.org/cbt/cbtdemo.html).

# Registration

## How do I register for the TOEFL?

There are three ways to register for the Computer-Based TOEFL. If you plan to pay by credit card—VISA, MasterCard, or American Express—you may register by phone. Call Candidate Services at 1-800-468-6335 to make an appointment for a test in the United States, or phone your Regional Registration Center to make an appointment for a test in another country. The phone numbers for the regional centers are listed in the *TOEFL Information Bulletin*. If you plan to pay by check, money order, or credit card, you may register by mail. To arrange a test in the United States, Canada, Puerto Rico, or a U.S. territory, return the voucher request form in your *TOEFL Information Bulletin*, along with your registration fee, to TOEFL Services in Princeton, New Jersey. A mailing label is provided in the *TOEFL Information Bulletin*. To arrange a test in all other locations where the Computer-Based TOEFL is offered, return the International Test Scheduling Form to your Regional Registration Center. Mailing labels are provided in the *TOEFL Information Bulletin*. Be sure to sign the form and include your registration fee. You may be asked to choose two days of the week and two months of the year as well as two test centers. If no appointments are available on the dates you have requested, you will be assigned a date close to the request you have made.

The *Information Bulletin* for the Paper-Based TOEFL has a registration form in it. Using the directions in the *TOEFL Information Bulletin*, fill out the form and mail it to the TOEFL Registration Office. Be sure to sign the form and include your registration fee. To register online, visit [www.toefl.org](http://www.toefl.org).

## When should I register for the TOEFL?

If you are taking the TOEFL as part of the application process for college or university admission, plan to take the test early enough for your score to be received by the admission office in time to be considered with your application. Usually, a test date at least two months before the admission application deadline allows adequate time for your scores to be considered with your admission application. Test

centers often receive more requests than they can accommodate on certain dates. Try to schedule your appointment by phone or mail at least a month before the date you prefer to take the TOEFL, especially in October, November, December, April, and May. You must call at least three days before the appointment date that you are requesting.

## **What are the fees for the TOEFL?**

In the United States, the registration fee for both the Computer-Based TOEFL and the Paper-Based TOEFL is \$130 U.S. The fee may be paid by check, credit card, money order, bank draft, or U.S. postal money order. In Canada, the fee is \$130 U.S. plus taxes. In other countries, the registration fee is also \$130 U.S. However, because of exchange rates, the actual cost may vary from one country to another. For exact fees in local currency and options for payment, refer to the TOEFL *Information Bulletin*.

## **Which credit cards will be accepted?**

Only MasterCard, VISA, and American Express may be used to pay for TOEFL registration fees and services.

## **May I pay by check or money order?**

In order to pay for the Computer-Based TOEFL (CBT) by check or money order, you should complete a voucher request form and mail it to the TOEFL Office with your payment. This form and an envelope for it are bound in the middle of the TOEFL *Information Bulletin* for the Computer-Based TOEFL. You can also find these materials on the TOEFL web site. You will receive a CBT voucher by return mail.

In order to pay for the Paper-Based TOEFL by check or money order, include payment with your registration form. Checks, bank drafts, and money orders must be drawn on a bank in the U.S. Canadian checks will be subject to taxes. Do not send cash or demand drafts.

## **Which currencies will be accepted?**

Payments at the current exchange rate for the U.S. dollar may be made in the following currencies:

Australian dollar, British pound, Canadian dollar, Danish krone, Euro, Hong Kong dollar, Japanese yen, New Zealand dollar, Norwegian kroner, Singapore dollar, Swedish krona, Swiss franc.

## **Is there a fast way to send mail to the TOEFL Office?**

For the fastest delivery, use e-mail on the TOEFL web site. For rush mail delivery, use the express courier delivery address:

TOEFL Services (25-Q-310)  
Distribution and Receiving Center  
225 Phillips Blvd.  
Ewing, NJ 08628-7435  
U.S.A.

## **Will Educational Testing Service (ETS) confirm my registration?**

If you register for the Computer-Based TOEFL, you will receive an appointment confirmation number. If you do not receive an appointment confirmation number or if you lose your appointment confirmation number, call 1-800-GOTOEFL (1-800-468-6335) in the United States or call your Regional Registration Center outside the United States. The phone numbers for regional registration centers are listed in the *TOEFL Information Bulletin*.

If you register for the Paper-Based TOEFL, you will receive an admission ticket. Your admission ticket is your confirmation. You must complete the ticket and take it with you to the test center on the day of the test along with your passport. If you have not received your admission ticket two weeks before the test, contact TOEFL Services.

## **May I change the date or cancel my registration?**

In the United States, Canada, Puerto Rico, and U.S. territories, call Candidate Services at 1-800-468-6335. Be sure to call by noon, three business days before the date of your appointment, or you will not receive a partial reimbursement of your registration fee, usually \$65. If you want to choose a different date, you may be asked to pay a rescheduling fee of \$40. In all other locations, call your Regional Registration Center by noon, five business days before the date of your appointment, or you will not receive a partial reimbursement of your registration fee. If you want to choose a different date, you may be asked to pay a rescheduling fee of \$40. You must provide your appointment confirmation number when you call. You will be given a cancellation number.

Test date changes are not permitted for the Paper-Based TOEFL; however, you may receive absentee credit. If you cancel your test, the refund request form and the unused admission ticket must arrive within 60 days of your test date for you to receive \$65 cash or a \$65 credit toward registration for a different date. Mail the form and the admission ticket to TOEFL Services or fax them to 1-609-771-7500. Allow ten weeks for the refund to arrive.

## **May I give my appointment to a friend?**

Appointments cannot be reassigned or exchanged among friends.

## **How should I prepare the night before the TOEFL?**

Don't go to a party the night before you take your TOEFL examination, but don't try to review everything that you have studied either. By going to a party, you will lose the opportunity to review a few problems that may add valuable points to your TOEFL score. By trying to review everything, though, you will probably get confused, and you may even panic. Instead, select a limited amount of material to review the night before you take the TOEFL. And remember, you are not trying to score 100 percent on the TOEFL examination. No one knows everything. If you answer 75 percent of the questions correctly, you will receive an excellent score.

## **May I register on the day of the TOEFL?**

Registration of candidates on the day of the test is permitted for only the Computer-Based TOEFL, but most of the time there is no space. Candidates who arrive at the center are admitted only if a seat is available.

Registration is not available for the Paper-Based TOEFL on the day of the test administration.



## Test Administration

### Where are the test centers?

The most recent listing of the test centers for the TOEFL administrations worldwide is found in the current TOEFL *Information Bulletin* or on the TOEFL web site.

### May I change my test center assignment?

You may go to another center on the date printed on your admission ticket, but you may or may not find a seat and test materials available.

### What kind of room will be used for the TOEFL?

Rooms used for the Computer-Based TOEFL are small. They are like the study areas in a library or in a language laboratory. Usually only six to fifteen students are at individual computer stations. Each student has a headset.

Rooms used for the Paper-Based TOEFL tend to be large, but they vary greatly from one test site to another. The seats are usually school desks. It is a good idea to wear clothing that allows you to adjust to warm or cold room temperatures.

### What should I take with me to the examination room?

For the Computer-Based TOEFL, take your appointment confirmation number and your official identification. Also take the institution and department codes for the schools or agencies to which you will report your scores. These codes can be found in the TOEFL *Information Bulletin*. You will not need a watch because the computer screen has a clock face on it. Books, dictionaries, tape recorders, cellular phones, pagers, highlighters, pens, and notes are not permitted in the examination room. Some centers will have lockers for you to store your possessions but it is really better not to take with you anything that you cannot take into the examination room.

For the Paper-Based TOEFL, take your admission ticket, photo identification form, and official photo identification with you. Taking three sharpened pencils and a watch would be helpful, although most examination rooms will have clocks. Books, dictionaries, tape recorders, cellular phones, pagers, highlighters, pens, and notes are not permitted in the examination room. Don't forget the institution and department codes for the schools or agencies to which you will report your scores.

### What kind of identification is required?

In the United States, only your valid passport will be accepted for admission to the Computer-Based TOEFL examination. In other countries, your valid passport is still the best identification, but if you do not have a passport, you may refer to the TOEFL *Information Bulletin* for special directions. Your photograph will be taken at the test center and reproduced on all official score reports sent to institutions. Your identification will be checked against the new photograph. In addition, all Computer-Based TOEFL sessions will be videotaped. Be sure to use the same spelling and order of your name on your registration materials or phone registration, the test center log that you will sign when you enter the test area, the forms on the computer screens, and any correspondence that you may have with TOEFL Services, Candidate Services, or other local representatives.

The test center supervisor will not admit you to the Paper-Based TOEFL examination if you do not have official identification. In the United States, only your valid passport will be accepted. The supervisor will not allow you to enter with an expired passport or a photocopy of your passport. In other countries,

your valid passport is still the best identification, but if you do not have a passport, you may refer to the TOEFL *Information Bulletin* for special directions. Be sure that your photo identification form and your passport picture look like you do on the day of the examination. If not, you may not be admitted to the examination room. Be sure to use the same spelling and order of your name on your registration materials, admission ticket, answer sheet, and any correspondence that you may have with either TOEFL Services or your Regional Registration Center.

## **Will I sign a confidentiality statement?**

Before you begin the Computer-Based or Paper-Based TOEFL, you may be asked to sign a confidentiality statement. You will agree to keep confidential the content of all test questions. The purpose of this procedure is to protect the security of the test.

## **Where should I sit?**

You will be assigned a seat. You may not select your own seat. It is usually better not to sit with friends anyway. If you do, you may find yourself looking at friends instead of concentrating on your test materials. You may even be accused of cheating if you appear to be communicating in some way.

## **What if I am late?**

Report to the test center 30 minutes before the appointment for your TOEFL. You will need a half hour to check in. If you arrive late, you may not be admitted, and your fee may not be refunded.

## **How long is the testing session of the TOEFL?**

The time for the Computer-Based TOEFL will vary, depending on your familiarity with computers. A computer Tutorial is offered at the beginning of the session for those who need some practice using the computer before taking the Computer-Based TOEFL. In general, the Computer-Based TOEFL takes between four hours and four hours and 30 minutes, including the Tutorial. When you finish, you may leave the room quietly.

The total time for the testing session of the Paper-Based TOEFL is three hours. Since the instructions are not included as part of the timed sections, the actual time that you will spend in the examination room will be about three hours and 30 minutes. When you finish, you must sit quietly until the supervisor dismisses the group.

## **How much time do I have to complete each of the sections?**

Work as rapidly as possible without compromising accuracy. Check the Timetable for the TOEFL on page x for an estimate.

## **Are breaks scheduled during the TOEFL?**

A 10-minute break is scheduled during the Computer-Based TOEFL. It usually occurs between the Structure and the Reading Sections.

No breaks are scheduled for the Paper-Based TOEFL.

## **Is there a place to eat lunch at the test centers?**

Some of the testing centers are conveniently located near restaurants, but many, especially the mobile centers, are not. You may want to take a snack with you to eat before or after your test.

## How can I complain about a test administration?

If you feel that the test situation was not fair, you have a right to register a complaint by mail or by fax. Within three days of the date of the test, write a letter to Test Administration Services. Their address appears on page 12. If you prefer to send a fax, the fax number is 1-609-771-7500. Mention the date of your test, the city, and the country. Explain why you feel that the test was not fair.

# Examination

## What kinds of questions are found on the TOEFL?

The majority of the questions on the Computer-Based TOEFL are multiple-choice. Some other types of questions are also on the Computer-Based TOEFL. These questions have special directions on the screen. You will have many examples of them in the Model Tests in this book.

All the questions on the Paper-Based TOEFL are multiple-choice.

## How do I answer the test questions?

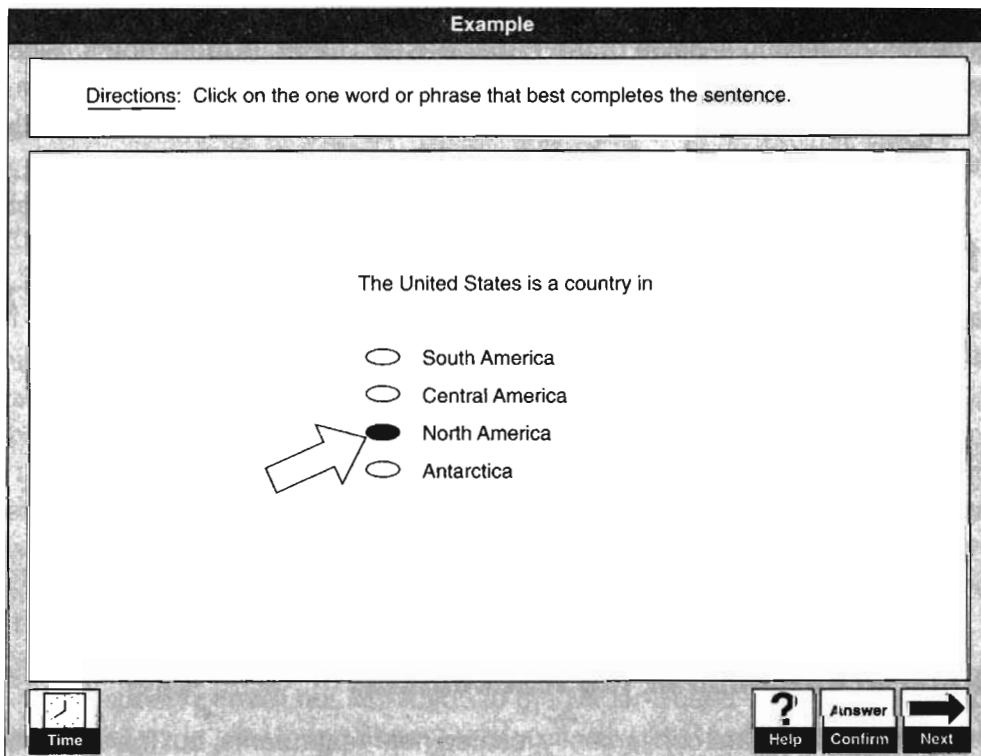
When you are presented with a multiple-choice question on the Computer-Based TOEFL, read the four possible answers on the screen, point the arrow, and click beside the answer that you choose. The oval will change from white to black. When you are presented with other types of questions, follow the directions on the screen.

To answer test questions on the Paper-Based TOEFL, read the four possible answers in your test book, and mark the corresponding space on the answer sheet.

## How do I mark the answers?

### MARKING THE ANSWER SCREEN: COMPUTER-BASED TOEFL

One question is shown on the computer screen. One answer is marked on the screen.



**MARKING THE ANSWER SHEET: SUPPLEMENTAL PAPER-BASED TOEFL**

One question is shown in the test book. One answer is marked on the answer sheet.

1. The United States is a country in	
(A) South America	
(B) Central America	
(C) North America	
(D) Antarctica	
Horizontal version	1 (A) (B) ● (D)
Vertical version	1
	(A)
	(B)
	●
	(D)

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

On the Computer-Based TOEFL, you will have an opportunity to practice marking the answers to questions on the computer screen before the examination begins. The Tutorial will include all the different types of questions on the Computer-Based TOEFL.

**May I make notes in the test book or on the scratch paper?**

There is no test book for the Computer-Based TOEFL. All the questions and the answer options are presented on the computer screen. You may not use the scratch paper for your essay to make notes for any other section of the test.

You are not allowed to make marks in your test book for the Paper-Based TOEFL. You may not underline words or write notes in the margins of the test book. Doing so is considered cheating.

**May I change an answer?**

On the first two sections of the Computer-Based TOEFL, Listening and Structure, you can change your answer by clicking on the new answer. You can change your answer as many times as you wish until you click on the **Confirm Answer** button. When you click on **Confirm Answer**, you move to the next question, and you cannot go back to a previous question. On the third section of the Computer-Based TOEFL, Reading, you can change your answer as many times as you wish. You may go on to the next question and back to the previous questions. The CD-ROM that supplements this book will provide you with practice in choosing and changing answers on the computer screen.

You may erase an answer on the answer sheet of the Paper-Based TOEFL if you do so carefully and completely. Stray pencil marks may cause inaccurate scoring by the test-scoring machine.

**If I am not sure of an answer, should I guess?**

Try to answer every question on the Computer-Based TOEFL. Your score will be based not only on the difficulty of the questions but also on the number of questions answered.

If you are not sure of an answer on the Paper-Based TOEFL, you should guess. The number of incorrect answers is not subtracted from your score. Your score is based only on the number of correct answers. Do not mark more than one answer for each question. Do not leave any questions blank on your answer sheet.

## How should I guess?

In the first two sections of the Computer-Based TOEFL, Listening and Structure, eliminate the incorrect answers, then guess, but do not use a “guess answer” to finish these sections quickly. You will probably receive a lower score for random guessing. On the third section, Reading, try to manage your time so that you can finish all of the questions. If you have only a minute or two left, try to answer all of the remaining questions. Use a “guess answer.” Pace yourself so that you can finish as much of the test as possible. On the first two sections, Listening and Structure, you will be scored based on the number of questions answered, the number of correct answers you have submitted, and the level of difficulty of the questions that you have answered. On the third section, Reading, you will be scored on the number of questions you have answered and the number of correct answers you have submitted.

For the Paper-Based TOEFL, first eliminate all the possibilities that you know are NOT correct. Then, if you are almost sure of an answer, guess that one. If you have no idea of the correct answer for a question, choose one letter and use it for your “guess” answer throughout the entire examination. The “guess answer” is especially useful for finishing a section quickly. If the supervisor tells you to stop working on a section before you have finished it, answer all the remaining questions with the “guess answer.”

## What should I do if I discover that I have marked my answers incorrectly?

Marking your screen incorrectly on the Computer-Based TOEFL is not possible because the computer program will present only one question on each screen. If you change your mind after you have confirmed a response on the Listening or Structure sections, the computer will not allow you to return to a previous question on these two sections, and you will not be able to change the answer that you have confirmed. As you see, it is very important to be sure of the answer before you click on **Confirm Answer**.

Do not panic if you have marked an answer incorrectly on the Paper-Based TOEFL. Notify the supervisor immediately. If you have marked one answer in the wrong space on the answer sheet, the rest of the answers will be out of sequence. Ask for time at the end of the examination to correct the sequence. The TOEFL test supervisor may or may not allow you to do this. To save time finding the number on the answer sheet that corresponds to the problem you are reading, to avoid mismarking, and to save space on your desk, use your test book as a marker on your answer sheet. As you advance, slide the book down underneath the number of the question that you are marking on the answer sheet.

## May I choose the order of the sections on my TOEFL?

You may not choose the order. Listening, Structure, and Reading are tested in that order on both the Computer-Based TOEFL and the Paper-Based TOEFL. The essay is written last. When you have finished with a section, you may not work on any other section of the test.

## What if I cannot hear the tape for the Listening Section?

You have your own headset for the Computer-Based TOEFL. Before the Listening Section begins, you will have an opportunity to adjust the volume yourself. Be careful to adjust the volume when you are prompted to do so. If you wait until the test begins, you may not be able to adjust it.

The supervisor for the Paper-Based TOEFL has the responsibility of making sure that everyone is able to hear the tape. If you cannot hear it well, raise your hand and ask the supervisor to adjust the volume.

## May I keep my test?

TOEFL Services publishes copies of TOEFL tests and makes them available for purchase. Visit the TOEFL web site for more information. If you try to keep or copy TOEFL tests from your test administration, the TOEFL Office may take legal action.

## What can I do if I do not appear to take the test?

There is a \$65 refund for the Computer-Based TOEFL if you cancel your test five business days before the date of your appointment.

If you do not appear to take the Paper-Based TOEFL test without canceling your appointment, you cannot request a refund. If you cancel your appointment, then you are entitled to a refund of \$65. Write to TOEFL Services to make your request. You must contact them within 60 days of the date of the TOEFL administration that you have missed.

# Score Reports

## How is my TOEFL scored?

Total Computer-Based TOEFL scores range from 0–300. First, each of the sections of the TOEFL is graded on a scale from 0–30. Then the scores from the sections are added together. Finally, the sum is multiplied by 10 and divided by 3.

For example, the following scores were received on the sections:

Listening	23
Structure and Writing	25
Reading	<u>27</u>
	75

$$75 \times 10 = 750 \div 3 = 250 \text{ Total TOEFL Score}$$

Total Paper-Based TOEFL scores range from 310–677. First, each of the three sections of the TOEFL is graded on a scale from 31–68. Then the scores from the three sections are added together. Finally, the sum is multiplied by 10 and divided by 3.

For example, the following scores were received on the three sections:

Listening Comprehension	52
Structure and Written Expression	48
Vocabulary and Reading Comprehension	<u>50</u>
	150

$$150 \times 10 = 1,500 \div 3 = 500 \text{ Total TOEFL Score}$$

The Test of Written English (TWE) rating is reported as a separate score on a scale from 1–6.

## How are the Structure and Writing scores combined on the Computer-Based TOEFL?

The Structure score counts half of the section score on the Computer-Based TOEFL, and the essay counts half of the score. The rating scale of 1–6 for the essay is converted to a statistical equivalent of the points in the Structure Section.

## How do I interpret my score?

There are no passing or failing scores on either the Computer-Based TOEFL or the Paper-Based TOEFL. Each agency or university will evaluate the scores according to its own requirements. Even at the same university, the requirements may vary for different programs of study, levels of study (graduate or undergraduate), and degrees of responsibility (student or teaching assistant).

The following summary of admissions policies are typical of U.S. universities. This assumes, of course, that the applicant's documents other than English proficiency are acceptable.

### TYPICAL ADMISSIONS POLICIES OF AMERICAN UNIVERSITIES

<i>Paper-Based TOEFL Score</i>	<i>Policy</i>	<i>Computer-Based TOEFL Score</i>
650 or more	admission assured for graduate students	280 or more
600–649	admission assured for undergraduate students	250–279
550–599	admission probable for graduate students	213–249
500–549	admission probable for undergraduate students	173–212
450–499	individual cases reviewed	133–172
449 or less	referral to English language program probable	132 or less

Refer to the TOEFL *Information Bulletin* or web site for a detailed chart of percentile ranks for total TOEFL scores. This will help you interpret your score relative to the scores of others taking the examination.

## How do the scores on the Supplemental Paper-Based TOEFL compare with those on the Computer-Based TOEFL?

A concordance table is a table that shows comparisons. A concordance table for the Paper-Based TOEFL and the Computer-Based TOEFL has been mailed to all institutions that use TOEFL scores for admissions decisions. A copy of the concordance table is printed in the TOEFL *Information Bulletin* and posted on the TOEFL web site. A shorter version of the table follows:

<i>Paper-Based TOEFL</i>	<i>Computer-Based TOEFL</i>
677	300
650	280
600	250
550	213
500	173
450	133
400	97

## **If I score very poorly on one part of the TOEFL, is it still possible to receive a good total score?**

If you feel that you have done very poorly on one part of a section, do not despair. You may receive a low score on one part of a section and still score well on the total examination if your scores on the other parts of that section and the other sections are good.

## **When can I see my scores?**

After you complete your Computer-Based TOEFL, you can view your estimated score on the screen. You will be able to see section scores for both Listening and Reading as well as for the multiple-choice part of the Structure Section. However, the essay, which is included as half of the Structure score, will not have been graded. The estimated score that you will see shows a total score range based on a very poorly written essay or on a very well written essay. For example, your score range might be 150–220.

You are entitled to five copies of your test results, including one personal copy for yourself and four official score reports. Your official scores for all sections will be mailed to you about two to five weeks after you take your Computer-Based TOEFL. However, you will have a very good idea of how you performed on the test after you see the estimate.

For the Paper-Based TOEFL, you are entitled to five copies of your test results, including one personal copy for yourself and four official score reports. You will receive your copy four or five weeks after you take the test.

## **How can I know my scores sooner?**

If your essay is typed instead of handwritten, your scores will be mailed sooner. If you would like to know your score on the same day that the report is mailed, you may use the TOEFL phone service. Using a touch-tone phone, call the TOEFL Office. You will hear prompts to enter your appointment number, your test date, your date of birth, and a credit card number. The fee to hear your scores by phone is \$10 plus any long-distance charges that apply.

To call toll-free from the United States or Canada, touch 1-888-TOEFL-44, which is 1-888-863-3544. To call with long-distance charges from all other locations, touch 1-609-771-7267.

## **What can I do if I want to register a complaint?**

For the Computer-Based TOEFL, submit your complaint in writing to:

CBT Administration  
 Computer-Based Testing Network Group  
 Educational Testing Service  
 Mail Stop 16-2  
 Rosedale Road  
 Princeton, NJ 08541  
 U.S.A.



Occasionally, on the Paper-Based TOEFL, the computer will score an answer sheet incorrectly because of the way you have marked it. If you feel your score is much, much lower than you expected, you have a right to register a complaint. To do so, submit your complaint in writing to:

CBT Administration  
Paper-Based Testing  
Educational Testing Service  
Mail Stop 16-2  
Rosedale Road  
Princeton, NJ 08541  
U.S.A.

## **May I cancel my scores?**

After you view your score on the screen, you will be given the option to report or cancel your scores for the Computer-Based TOEFL. If you choose to report your scores, you will then choose four institutions to receive your score report. All of this is arranged by responding to questions on the computer screen.

If you do not want your Paper-Based TOEFL scores to be reported, you have a right to cancel them. To cancel your test scores, you must complete the score cancellation section of your TOEFL answer sheet, or you must write, e-mail, call, or fax TOEFL Services. If a signed request is received at TOEFL Services within seven days of the date of the test, your scores will not be reported.

## **How will the agencies or universities of my choice be informed of my score?**

Two to five weeks after the Computer-Based TOEFL testing, your official score reports will be forwarded directly to the agencies and/or universities that you designated on the information section on the computer screen the day of the examination. Personal copies of score reports are not accepted by institutions without confirmation by TOEFL Services. Scores more than two years old are not considered valid on the Computer-Based TOEFL.

Four or five weeks after the Paper-Based TOEFL testing, your official score reports will be forwarded directly to the agencies and/or universities that you designated on an information section at the top of the TOEFL answer sheet the day of the examination. Personal copies of score reports are not accepted by institutions without confirmation by TOEFL Services. Scores more than two years old are not considered valid on the Paper-Based TOEFL.

## **How can I send additional reports?**

You can use a form in the TOEFL *Information Bulletin* to have official score reports for the Computer-Based TOEFL sent to institutions that were not listed on your computer screen. If you use the form, do not send a letter because correspondence will cause a delay. If you prefer, the TOEFL Office offers a telephone service for additional score reports. To use the service, you will need a touch-tone phone. Call 1-888-TOEFL-44 in the U.S. or 1-609-771-7267 from all other locations. For the Computer-Based TOEFL, you will be asked to provide your appointment confirmation number, a credit card number, your test date, and both the institution and department codes for the schools you wish to add to your score report list. You will use the numbers on your touch-tone phone to enter the numbers for all of the dates and codes. The fee for this service is \$12 per call and \$12 for each report. Official score reports will be mailed the same day as your telephone request.

You can use a form in the TOEFL *Information Bulletin* to have official score reports for the Paper-Based TOEFL sent to institutions that were not listed on your answer sheet. If you use the form, do not send a letter because correspondence will cause a delay. You may also request official score reports by phone for the Paper-Based TOEFL. To use this service, you must have your admission ticket, a credit card, and a touch-tone phone. Use the same telephone numbers that appear above for the CBT. Call from six in the morning to ten at night, New York time. The fee for this service is a \$12 charge to your credit card per call, a \$12 charge per score report, plus a charge to your telephone bill for the long-distance call. Official score reports will be mailed three days after your telephone request.

### **May I take the TOEFL more than one time?**

You may not take the Computer-Based TOEFL more than once a month. For example, if you take the Computer-Based TOEFL in July, you must wait until August to take it again.

You may take the Paper-Based TOEFL as many times as you wish in order to score to your satisfaction.

### **If I have already taken the TOEFL, how will the first score or scores affect my new score?**

TOEFL scores are considered valid for two years. If you have taken the TOEFL more than once but your first score report is dated more than two years ago, TOEFL Services will not report your first score. If you have taken the TOEFL more than once in the past two years, TOEFL Services will report the score for the test date you request on your score request form.

### **Is there a direct correspondence between proficiency in English and a good score on the TOEFL?**

There is not always a direct correspondence between proficiency in English and a good score on the TOEFL. Many students who are proficient in English are not proficient in how to approach the examination. That is why it is important to prepare by using this book.

### **What is the relationship between my score on the Model Tests and my score on the TOEFL?**

Calculating an exact TOEFL score from a score that you might receive on a Model Test is not possible. This is so because the actual TOEFL examination has a wider variety of problems.

The Model Tests have been especially designed to help you improve your total TOEFL score by improving your knowledge of the types of problems that most often appear on the TOEFL. These problem types are repeated throughout the Model Tests so that you will have practice in recognizing and answering them.

By improving your ability to recognize and correctly answer those types of problems that most often appear on the TOEFL, you will improve your total TOEFL score.

### **Can I estimate my TOEFL score after I have prepared?**

To estimate your TOEFL score after you complete each of the Model Tests, use the Score Estimates in Chapter 11 of this book. After you complete the Computer Adaptive Test on the CD-ROM that supplements this book, you will see an estimate of your TOEFL score.

## Will I succeed on the TOEFL?

You will receive from your study what you give to your study. The information is here. Now, it is up to you to devote the time and effort. Thousands of other students have succeeded by using *Barron's How to Prepare for the TOEFL*. You can be successful, too.

## The Next Generation TOEFL

### When will the Next Generation TOEFL be administered?

The Next Generation TOEFL will be phased in. There will be three stages:

- 2003      The Speaking Section will be offered by telephone for practice. To purchase a practice test, visit the official TOEFL web site at *www.toefl.org* on the Internet. Click on the TAST (TOEFL Academic Speaking Test). The cost is \$30 U.S.
- 2004      Several full-length forms of the Next Generation TOEFL will be made available on the Internet at no cost. Visit *www.toefl.org* and follow the directions to take advantage of this opportunity.
- 2005      The Next Generation TOEFL will replace the Computer-Based TOEFL (CBT) worldwide as the official TOEFL examination. In some remote areas, the Paper-Based TOEFL will be offered. A telephone version of the Speaking Section is planned to supplement the Paper-Based TOEFL.

### Which language skills are tested on the Next Generation TOEFL?

In general, the same language skills are tested in all TOEFL formats. Some differences occur in the number of sections and the types of questions used to test the language skills, however. Charts that outline the differences are included in the Quick Comparisons in the review chapters for each section of the TOEFL. The chart below shows the four sections on the Next Generation TOEFL.

- Section 1    Listening
- Section 2    Speaking
- Section 3    Reading
- Section 4    Writing

### Does the Next Generation TOEFL have a Composition Section?

The Next Generation TOEFL has a Writing Section that includes both independent writing and integrated writing. The independent writing is a response to a question that asks your opinion about a familiar topic. You have 30 minutes to complete the independent writing task. The integrated writing is a response to a question about the content of a short reading passage, a short lecture, or both. You have 20–30 minutes to complete the integrated writing task.

### Does the Next Generation TOEFL have a Speaking Section?

The Next Generation TOEFL has a Speaking Section that includes both independent speaking and integrated speaking. The independent speaking is a response to a question that asks for your opinion

about a familiar topic. You have 15 seconds to prepare and 45 seconds to respond. The integrated writing is a response to a question about the content of a short reading passage, a short lecture, or both. You have 20–30 seconds to prepare and 60 seconds to respond. You may use notes while you speak.

## **Are all the Next Generation TOEFL tests the same length?**

All of the forms for the Next Generation TOEFL are about the same length. It is not an adaptive test.

## **How do I register for the Next Generation TOEFL?**

The *Information Bulletin* for the Next Generation TOEFL will have a registration form in it. Using the directions in the *TOEFL Information Bulletin*, fill out the form and mail it to the TOEFL Registration Office. Be sure to sign the form and include your registration fee. To register online, visit [www.toefl.org](http://www.toefl.org).

## **What are the fees for the Next Generation TOEFL?**

The fees for the Next Generation TOEFL have not been determined. However, they will be about the same as those for the Computer-Based TOEFL.

## **Where are the test centers?**

The test centers for the Next Generation TOEFL will be announced on the TOEFL web site [www.toefl.org](http://www.toefl.org). Many test centers are being planned at school sites throughout the world.

## **How long is the testing session of the TOEFL?**

The total time for the testing session of the Next Generation TOEFL is about four hours.

## **How much time do I have to complete each of the sections?**

Work as rapidly as possible without compromising accuracy. Refer to page x to see the Timetable for the Next Generation TOEFL.

## **What kinds of questions are found on the TOEFL?**

The majority of the questions on the Next Generation TOEFL are multiple-choice. Some other types of questions are also on the Next Generation TOEFL. These questions will have special directions on the screen. You will have examples of them in Model Test 9.

## **How do I answer the test questions?**

When you are presented with a multiple-choice question on the Next Generation TOEFL, read the four possible answers on the screen, point the arrow, and click beside the answer that you choose. The oval will change from white to black. When you are presented with other types of questions, follow the directions on the screen. This is similar to the way that the test questions on the Computer-Based TOEFL are answered.

## May I make notes in the test book or on the scratch paper?

You are allowed to take notes and use them to answer questions on the Next Generation TOEFL. You will be given paper for that purpose when you go into the test room.

## May I change an answer?

On the Listening Section of the Next Generation TOEFL, you can change your answer by clicking on the new answer. You can change your answer as many times as you wish until you click on the **Confirm Answer** button. When you click on **Confirm Answer**, you move to the next question, and you cannot go back to a previous question. On the Speaking Section, you will be cued with a beep to begin and end speaking. Everything that you say during the recording time will be submitted. You cannot change an answer. On the Reading Section, you can change your answer by clicking on the new answer. You can change your answer as many times as you wish, and you can go back to previous answers on the same reading passage. When you begin a new reading passage, you may not return to the previous passage to change answers. On the Writing Section, you can revise your essays as much as you wish until the clock indicates that no time is remaining. If you submit your essays before time is up, you cannot return to them. The CD-ROM that supplements this book will provide you with practice in choosing and changing answers on the computer screen.

## If I am not sure of an answer, should I guess?

If you are not sure of an answer, you should guess. The number of incorrect answers is not subtracted from your score. Your score is based on only the number of correct answers.

## How should I guess?

First, eliminate all of the possibilities that you know are NOT correct. Then, if you are almost sure of an answer, guess that one. If you have no idea of the correct answer for a question, choose one letter and use it for your “guess answer” throughout the entire examination. The “guess answer” is especially useful for finishing a section quickly. If the supervisor tells you to stop working on a section before you have finished it, answer all the remaining questions with the “guess answer.”

## How is the Next Generation TOEFL scored?

The Next Generation TOEFL will have section scores for each of the four sections. The range for each section score will be 0–30. Then the scores for the four sections will be added together. Although final scoring has not been determined, the total score range for the Next Generation TOEFL will probably be 0–120. Check the TOEFL web site at [www.toefl.org](http://www.toefl.org) for the latest information about the scoring scale.

## How do I interpret my score?

Admissions policies have not yet been decided by American universities. For the latest information about scoring, visit [www.toefl.org](http://www.toefl.org) on the Internet.

## **How do scores on the Next Generation TOEFL compare with those on the Computer-Based TOEFL?**

A concordance table comparing the two tests is not yet available from the test developers. However, the TOEFL formats have been carefully calibrated so that scores on one format equate with scores on another format. If you score well on the Computer-Based TOEFL, for example, you should score well on the Next Generation TOEFL also.

## **When can I see my scores?**

After you complete your Next Generation TOEFL, you can view your estimated score on the screen. You will be able to see section scores for both Listening and Reading, but the Speaking and Writing Sections will require additional time to evaluate. The estimated score that you will see shows a total score range based on a very low score on the Speaking and Writing Sections and a very high score on the Speaking and Writing Sections.

You will be entitled to five copies of your test results, including one personal copy for yourself and four official score reports. You will receive your copy about five weeks after you take the test, but you will have an idea of how you performed on the test after you see the estimate.

## **How can I know my scores sooner?**

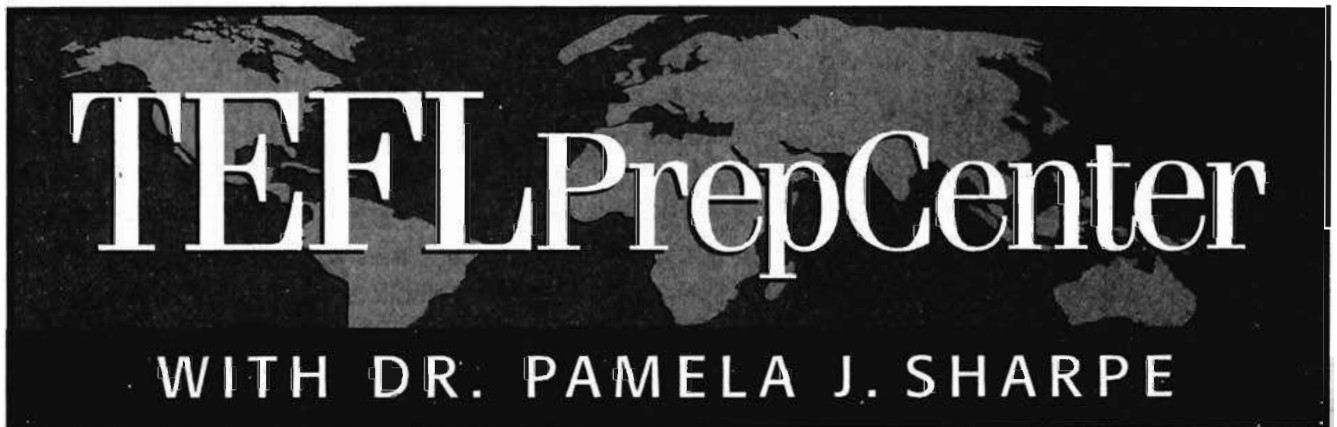
You may be able to use the TOEFL phone service to receive your report on the same day that it is mailed. Watch the [www.toefl.org](http://www.toefl.org) web site for more information about this option.

## **May I take the TOEFL more than one time?**

You may take the Next Generation TOEFL as many times as you wish in order to score to your satisfaction. There may be a limit to the number of times that you may take the test in a one-month time period. More information about these limits will be published at a later date.

## Updates

Visit the TOEFL web site at [www.toefl.org](http://www.toefl.org) or my web site at [www.teflprep.com](http://www.teflprep.com) for the latest information about the TOEFL.



This web site helps students and professionals prepare for the Test of English as a Foreign Language (TOEFL®). You are invited to practice with the types of questions that appear on the TOEFL, visit the TEFL Prep Center Bookstore, and ask Dr. Pamela Sharpe questions about her books. The TEFL Prep Center web site also has information about scholarships and news about the TOEFL.



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# REVIEW OF LISTENING

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# Overview of the Listening Section

## QUICK COMPARISON—LISTENING PAPER-BASED TOEFL, COMPUTER-BASED TOEFL, AND NEXT GENERATION TOEFL

### *Paper-Based TOEFL*

Three types of questions are presented in three separate parts. Part A has short conversations; Part B has long conversations and class discussions; Part C has mini-talks and lectures.

The talks and lectures are about 2 minutes long.

Everyone taking the TOEFL answers the same questions.

There are no pictures or visual cues.

You hear the questions, but they are not written out for you to read.

Everyone taking the TOEFL proceeds at the same pace. You cannot pause the tape.

The section is timed. At the end of the tape, you must have completed the section.

You may not replay any of the conversations or lectures.

All of the questions are multiple-choice.

Every question has only one answer.

### *Computer-Based TOEFL*

Three types of questions are presented in three sets. The first set has short conversations; the second set has longer conversations and class discussions; the third set has lectures.

The lectures are about 3 minutes long.

The computer selects questions based on your level of language proficiency.

Each short conversation begins with a picture to provide orientation. There are several pictures and visual cues with longer conversations and lectures.

The questions are written out on the computer screen for you to read while you hear them.

You may control the pace by choosing when to begin the next conversation or lecture.

The section is timed. A clock on the screen shows the time remaining for you to complete the section.

You may not replay any of the conversations or lectures.

Most of the questions are multiple-choice, but some of the questions have special directions.

Some of the questions have two or more answers.

### *Next Generation TOEFL*

Two types of questions are presented in six sets. The first sets each have a long conversation. The next sets each have one lecture.

The lectures are about 5 minutes long.

Everyone taking the same form of the TOEFL answers the same questions.

Each conversation and lecture begins with a picture to provide orientation. There are several pictures and visual cues with lectures.

The questions are written out on the computer screen for you to read while you hear them.

You may control the pace by choosing when to begin the next conversation or lecture.

The section is timed. A clock on the screen shows the time remaining for you to complete the section.

You may not replay any of the conversations or lectures.

Most of the questions are multiple-choice, but some of the questions have special directions.

Some of the questions have two or more answers.

*Paper-Based TOEFL*

You answer on a paper answer sheet, filling in ovals marked Ⓐ, Ⓑ, Ⓒ, and Ⓓ.

You can return to previous questions, erase, and change answers on your answer sheet.

You may NOT take notes.

*Computer-Based TOEFL*

You click on the screen in the oval that corresponds to the answer you have chosen, or you follow the directions on the screen.

You cannot return to previous questions. You can change your answer before you click on **Confirm Answer**. After you click on **Confirm Answer**, you cannot go back.

You may NOT take notes.

*Next Generation TOEFL*

You click on the screen in the oval that corresponds to the answer you have chosen, or you follow the directions on the screen.

You cannot return to previous questions. You can change your answer before you click on **OK**. After you click on **OK**, you cannot go back.

You may take notes while you listen to the conversations and lectures.

# Directions and Examples for Listening Questions

The Listening Section of the TOEFL tests your ability to understand spoken English as it is heard in North America. This section is included in the Paper-Based TOEFL, the Computer-Based TOEFL, and the Next Generation TOEFL. The section is different for each of the three TOEFL formats—the Paper-Based TOEFL, the Computer-Based TOEFL, and the Next Generation TOEFL.

## Paper-Based TOEFL (PBT)

The directions for the Paper-Based TOEFL are reprinted with the permission of Educational Testing Service (ETS) from the official *Information Bulletin* for the Supplemental Paper-Based TOEFL.

### Section I — Listening Comprehension

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 you hear. Do **not** take notes or write in your test book at any time. Do **not** turn the pages until you are told to do so.

**Directions:** In Parts A and B, you will hear 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, you will read the four possible answers in your test 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 will hear:**

(woman) *I don't like this painting very much.*

(man) *Neither do I.*

(narrator) *What does the man mean?*

**In your test book, you will 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.

**Sample Answer**

(A)  (B)  (C)  (D)

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).

**Directions:** In Part C of this section you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, you will read the four possible answers in your test 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 will hear:**

(narrator) *Listen to an instructor talk to his class about a television program.*

(man) *I'd like to tell you about an interesting TV program that'll be shown this coming Thursday. It'll be on from 9 to 10 pm on Channel 4. It's part of a series called "Mysteries of Human Biology." The subject of the program is the human brain — how it functions and how it can malfunction. Topics that will be covered are dreams, memory, and depression. These topics are illustrated with outstanding computer animation that makes the explanations easy to follow. Make an effort to see this show. Since we've been studying the nervous system in class, I know you'll find it very helpful.*

**Sample Question**

**You will hear:**

(narrator) *What is the main purpose of the program?*

**Sample Answer**

(A)  (B)  (C)  (D)

**In your test book, you will 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).

**Sample Question**

**You will hear:**

(narrator) *Why does the speaker recommend watching the program?*

**Sample Answer**

(A)  (B)  (C)  (D)

**In your test book, you will 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 are **not** allowed to take notes or write in your test book.

## Computer-Based TOEFL (CBT)

The directions for the Computer-Based TOEFL are reprinted with the permission of Educational Testing Service (ETS) from the official *Information Bulletin* for the Computer-Based TOEFL.

The Listening section of the test measures the ability to understand conversations and talks in English. You will use headphones to listen to the conversations and talks. While you are listening, pictures of the speakers or other information will be presented on your computer screen. There are two parts to the Listening section, with special directions for each part.

On the day of the test, the amount of time you will have to answer all the questions will appear on the computer screen. The time you spend listening to the test material will not be counted. The listening material and questions about it will be presented only one time. You will not be allowed to take notes or have any paper at your computer. You will both see and hear the questions before the answer choices appear. You can take as much time as you need to select an answer; however, it will be to your advantage to answer the questions as quickly as possible. You may change your answer as many times as you want before you confirm it. After you have confirmed an answer, you will not be able to return to the question.

Before you begin working on the Listening section, you will have an opportunity to adjust the volume of the sound. You will not be able to change the volume after you have started the test.

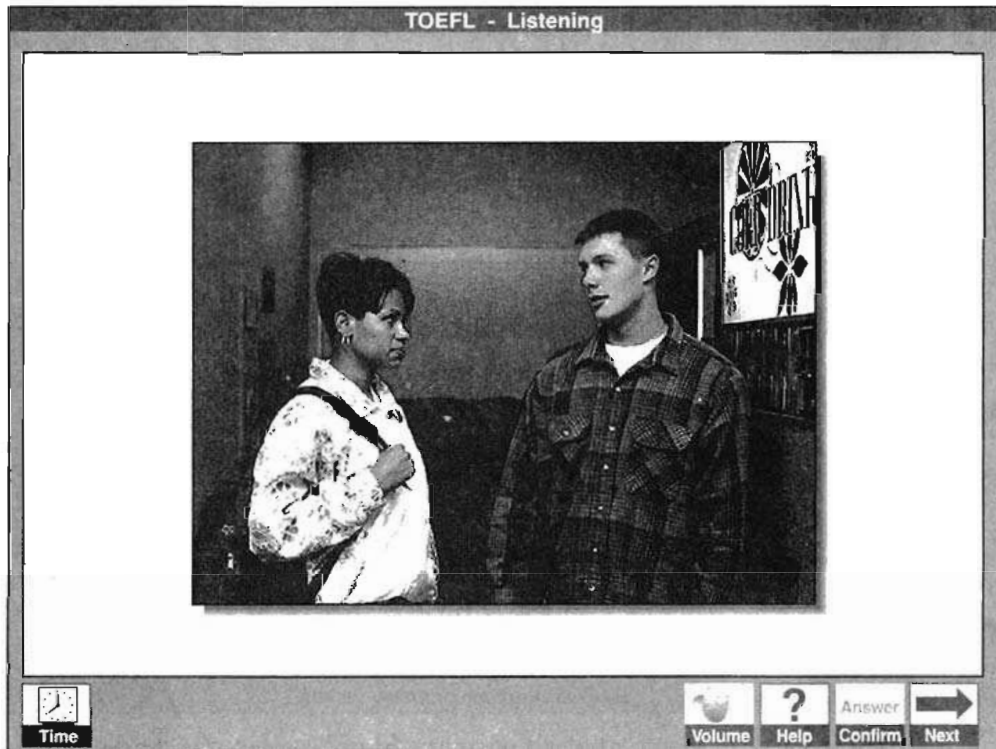
## QUESTION DIRECTIONS — Part A

In Part A of the Listening section, you will hear short conversations between two people. In some of the conversations, each person speaks only once. In other conversations, one or both of the people speak more than once. Each conversation is followed by one question about it.

Each question in this part has four answer choices. You should click on the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers.

*Here is an example.*

**On the computer screen, you will see:**



**On the recording, you will hear:**

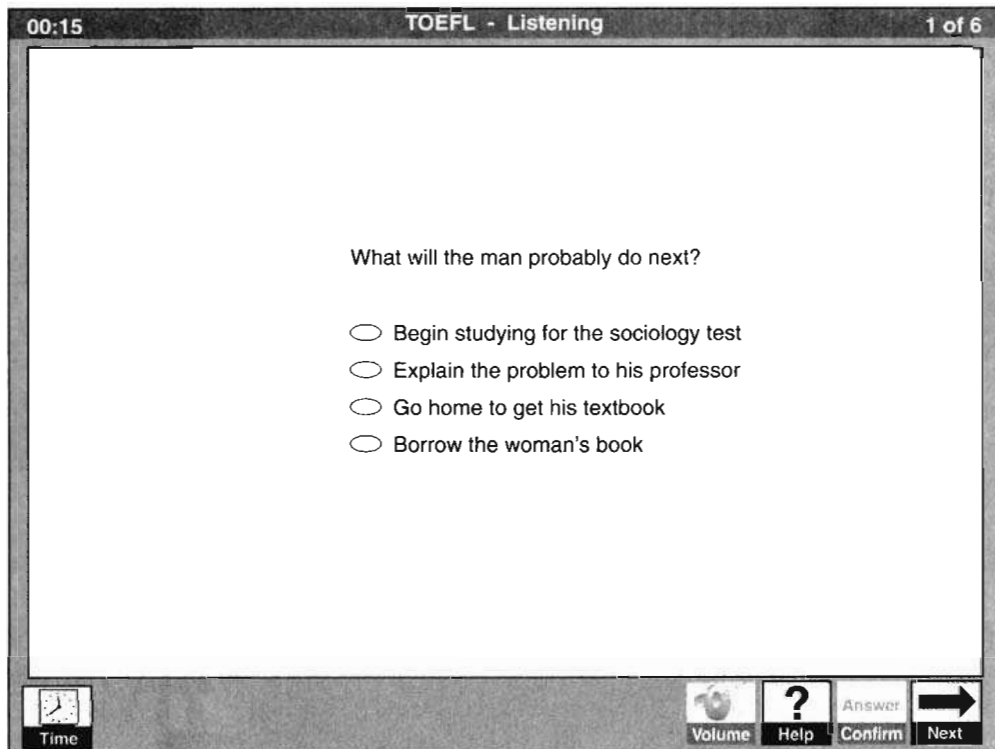
**(woman)** Hey, where's your sociology book?

**(man)** At home. Why carry it around when we're just going to be taking a test?

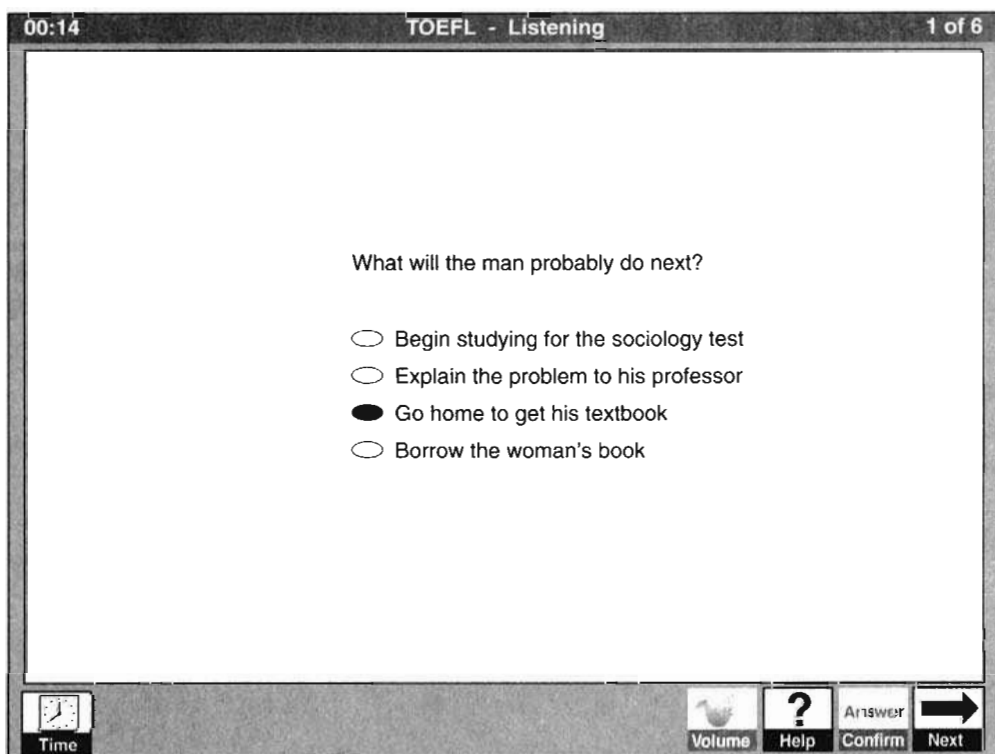
**(woman)** Don't you remember? Professor Smith said we could use it during the test.

**(man)** Oh, no! Well, I've still got an hour, right? I'm so glad I ran into you!

You will then see and hear the question before the answer choices appear:



To choose an answer, you will click on an oval. The oval next to that answer will darken. **The correct answer is indicated on the next screen.**



After you click on **Next** and **Confirm Answer**, the next conversation will be presented.

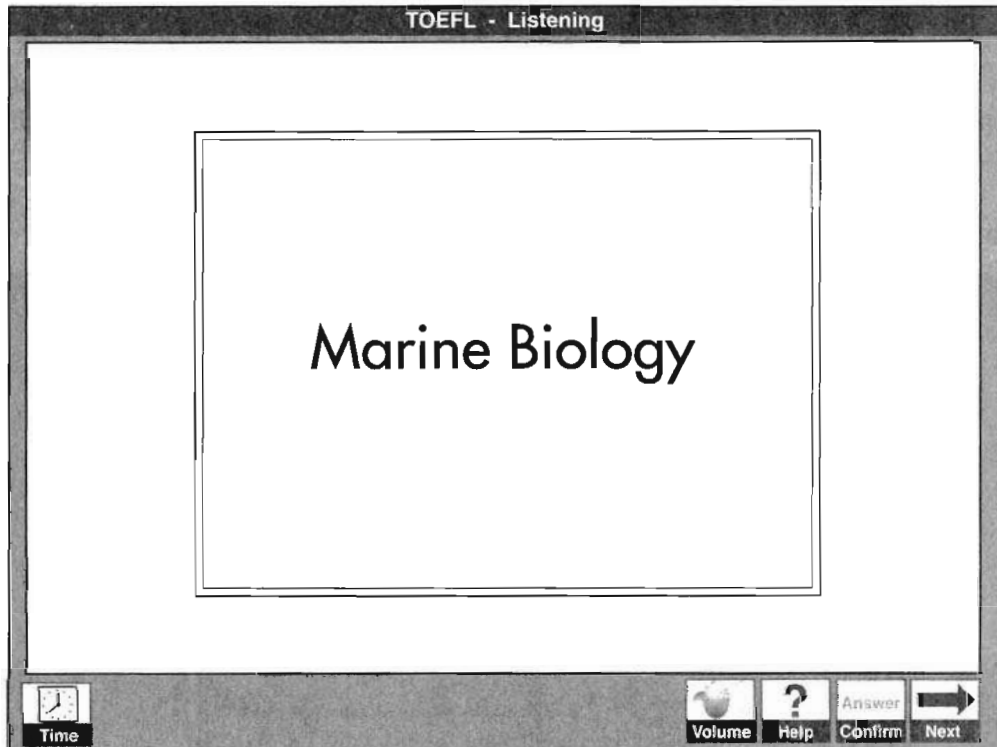
**QUESTION DIRECTIONS — Part B**

In Part B of the Listening section, you will hear several longer conversations and talks. Each conversation or talk is followed by several questions. The conversations, talks, and questions will not be repeated.

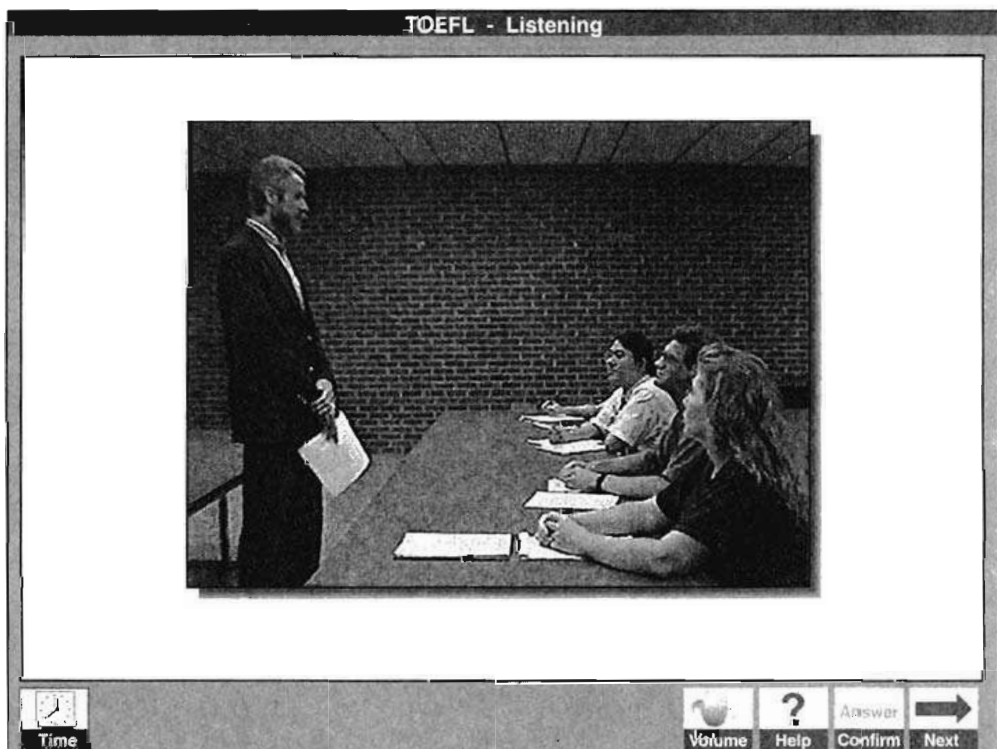
The conversations and talks are about a variety of topics. You do not need special knowledge of the topics to answer the questions correctly. Rather, you should answer each question on the basis of what is stated or implied by the speakers in the conversations or talks.

For most of the questions, you will need to click on the best of four possible answers. Some questions will have special directions. The special directions will appear in a box on the computer screen.

*Here is an example of a conversation and some questions:*



**(narrator)** Listen to part of a discussion in a marine biology class.



**(professor)** A few years ago, our local government passed a number of strict environmental laws. As a result, Sunrise Beach looks nothing like it did ten years ago. The water is cleaner, and there's been a tremendous increase in all kinds of marine life — which is why we're going there on Thursday.

**(woman)** I don't know if I agree that the water quality has improved. I mean, I was out there last weekend, and it looked all brown. It didn't seem too clean to me.

**(professor)** Actually, the color of the water doesn't always indicate whether it's polluted. The brown color you mentioned might be a result of pollution, or it can mean a kind of brown algae is growing there. It's called "devil's apron," and it actually serves as food for whales.

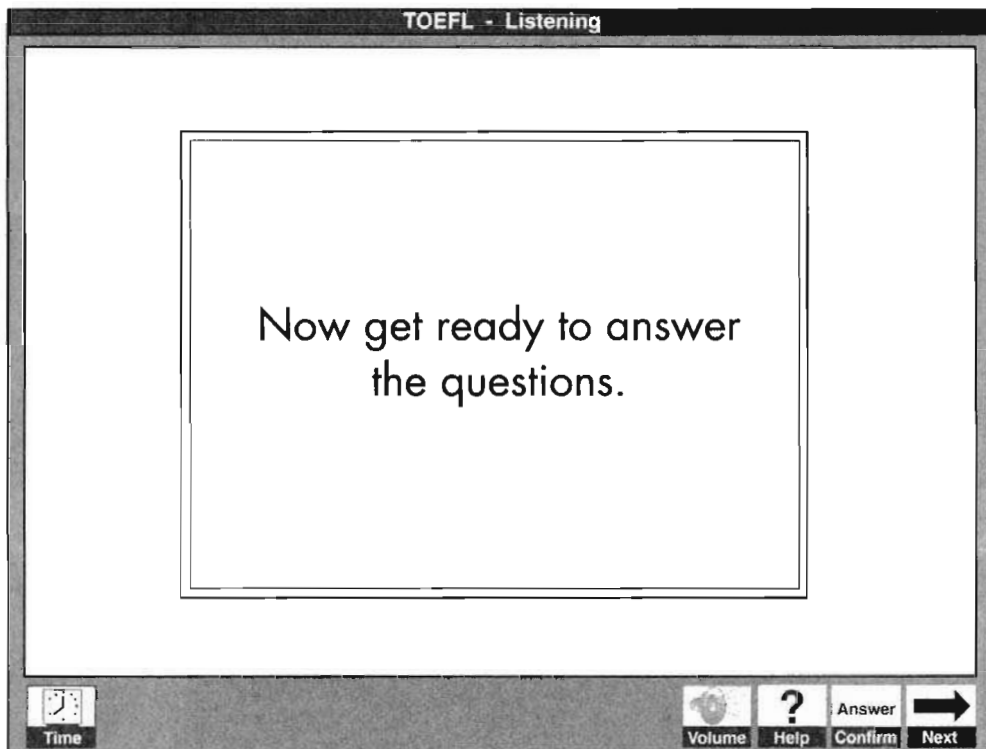
**(man)** So when does the water look blue?

**(professor)** Well, water that's completely unpolluted is actually colorless. But it often looks bluish-green because the sunlight can penetrate deep down and that's the color that's reflected.

**(woman)** But sometimes it looks really green. What's that about?

**(professor)** OK, well, it's the same principle as with "devil's apron": the water might look green because of different types of green algae there — gulfweed, phytoplankton. You all should finish reading about algae and plankton before we go. In fact, those are the types of living things I'm going to ask you to be looking for when we're there.

**After the conversation, you will read:**





Then, the first question will be presented:

00:14 TOEFL - Listening 2 of 6

What is the discussion mainly about?

- The importance of protecting ocean environments
- The reasons why ocean water appears to be different colors
- The survival of whales in polluted water
- The effect that colored ocean water has on algae

Time Volume Help Answer Confirm Next

To choose an answer, you will click on an oval. The oval next to that answer will darken. The correct answer is indicated on the screen below.

00:13 TOEFL - Listening 2 of 6

What is the discussion mainly about?

- The importance of protecting ocean environments
- The reasons why ocean water appears to be different colors
- The survival of whales in polluted water
- The effect that colored ocean water has on algae

Time Volume Help Answer Confirm Next

After you click on **Next** and **Confirm Answer**, the next question will be presented:

00:13 TOEFL - Listening 3 of 6

According to the professor, what can make ocean water look brown?

Click on 2 answers.

Pollution

Cloudy Skies

Sand

Algae

Time Volume Help Answer Confirm Next

To choose your answers, you will click on the squares. An “X” will appear in each square. The correct answer is indicated on the screen below.

00:12 TOEFL - Listening 3 of 6

According to the professor, what can make ocean water look brown?

Click on 2 answers.

Pollution

Cloudy Skies

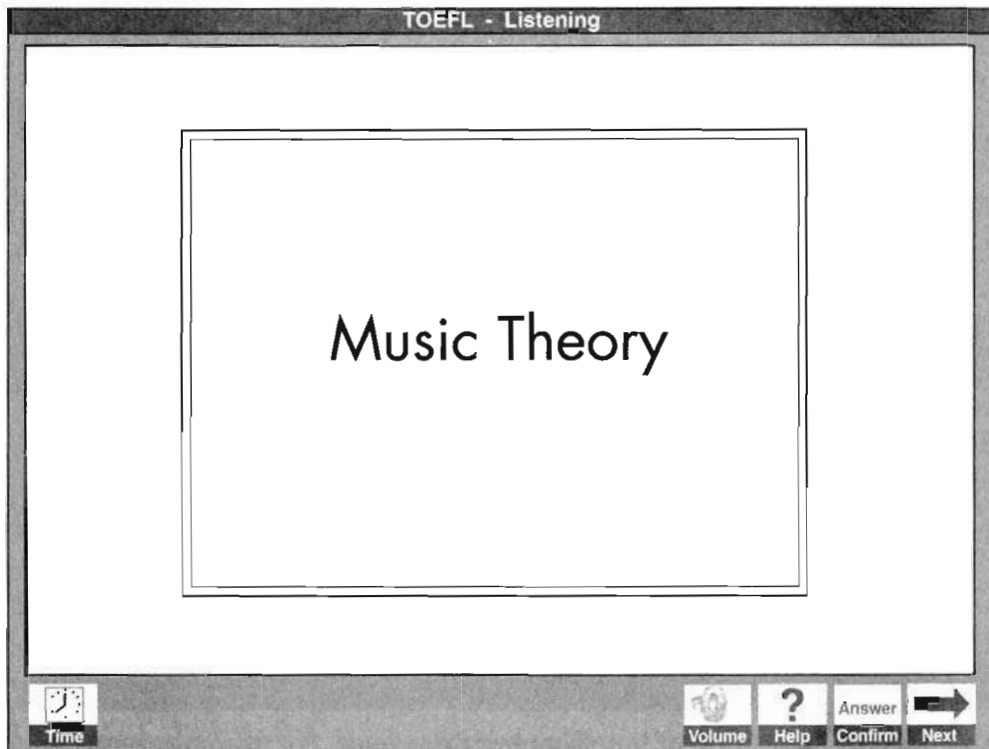
Sand

Algae

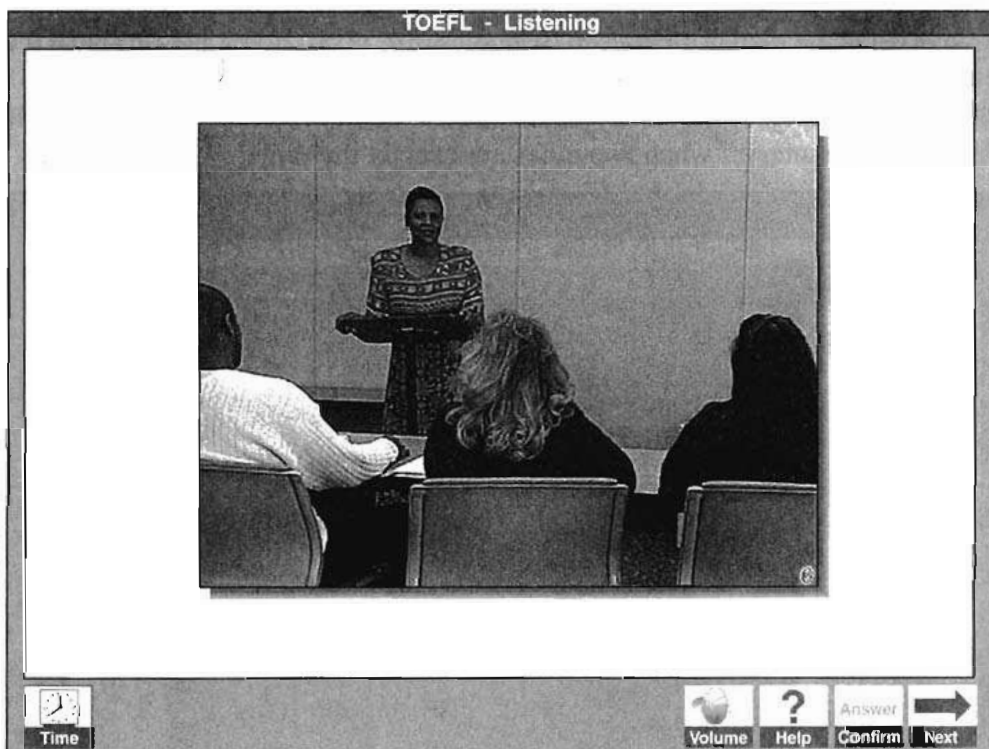
Time Volume Help Answer Confirm Next

Sometimes the screen changes several times during a conversation or talk, as in the next example.

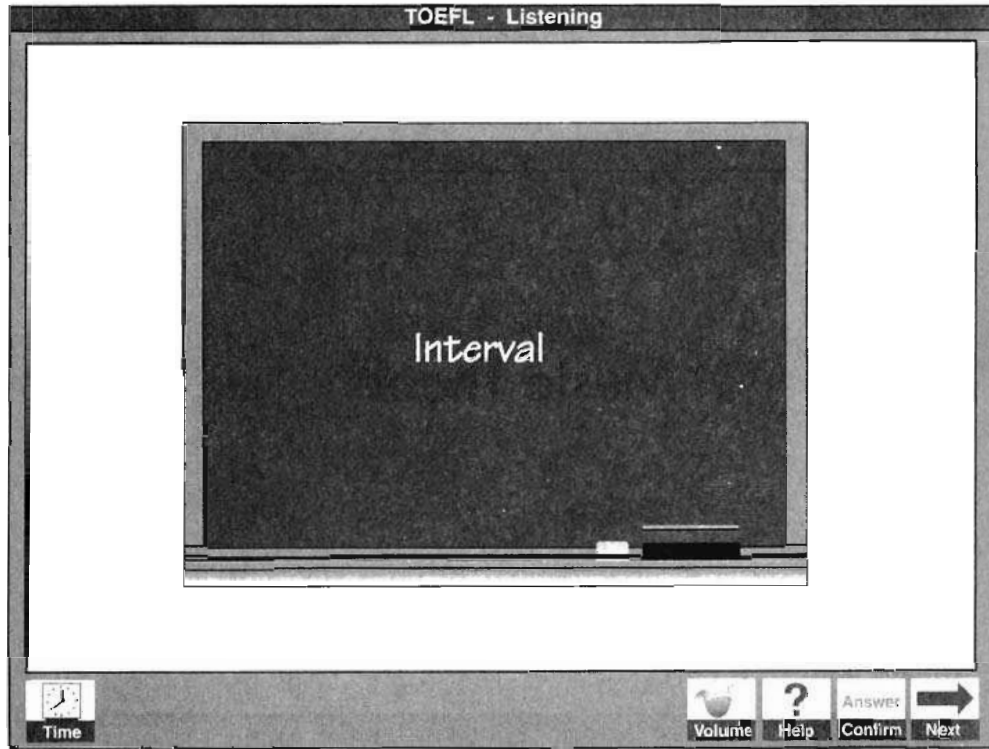
*Here is an example of a talk and some questions:*



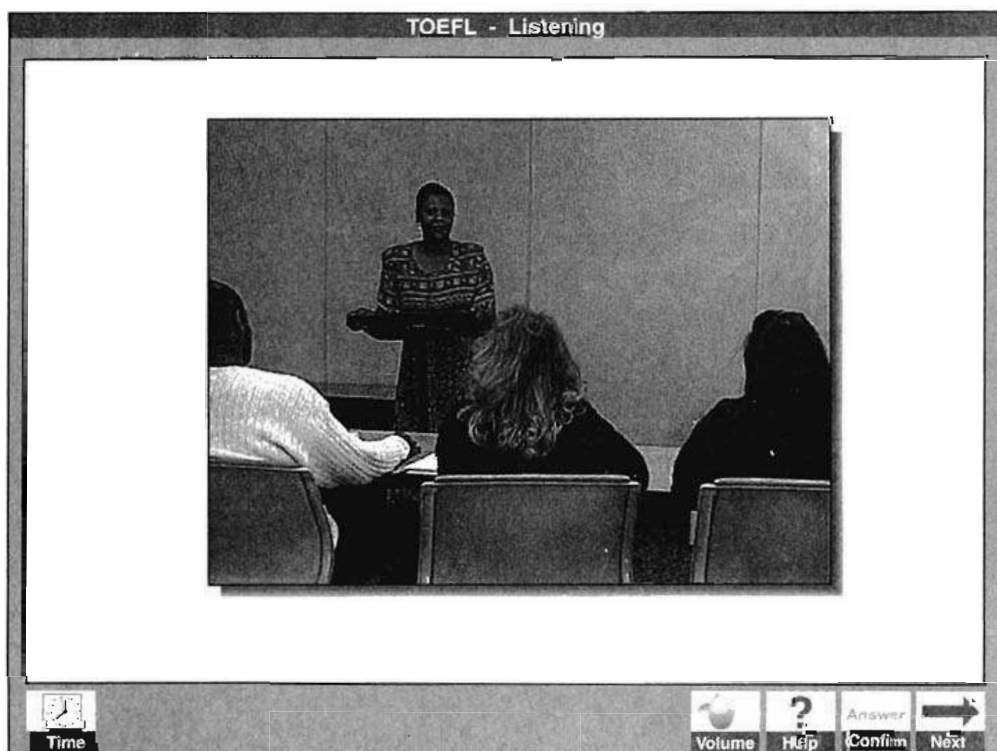
**(narrator)** Listen to part of a talk in a music theory class.



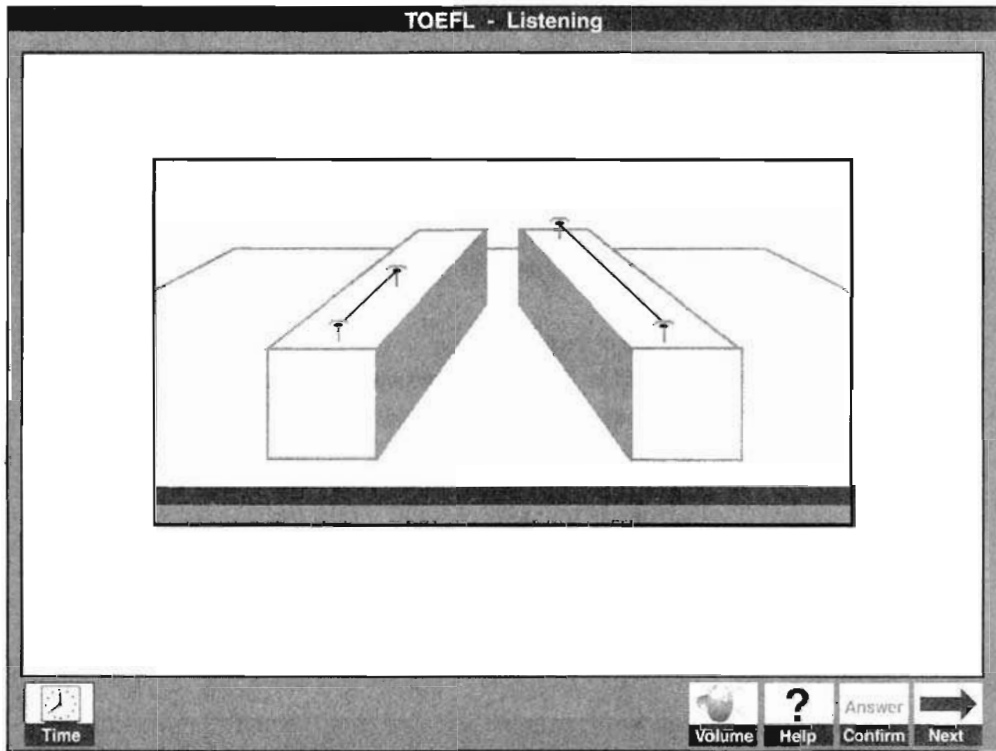
**(professor)** I'm sure if I asked you, you'd be able to tell me the common meaning of the word "interval."



**(professor)** An interval is the period of time between two events. For example, buses might stop at a certain location every ten minutes—that is, at ten minute intervals. In the typical sense of the word, an interval is a period of time. But in music theory the word has a different meaning. A musical interval is the distance between two notes. So, if two notes are far apart, the musical interval between them is large. If two notes sound close together, the musical interval is small. The smallest musical interval is actually no distance at all between two notes. It's called “the unison,” and that's the interval when two notes are exactly the same.

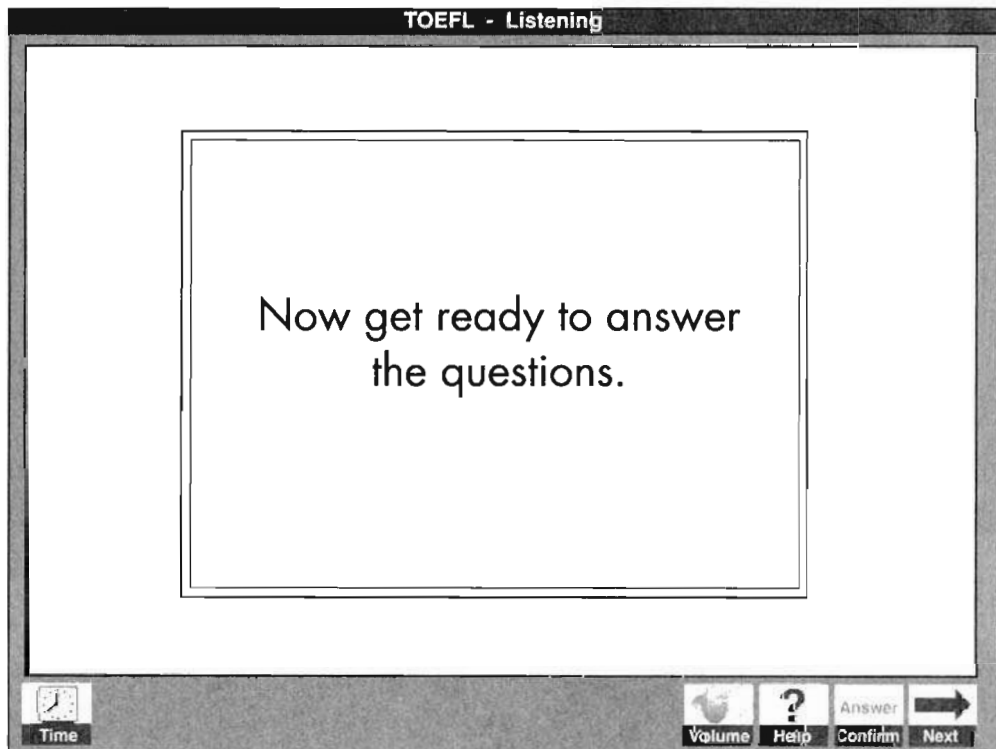


**(professor)** Today, I'd like to focus on a way of analyzing musical intervals by looking at the precise mathematical relationship that exists between musical notes. To do this, I've made some sounding boxes.

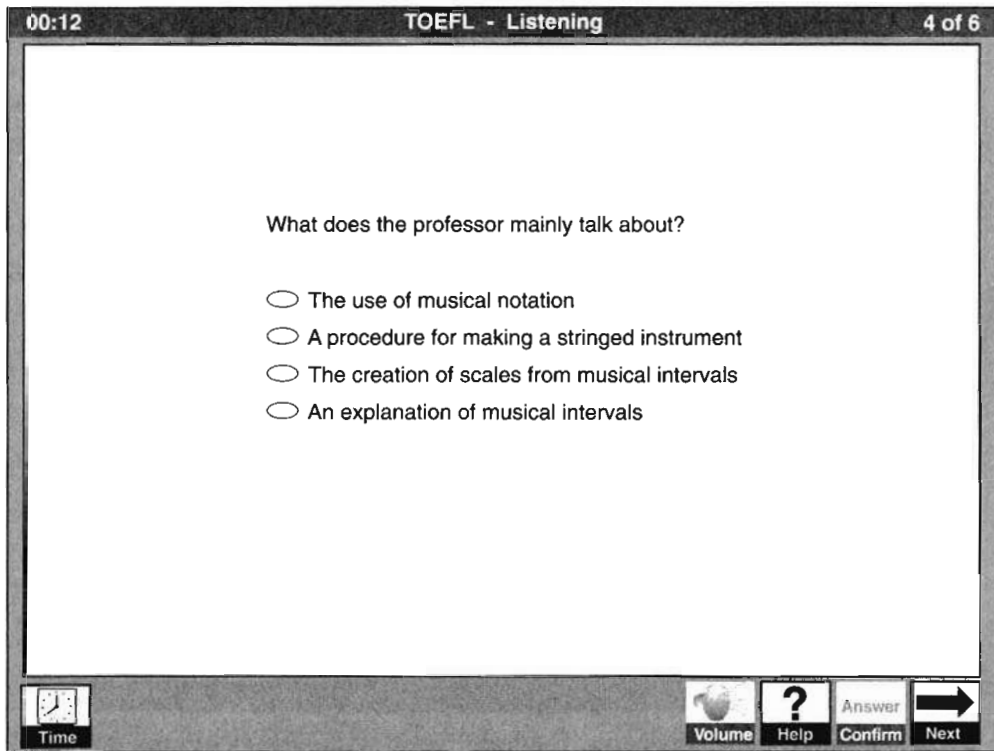


**(professor)** As you can see, they're just boxes made of wood with strings wrapped around two nails on the top. Now, the only difference between these two sounding boxes is the length of the string. I made the strings two different lengths to show you how this affects the sound. In fact, if you measured the length of the two strings, you'd see that the long string is exactly twice the length of the short string. So, the ratio between the short string and the long string is one to two. That's a pretty basic ratio, mathematically, and it produces one of the most basic intervals in Western music—the octave.

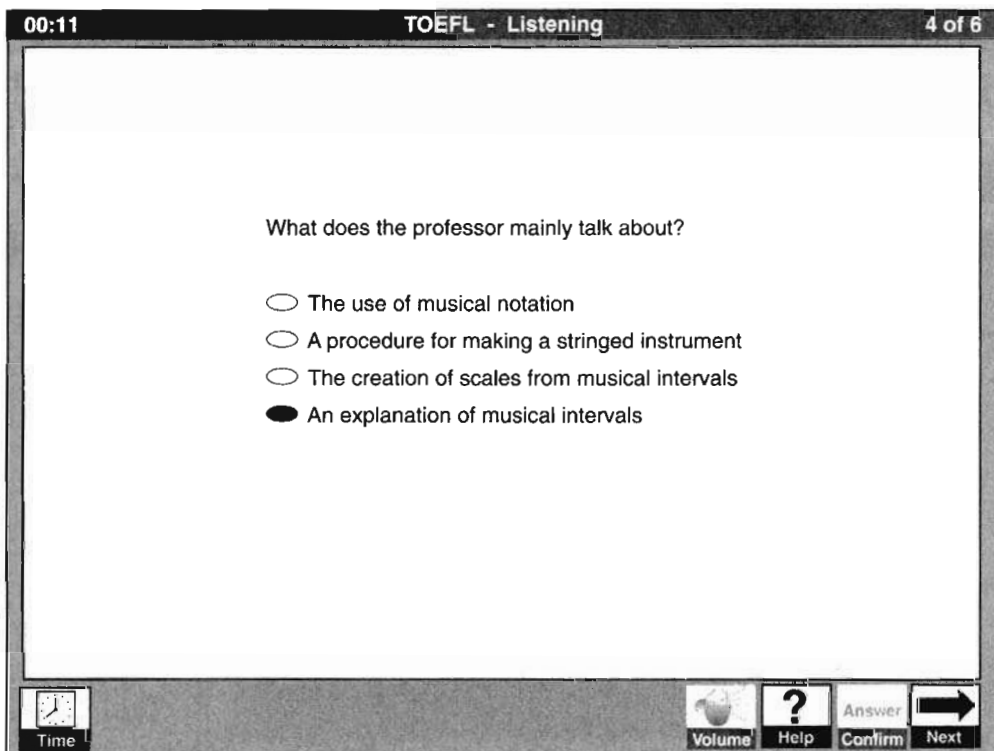
**After the talk, you will read:**



Then, the first question will be presented:



To choose an answer, you will click on an oval. The oval next to that answer will darken. The correct answer is indicated on the screen below.



After you click on **Next** and **Confirm Answer**, the next question will be presented:

00:11 TOEFL - Listening 5 of 6

Based on the professor's description, classify the following pairs of notes.

Click on a sentence. Then click on the space where it belongs.  
Use each sentence only once.

Two notes sound close together.

Two notes sound exactly the same.

Two notes sound far apart.

Large Interval	Small Interval	Unison

Time Volume Help Answer Confirm Next

To choose your answers, you will click on a sentence and then click on the space where it belongs. As you do this, each sentence will appear in the square you have selected. The correct answer is indicated on the screen below.

00:10 TOEFL - Listening 5 of 6

Based on the professor's description, classify the following pairs of notes.

Click on a sentence. Then click on the space where it belongs.  
Use each sentence only once.

Two notes sound close together.

Two notes sound exactly the same.

Two notes sound far apart.

Large Interval	Small Interval	Unison
Two notes sound far apart.	Two notes sound close together.	Two notes sound exactly the same.

Time Volume Help Answer Confirm Next

After you click on **Next** and **Confirm Answer**, the next question will be presented:

00:10 TOEFL - Listening 6 of 6

The solid lines on the charts below represent musical strings. What pair will produce the interval of one octave?

Click on the correct box.

Time Volume Help Answer Confirm Next

To choose your answer, you will click on the box. As you do this, the box will become highlighted. The correct answer is indicated on the screen below.

00:09 TOEFL - Listening 6 of 6

The solid lines on the charts below represent musical strings. What pair will produce the interval of one octave?

Click on the correct box.

Time Volume Help Answer Confirm Next



## Next Generation TOEFL

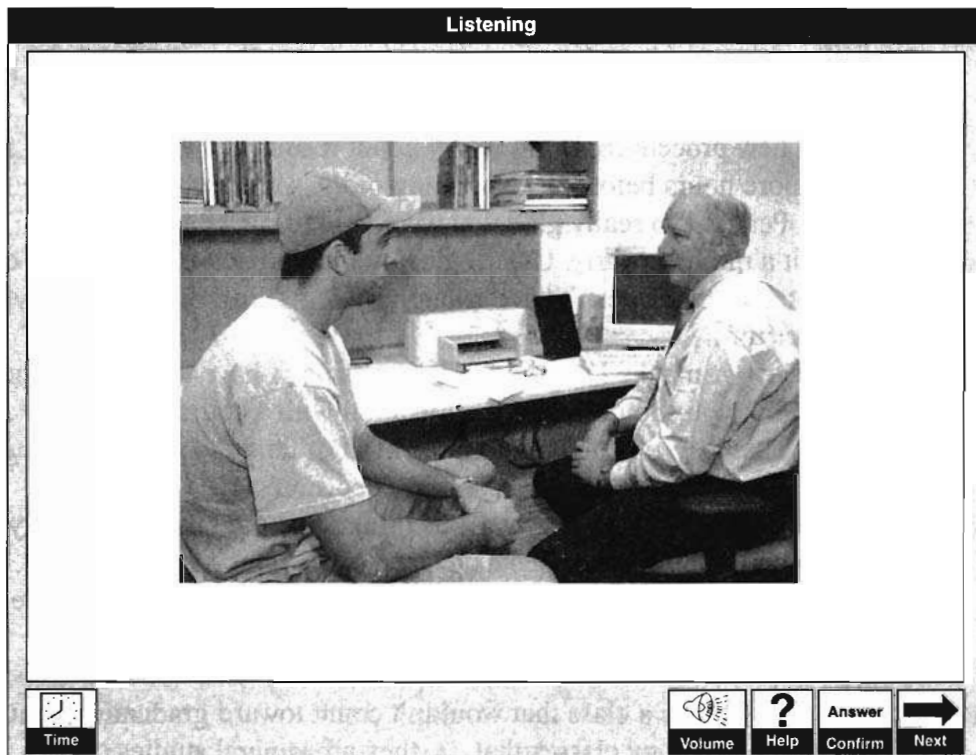
There are usually 33 or 34 questions in two parts on the Listening Section of the Next Generation TOEFL. The conversations, talks and lectures are presented only one time. You may take notes. The topics are all academic. The questions are either multiple-choice with four possible answer choices or computer-assisted with special directions on the screen. It takes 25 minutes to complete the questions. The time for the conversations, talks, and lectures is not included in the 25-minute estimate.

There are two types of tasks included in the Listening Section: independent listening tasks and integrated listening tasks.

### *Independent Listening*

**Directions:** In the independent listening tasks, you will hear long conversations, class discussions, and lectures in an academic setting. They include natural pauses and they are presented at a normal rate for native speakers. You may take notes. After each conversation, discussion, or lecture, you will hear several questions. After every multiple-choice question, choose the best answer choice from four possible answers. After every computer-assisted question, follow the special directions on the screen to complete the answer.

*Here is an example of a conversation and some questions:*

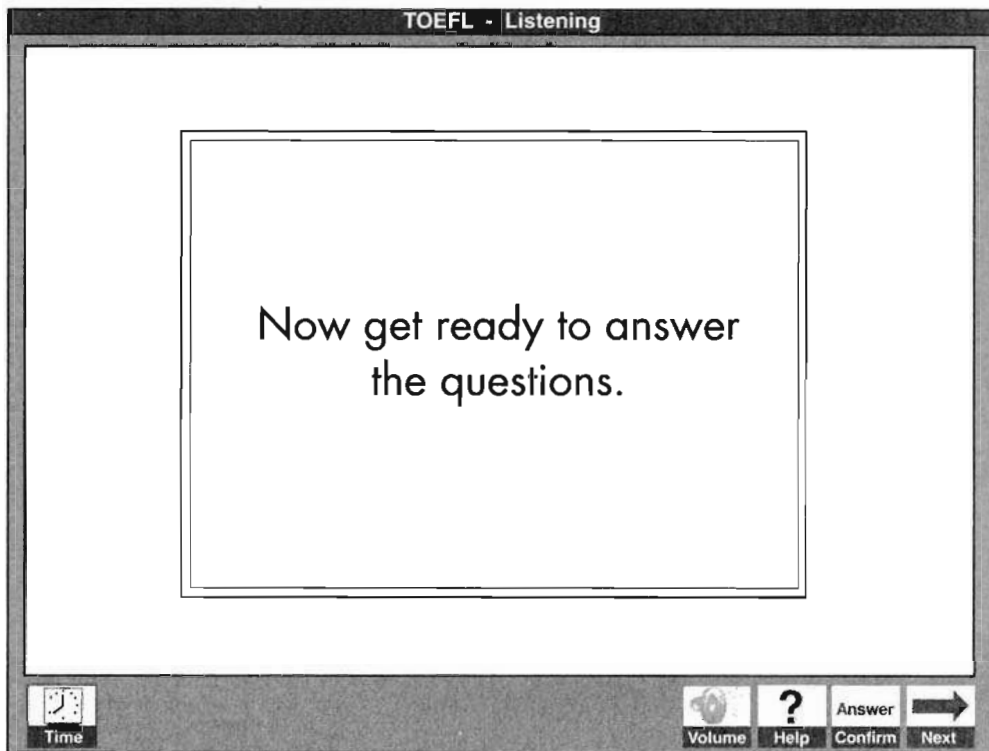


**Note:** On the Next Generation TOEFL, the **Answer Confirm** button may appear as **OK** with a check (✓) mark.

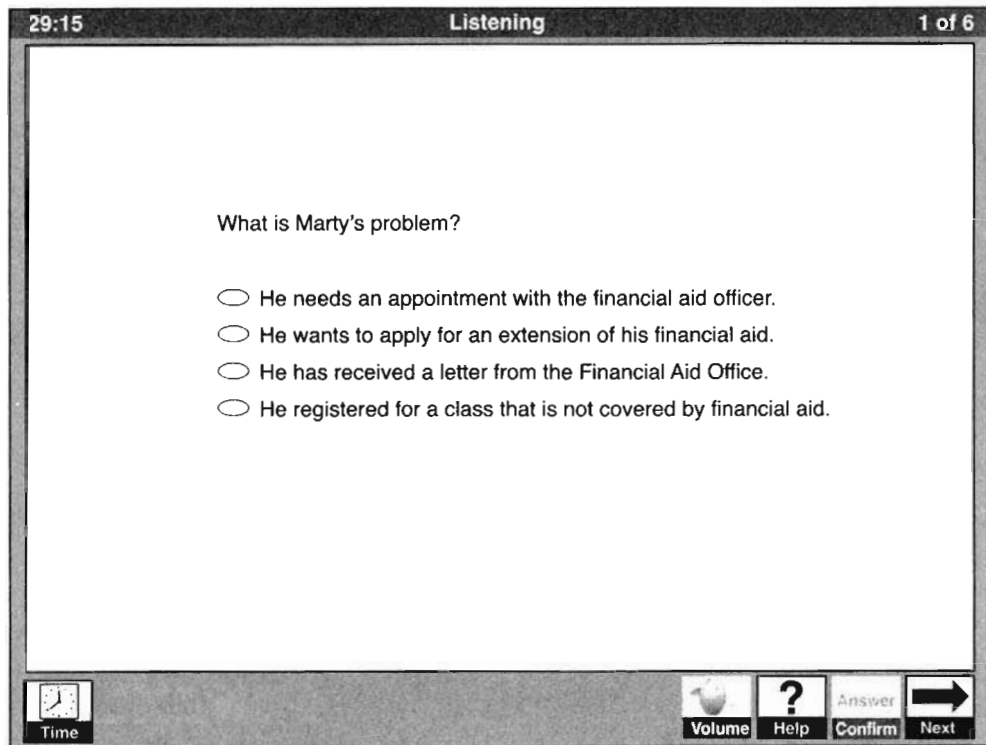
**(narrator)** Listen to part of a consultation in a professor's office.

- Marty: Do you have a minute, Dr. Peters? I mean, I know this isn't your office hour, but . . . could I ask you a question?
- Dr. Peters: Sure. Come on in, Marty. What's the problem?
- Marty: Well, I'm not sure. I got this letter, uh, it's a letter about my grant . . . and I don't understand it very well.
- Dr. Peters: Let's see it.
- Marty: . . . It's from the Financial Aid Office. . . . Are they going to cancel my student aid?
- Dr. Peters: I would hope not. Hmmn. Oh, I see. Here's what happened. You're only registered for three hours next semester. See here, there's a check mark in this box . . . the one that says "credit hours," then there's a number three beside it, so that must mean that you're not signed up for enough credit hours. . . . It looks like you only have one three-hour class next semester.
- Marty: That's true, but . . . but I plan to register for another class, I mean, during open registration. Um . . . I heard about a new environmental science course . . . it's supposed to be really good, and there's a field trip and everything, so uh I'm waiting for it. It hasn't been assigned a sequence number yet. . . but by open registration, well, I'm sure the number will be on the list, you know, the list they have printed out for classes that aren't in the schedule when the schedule comes out.
- Dr. Peters: Well, then, Marty, if that's the case, you don't have a problem. You're aware that the terms of your grant require you to take at least six hours a semester.
- Marty: I know, and I really thought that I had everything figured out, but, well, I've never gotten a letter before, and it kind of threw me.
- Dr. Peters: I think it's a new procedure. Don't worry about it. But uh, just be sure to sign up for at least three more hours before the beginning of the semester.
- Marty: Thanks, Dr. Peters. I'm really glad you were in your office today.
- Dr. Peters: Hmmn. Wait a minute, Marty. Um . . . do you have a back-up plan if the class . . . the environmental science doesn't have enough students . . . or, if it's closed by the time you try to register for it?
- Marty: Not really. Um . . . maybe I should though . . . since I have to have the hours, I mean.
- Dr. Peters: Umhum. I think you should go into registration with a course in mind to . . . as a second choice. That way, when you get to the head of the line, you know what to do, and . . . and you won't have to make a hasty decision.
- Marty: Right. That's a good idea. Actually, I was thinking about taking a geology course, but then I heard about the environmental science class.
- Dr. Peters: So then, you could find a geology class . . . a class that fits your schedule and works in your degree program?
- Marty: I'm sure I could.
- Dr. Peters: You don't want to take a class that wouldn't count toward graduation. But anyway, there are a lot of geology classes that . . . they are general studies classes, and you can use them for one of your basic science requirements.
- Marty: Right. Okay. Well, thanks. I'll check out the schedule and I'll find something, but . . . well, I hope that environmental science class works out for me.
- Dr. Peters: Me, too. And it should. That class isn't offered every year, so there should be enough interest. I'd get there early though, at open registration.
- Marty: I will. I'm going on the first day, early in the morning.
- Dr. Peters: Good. Well, I hope it all goes well for you.
- Marty: I think it will. Thanks so much . . . for explaining the letter and everything.
- Dr. Peters: No problem. Glad I could help.

After the conversation, you will read:



Then, the first question will be presented:



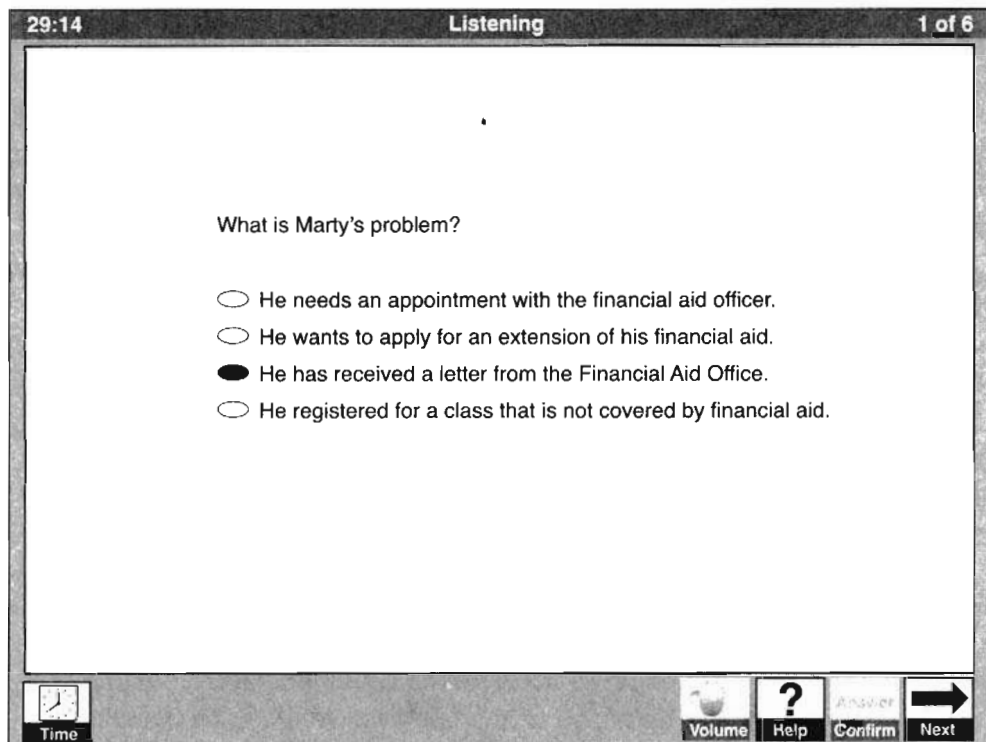
29:15 Listening 1 of 6

What is Marty's problem?

- He needs an appointment with the financial aid officer.
- He wants to apply for an extension of his financial aid.
- He has received a letter from the Financial Aid Office.
- He registered for a class that is not covered by financial aid.

Time Volume Help Answer Confirm Next

To choose an answer, you will click on an oval. The oval next to that answer will darken. The correct answer is indicated on the screen below.



29:14 Listening 1 of 6

What is Marty's problem?

- He needs an appointment with the financial aid officer.
- He wants to apply for an extension of his financial aid.
- He has received a letter from the Financial Aid Office.
- He registered for a class that is not covered by financial aid.

Time Volume Help Answer Confirm Next

After you click on **Next** and **Confirm Answer**, the next question will be presented.

In this example, you will listen to part of the conversation again. Then you will answer a question.

28:12 Listening 3 of 6

Why does the professor say this:

“So then, you could find a geology class . . . a class that fits your schedule and works in your degree program.”

- To encourage Marty to refine his plan.
- To show Marty that the plan is not good.
- To demonstrate approval for Marty's plan.
- To give Marty an alternative plan.

Time Volume Help Confirm Next

To choose your answers, you will click on an oval. The oval next to the answer will darken. The correct answer is indicated on the screen below.

28:11 Listening 3 of 6

Why does the professor say this:

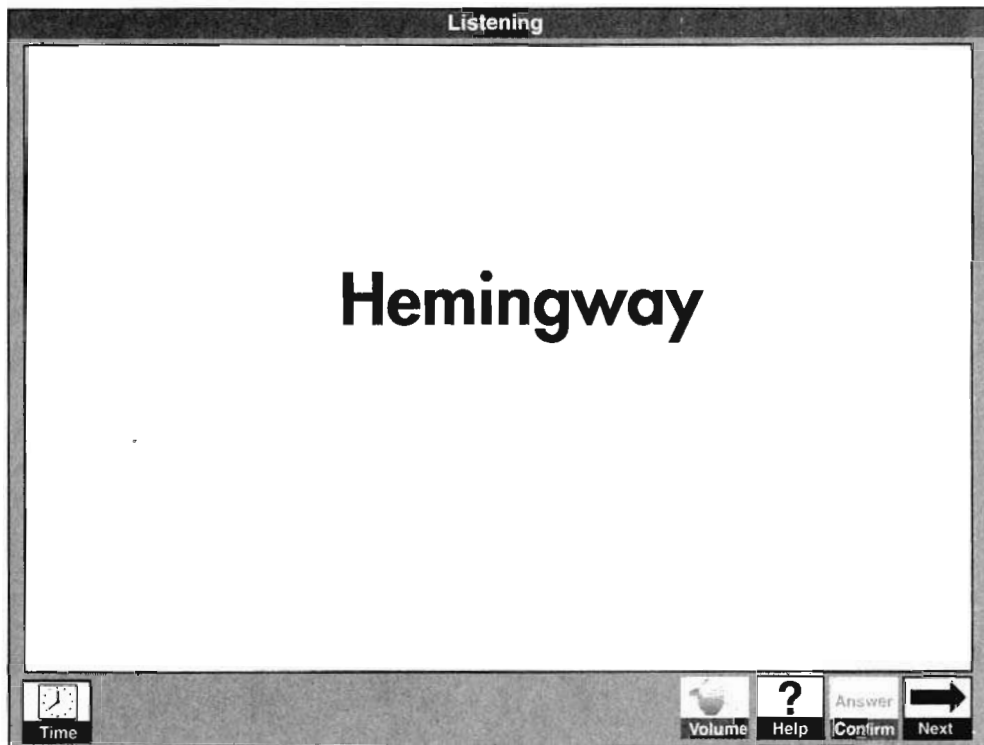
“So then, you could find a geology class . . . a class that fits your schedule and works in your degree program.”

- To encourage Marty to refine his plan.
- To show Marty that the plan is not good.
- To demonstrate approval for Marty's plan.
- To give Marty an alternative plan.

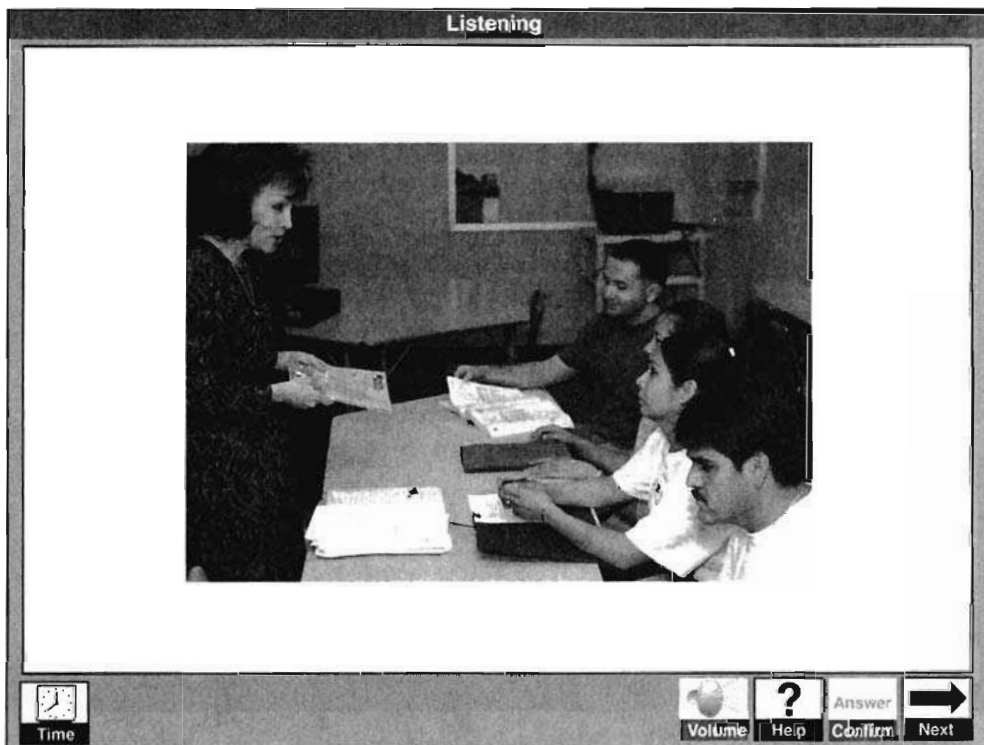
Time Volume Help Confirm Next

Sometimes the screen changes several times during a conversation or talk, as in the next example.

Here is an example of a talk and some questions:



(narrator) Listen to part of a talk in an English class.



**(professor)** So today we'll talk about Ernest Hemingway. But before we actually read and discuss his works, I'd uh I'd like to look at his life . . . how the writing fits into it. Okay, first, we'll talk about the years he spent as a newspaper reporter because that experience was very influential uh for his writing career as a novelist. Um . . . after he graduated from high school, he chose not to go to college, accepting a job instead for the *Kansas City Star*. Later he would say that he learned how to write fiction in the newsroom, because the style required for the newspaper contained short sentences and active verbs, and uh he learned synthesis and clarity by writing news copy. So Hemingway was quoted as saying, "Those rules were the best rules I ever learned for the business of writing." Later, he worked for other newspapers, and . . . but the *Toronto Daily Star* offered him an overseas correspondent's assignment, and so he really began his writing career as an ambitious young American newspaperman in Paris after the First World War. His early books were published in Europe before they were released in the United States, but his first true novel *The Sun Also Rises* came out in 1926, and established him as a literary force in the United States. It was a fairly autobiographical novel about a World War I veteran who became a news correspondent in Paris after the war.


So I'll mention here that the autobiographical nature of the novel was pretty typical of Hemingway. He always wrote from experience rather than from imagination. Although often he would write from the . . . the um . . . distance that time or another place might provide. Here's what I mean. He was living in Key West at the time that he wrote *Farewell to Arms*, and published it in 1929, but it was a reflective novel in which he recounted his adventures as an ambulance driver in Italy during the First World War. Then in *For Whom the Bell Tolls*, published in 1940, he retold his memories of the Spanish Civil War that took place in the 30s.

Okay. He had a lot of short stories to his credit as well, in anthologies and magazines. But, you'll probably notice that there are eleven years between *Farewell to Arms* and *For Whom the Bell Tolls*, and those were difficult years in a way because the critics and the public expected every work to be a masterpiece, and they just weren't.


Nevertheless, perhaps more than any other twentieth-century American writer, he was responsible for creating a style of literature. The Hemingway style was hard, economical, and powerful. Remember the newspaper training. It lured the reader into using imagination in order to fill in the details.

**Listening**


**Iceberg Theory**




Time




Volume




Help



Answer

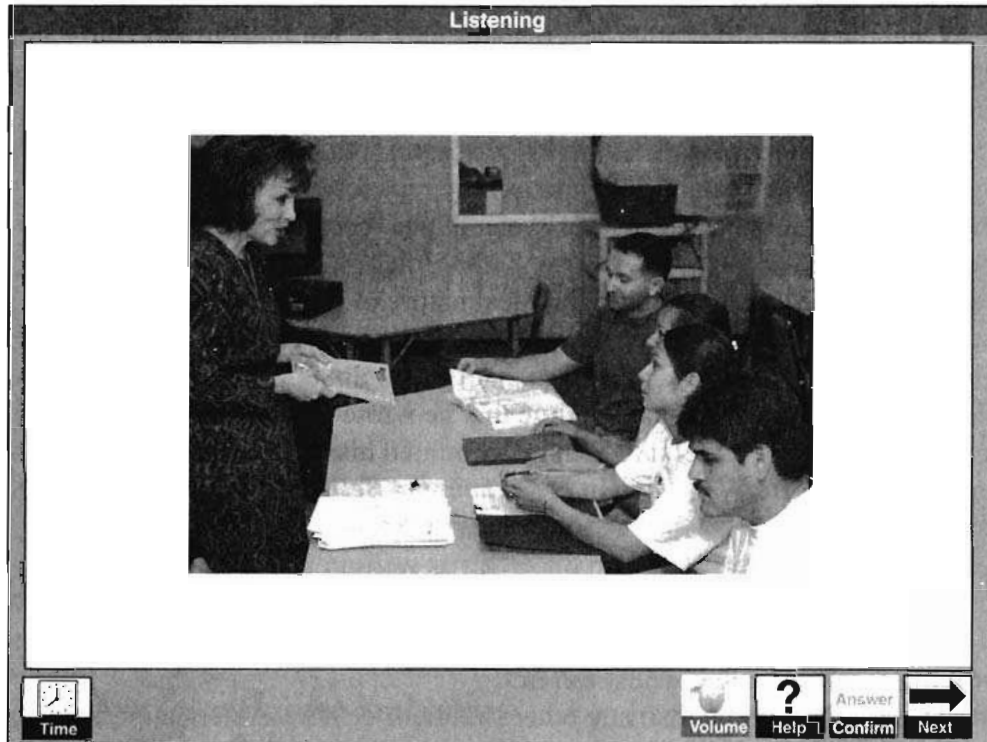


Confirm



Next

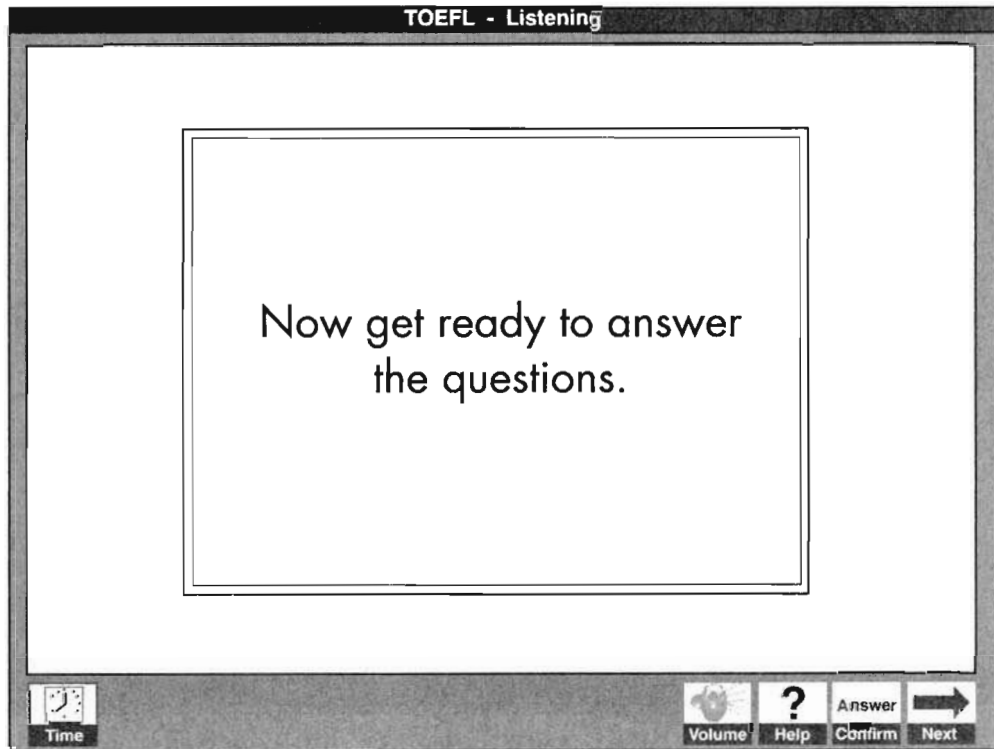
**(professor)** In fact, Hemingway's theory of writing has been referred to as the iceberg theory. Because he thought it was important to omit the right thing from a story or a story line in a book. And he compared that with the structure of an iceberg where uh only uh I think it's 1/8 of the iceberg that can be seen above the water, whereas the rest, the remaining 7/8 under the surface . . . that's what causes it to move. So, that's where the imagination comes in. The reader has to fill in the details under the surface.



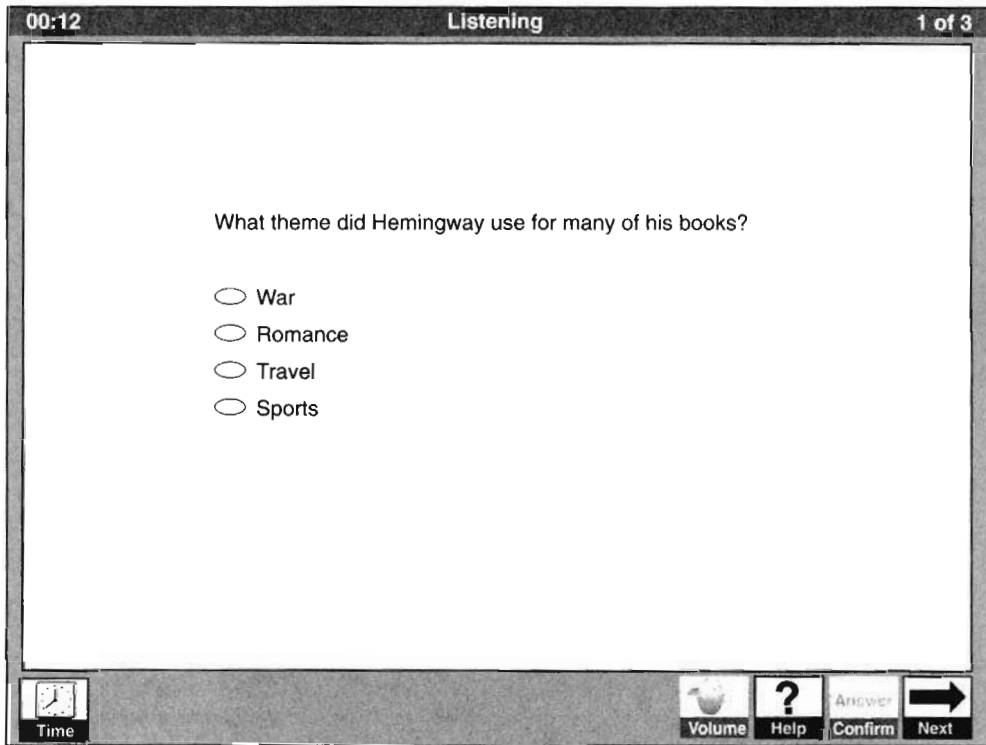
So twelve more years of . . . of experimentation really—short stories and slim novels that sold well but were never really approved of by critics, and then in 1952, Hemingway published *The Old Man and the Sea*. I am guessing that many of you have read it already. For those who haven't, it's a short, compelling tale of an old fisherman's struggle to haul in a giant marlin that he had caught in the Gulf of Mexico. It first appeared in *Life* magazine, selling over 5 million copies almost immediately. The next week, the publisher brought it out in hard cover, and it sold 50,000 copies before they could restock. And the critics liked it as much as the readers. What is the fascination with this rather small book? Well, some critics interpreted it as uh as the . . . allegory of man's struggle against old age; others . . . they interpreted it as man against the forces of nature. In any case, this book was probably the climax of Hemingway's career. Two years later, he was awarded the Nobel Prize for literature. He'd never received a major literary prize before, even though he had achieved commercial and critical success, and . . . the prize probably meant a great deal to him.



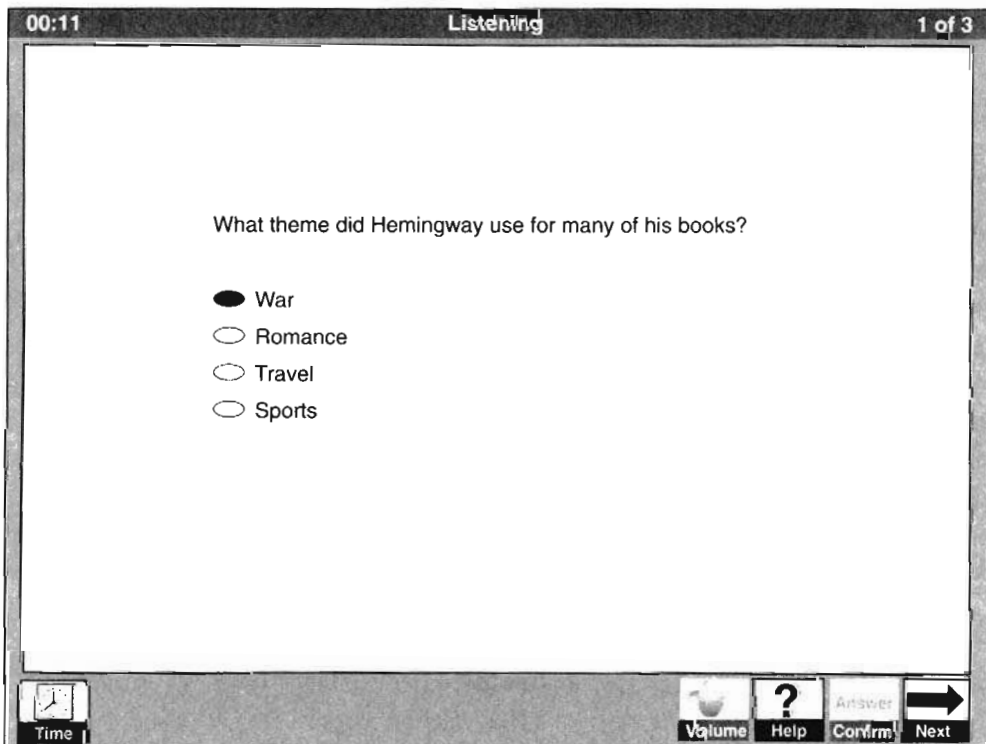
After the talk, you will read:



Then, the first question will be presented:



To choose your answers, you will click on an oval. The oval next to the answer will darken. The correct answer is indicated on the screen below.



After you click on **Next** and **Confirm Answer**, the next question will be presented.

00:11 Listening 2 of 3

Hemingway used personal experience in his novels. Match the books with the events in the author's life that correspond to them.

Click on the title.  
Then click on the box where it belongs.

*The Old Man and the Sea*                      *The Sun Also Rises*  
*For Whom the Bell Tolls*                      *Farewell to Arms*

Ambulance driver in Italy	
Newspaper correspondent in Paris	
Fisherman in Florida along the Gulf	
An eye-witness to the Spanish Civil War	

Time Volume Help Answer Confirm Next

To choose your answers, you will click on a title and then click on the space where it belongs. As you do this, each title will appear in the square you have selected. The correct answer is indicated on the screen below.

00:12 Listening 2 of 3

Hemingway used personal experience in his novels. Match the books with the events in the author's life that correspond to them.

Click on the title.  
Then click on the box where it belongs.

*The Old Man and the Sea*                      *The Sun Also Rises*  
*For Whom the Bell Tolls*                      *Farewell to Arms*

Ambulance driver in Italy	<i>Farewell to Arms</i>
Newspaper correspondent in Paris	<i>The Sun Also Rises</i>
Fisherman in Florida along the Gulf	<i>The Old Man and the Sea</i>
An eye-witness to the Spanish Civil War	<i>For Whom the Bell Tolls</i>

Time Volume Help Answer Confirm Next

After you click on **Next** and **Confirm Answer**, the next question will be presented:

00:10 Listening 3 of 3

Based on information in the lecture, indicate whether the statements below reflect Hemingway's style.  
For each sentence, click in the YES or NO column.

	YES	NO
The story encourages the readers to use their imaginations.	<input type="checkbox"/>	<input type="checkbox"/>
The plot moves slowly to allow readers to absorb the details.	<input type="checkbox"/>	<input type="checkbox"/>
The writer chooses to leave out certain parts of the story.	<input type="checkbox"/>	<input type="checkbox"/>
The language is complex and sometimes difficult to interpret.	<input type="checkbox"/>	<input type="checkbox"/>

Time Volume Help Answer Confirm Next

To choose your answer, you will click on the box. As you do this, an X will appear in the box. The correct answer is indicated on the screen below.

00:09 Listening 3 of 3

Based on information in the lecture, indicate whether the statements below reflect Hemingway's style.  
For each sentence, click in the YES or NO column.

	YES	NO
The story encourages the readers to use their imaginations.	X	<input type="checkbox"/>
The plot moves slowly to allow readers to absorb the details.	<input type="checkbox"/>	X
The writer chooses to leave out certain parts of the story.	X	<input type="checkbox"/>
The language is complex and sometimes difficult to interpret.	<input type="checkbox"/>	X

Time Volume Help Answer Confirm Next

### ***Integrated Listening***

**Directions:** In the integrated listening tasks, you will hear and respond to long conversations, class discussions, and lectures in an academic setting. The language includes natural pauses and is presented at a normal rate for native speakers. You may take notes. After each conversation, discussion, or lecture, you will hear a question that requires you to respond by speaking or writing. Integrated examples are shown in the Directions and Examples for Speaking in Chapter 4 and the Directions and Examples for Writing in Chapter 7.

## Review of Problems and Questions for the Listening Section

This Review can be used to prepare for both the Paper-Based TOEFL and the Computer-Based TOEFL. For the most part, the same types of problems are tested on both the Paper-Based TOEFL and the Computer-Based TOEFL; however, questions on Informal Conversations and Tours are found only on the Paper-Based TOEFL and are not addressed in this book.

Most of the questions on both the Paper-Based TOEFL and the Computer-Based TOEFL are multiple-choice. Some of the questions on the Computer-Based TOEFL are computer-assisted. The computer-assisted questions have special directions on the screen.

Although the computer-assisted questions in this book are numbered, and the answer choices are lettered A, B, C, D, the same questions on the CD-ROM that accompanies the book are not numbered and lettered. You need the numbers and letters in the book to refer to the Answer Key, the Explanatory Answers, and the Transcript for the Listening section. On the CD-ROM, you can refer to other chapters by clicking on the screen. The questions on the CD-ROM that is available to supplement this book are like those on the Computer-Based TOEFL.

### TYPES OF PROBLEMS IN THE LISTENING SECTION

Problems like those in this Review of Listening frequently appear on Parts A, B, and C of the Listening section of the TOEFL.

#### Part A Short Conversations

- 1 Details
- 2 Idiomatic Expressions
- 3 Suggestions
- 4 Assumptions
- 5 Predictions
- 6 Implications
- 7 Problems
- 8 Topics

#### Part B Longer Conversations

- 9 Academic Conversations

#### Part C Talks and Lectures

- 10 Class Discussions
- 11 Academic Talks
- 12 Lectures

## Types of Problems in Short Conversations



### Details

*Details* are specific facts stated in a conversation.

In some short conversations, you will hear all of the information that you need to answer the problem correctly. You will NOT need to draw conclusions.

When you hear a conversation between two speakers, you must remember the details that were stated.

#### EXAMPLE

- Man: Front desk. How may I help you?  
 Woman: I'd like to arrange a wake-up call for tomorrow morning at seven o'clock, please.  
 Narrator: When does the woman want to get up tomorrow?  
 Answer: Seven o'clock in the morning.



### Idiomatic Expressions

*Idiomatic expressions* are words and phrases that are characteristic of a particular language with meanings that are usually different from the meanings of each of the words used alone.

In some short conversations, you will hear idiomatic expressions, such as "to kill time," which means to wait.

When you hear a conversation between two speakers, you must listen for the idiomatic expressions. You will be expected to recognize them and restate the idiom or identify the feelings or attitudes of the speaker.

It will help you if you study a list of common idioms as part of your TOEFL preparation.

#### EXAMPLE

- Man: I'm single. In fact, I've never been married.  
 Woman: No kidding!  
 Narrator: What does the woman mean?  
 Answer: She is surprised by the man's statement.


 A black square with a white diagonal banner containing the word "PROBLEM" and a white circle containing the number "3".

### Suggestions

A *suggestion* is a recommendation.

In some short conversations, you will hear words and phrases that make a suggestion, such as “you should,” “why don’t you,” or “why not.”

When you hear the words and phrases that introduce a suggestion, you must be able to recognize and remember what the speaker suggested, and who made the suggestion.

#### EXAMPLE

- Woman: Oh, no. Dr. Thompson’s class is closed.  
 Man: Already?  
 Woman: I know. This is only the first day of registration.  
 Man: Well, it’s offered every term. Why don’t you just take it next semester?  
 Narrator: What does the man suggest that the woman do?  
 Answer: Wait until next semester to take Dr. Thompson’s class.


 A black square with a white diagonal banner containing the word "PROBLEM" and a white circle containing the number "4".

### Assumptions

An *assumption* is a statement accepted as true without proof or demonstration.

In some short conversations, an assumption is proven false, and the speaker or speakers who had made the assumption express surprise.

When you hear a conversation between two speakers, you must be able to recognize remarks that register surprise, and draw conclusions about the assumptions that the speaker may have made.

#### EXAMPLE

- Woman: Let’s just e-mail our response to Larry instead of calling.  
 Man: *Larry* has an e-mail address?  
 Narrator: What had the man assumed about Larry?  
 Answer: He would not have an e-mail address.


 A black square with a white diagonal banner containing the word "PROBLEM" and a white circle containing the number "5".

### Predictions

A *prediction* is a guess about the future based on evidence from the present.

In some short conversations, you will be asked to make predictions about the future activities of the speakers involved.

When you hear a conversation between two speakers, you must listen for evidence from which you may draw a logical conclusion about their future activities.

### EXAMPLE

- Man: Could you please book me on the next flight out to Los Angeles?  
 Woman: I'm sorry, sir. Continental doesn't fly into Los Angeles. Why don't you try Northern or Worldwide?  
 Narrator: What will the man probably do?  
 Answer: He will probably get a ticket for a flight on Northern or Worldwide Airlines.



## Implications

*Implied* means suggested, but not stated. In many ways, implied conversations are like prediction conversations.

In some short conversations, you will hear words and phrases or intonations that will suggest how the speakers felt, what kind of work or activity they were involved in, or where the conversation may have taken place.

When you hear a conversation between two speakers, you must listen for information that will help you draw a conclusion about the situation.

### EXAMPLE

- Woman: Where's Anita? We were supposed to go to the library to study.  
 Man: Well, here is her coat, and her books are over there on the chair.  
 Narrator: What does the man imply about Anita?  
 Answer: Anita has not left for the library yet.



## Problems

A *problem* is a situation that requires discussion or solution.

In some short conversations, you will hear the speakers discuss a problem.

When you hear a discussion between two speakers, you must be able to identify what the problem is. This may be more difficult because different aspects of the problem will also be included in the conversation.

### EXAMPLE

- Woman: It only takes two hours to get to New York, but you'll have a six-hour layover between flights.  
 Man: Maybe you could try routing me through Philadelphia or Boston instead.



Narrator: What is the man's problem?  
 Answer: His flight connections are not very convenient.



## Topics

A *topic* is a main theme in a conversation or in a piece of writing.

In some short conversations, the speakers will discuss a particular topic.

When you hear a conversation, you must be able to identify the main topic from among several secondary themes that support the topic.

### EXAMPLE

Man: Tell me about your trip to New York.  
 Woman: It was great! We saw the Statue of Liberty and the Empire State Building and all of the tourist attractions the first day, then we saw the museums the second day and spent the rest of the time shopping and seeing shows.  
 Narrator: What are the man and woman talking about?  
 Answer: The woman's trip.

## Types of Problems in Longer Conversations



## Academic Conversations

*Academic conversations* are conversations between students and professors or other academic personnel on a college or university campus.

In some longer conversations, you will hear an academic conversation between two speakers.

When you hear a conversation, you must be able to summarize the main ideas. You may also be asked to recall important details.

### EXAMPLE

Joe: Hi, Dr. Watkins. Are you busy?  
 Dr. Watkins: Oh, hello, Joe. Come in.  
 Joe: Thanks. You've probably graded our midterms.  
 Dr. Watkins: Just finished them. Frankly, I was surprised that you didn't do better on it.  
 Joe: I know. I had two midterms on the same day, and I didn't organize my time very well. I spent too much time studying for the first one, and then I ran out of time to study for yours.  
 Dr. Watkins: I see.  
 Joe: So I was wondering whether I could do a project for extra credit to bring my grade back up. I'm sure I have a B or even a C after that midterm, but before that I had a solid A.

- Dr. Watkins: Did you have anything in mind for your project?  
 Joe: Well, I was thinking that I could develop a reading list, using the main topics from the midterm. And then, if the list looks okay to you, I could write a summary of each of the readings. But, if you don't like that idea, I'd be happy to do any project you would approve.
- Dr. Watkins: Actually, that sounds like a good plan. In fact, I have a reading list that might work for you.  
 Joe: Better yet.
- Dr. Watkins: Good. If you do summaries for all of these articles, the extra points should put you back on track for an A.
- Joe: Thanks. Thanks a lot.
- Question: What is Joe's problem?  
 Answer: His grade in the course is low because of his midterm.
- Question: Why didn't Joe do better on the midterm?  
 Answer: He spent too much time studying for a midterm for another class.
- Question: What does Joe want to do?  
 Answer: He wants to complete some additional assignments to earn extra points.
- Question: How does Professor Watkins respond to Joe's proposal?  
 Answer: She is helpful.

## Types of Problems in Talks and Lectures



### Class Discussions

*Class discussions* are conversations that occur in classrooms.

In some talks, you will hear a class discussion between two, three, or more speakers.

When you hear a discussion, you must be able to summarize the important ideas. You will usually NOT be required to remember small details.

It will help you to audit some college classes.

#### EXAMPLE

- Miss Richards: Good morning. My name is Miss Richards, and I'll be your instructor for Career Education 100. Before we get started, I'd appreciate it if you would introduce yourselves and tell us a little bit about why you decided to take this class. Let's start here....
- Bill: I'm Bill Jensen, and I'm a sophomore this term, but I still haven't decided what to major in. I hope that this class will help me.
- Miss Richards: Good, I hope so, too. Next.
- Patty: I'm Patty Davis, and I'm majoring in foreign languages, but I'm not sure what kind of job I can get after I graduate.
- Miss Richards: Are you a sophomore, too, Patty?
- Patty: No. I'm a senior. I wish I'd taken this class sooner, but I didn't know about it until this term.

- Miss Richards: Didn't your advisor tell you about it?  
 Patty: No. A friend of mine took it last year, and it helped her a lot.
- Miss Richards: How did you find out about the course, Bill?  
 Bill: The same way Patty did. A friend of mine told me about it.
- Question: In what class does this discussion take place?  
 Answer: Career Education.
- Question: What are the two students talking about?  
 Answer: They are introducing themselves.
- Question: Why is the woman taking the course?  
 Answer: To help her find a job after graduation.
- Question: How did the students find out about the course?  
 Answer: From friends who had taken it.



## Academic Talks

*Academic talks* are short talks that provide orientation to academic courses and procedures. In some talks, you will hear academic talks on a variety of college and university topics.

When you hear a talk, you must be able to summarize the main ideas. You must also be able to answer questions about important details. You will usually not be asked to remember minor details.

### EXAMPLE

Since we'll be having our midterm exam next week, I thought I'd spend a few minutes talking with you about it. I realize that none of you has ever taken a class with me before, so you really don't know what to expect on one of my exams.

First, let me remind you that I have included a very short description of the midterm on the syllabus that you received at the beginning of the semester. So you should read that. I also recommend that you organize and review your notes from all of our class sessions. I'm not saying that the book is unimportant, but the notes should help you to identify those topics that we covered in greatest detail. Then, you can go back to your book and reread the sections that deal with those topics. I also suggest that you take another look at the articles on reserve in the library. They have information in them that is not in the book, and although we didn't talk much about them in class, I do feel that they are important, so you can expect to see a few questions from the articles on the exam. Oh, yes, I almost forgot. Besides the twenty-five objective questions, there will be five essay questions, and you must choose three.

### EXAMPLE

- Question: What does the speaker mainly discuss?  
 Answer: The midterm exam.

Question: When will the students take the exam?

Answer: Next week.

Question: According to the professor, what should the students do to prepare?

Answer: Study their notes, the articles on reserve, and appropriate sections of the book.

Question: What is the format of the exam?

Answer: Twenty-five objective questions and five essay questions.



## Lectures

*Lectures* are short talks that provide information about academic subjects. They are like short lectures that might be heard in a college classroom.

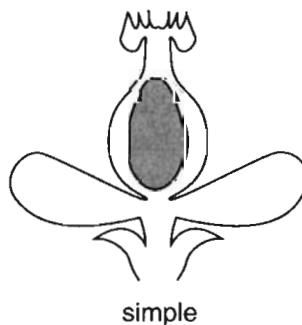
In some talks, you will hear academic information in a short lecture.

When you hear a lecture, you must be able to summarize the important ideas. You must also be able to answer questions that begin with the following words: *who, what, when, where, why?*

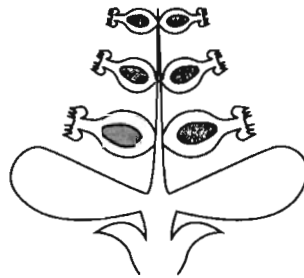
It will help you to listen to documentary programs on radio and television. Programs on educational broadcasting networks are especially helpful. Listen carefully. Ask yourself questions to test your ability to remember the information.

### EXAMPLE

The vast array of fruits presents a challenge for scientists who try to classify them, but they are usually classified into several types according to the origin of their development. Simple fruits are derived from flowers with just one pistil. Here is a diagram of a simple fruit. Some of the most obvious examples include cherries, peaches, and plums, but coconuts are also simple fruits.

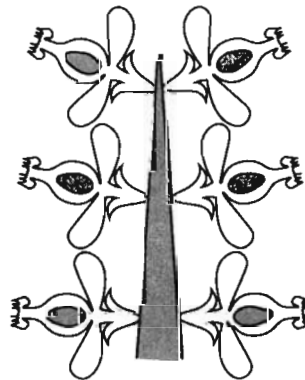


As you can see, the second classification of fruits, aggregate fruits, differs from simple fruits in that each flower has several pistils. Examples of aggregate fruits are blackberries, raspberries, and strawberries. Now, let's look at a diagram of an aggregate fruit.



aggregate

The third type, a multiple fruit, develops from a group of flowers that grow in clusters. When the walls of the pistils thicken, then they bond and become incorporated into a single fruit. The classic example of this type is the pineapple, but figs are also classified as multiple fruits. Here is a diagram of a multiple fruit for comparison with the other two types.



multiple

Selective breeding creates new varieties of fruit, usually larger, juicier, and more appealing than the smaller natural fruits. However, even laboratory fruits seem to adhere to this general typology.

Okay, I'm going to put some specimens into the lab for you to examine. There will be three trays—the first with samples of simple fruits, the second with samples of aggregate fruits, and the third with samples of multiple fruits. Please examine both the flowers and the fruits themselves, and this is important—please look at the three trays in this order—simple fruits, aggregate fruits, and multiple fruits.

## TYPES OF QUESTIONS

### Multiple-Choice Questions

#### Paper-Based TOEFL

1. What is the lecture mainly about?
  - (A) Laboratory assignments with fruit
  - (B) Selective breeding of fruit
  - (C) Basic classifications of fruit
  - (D) A definition of fruit
  
2. Which of the fruits is an example of a multiple fruit?
  - (A) Pineapples
  - (B) Cherries
  - (C) Strawberries
  - (D) Blackberries
  
3. What distinguishes laboratory fruits from natural fruits?
  - (A) They do not taste as sweet as natural fruits.
  - (B) Laboratory fruits tend to be larger.
  - (C) They are not classified the same way as natural fruits.
  - (D) Laboratory fruits are bred with more pistils.
  
4. Which of the following fruits will NOT be placed into the first tray in the lab?
  - (A) Coconuts
  - (B) Plums
  - (C) Peaches
  - (D) Raspberries

#### Computer-Based TOEFL

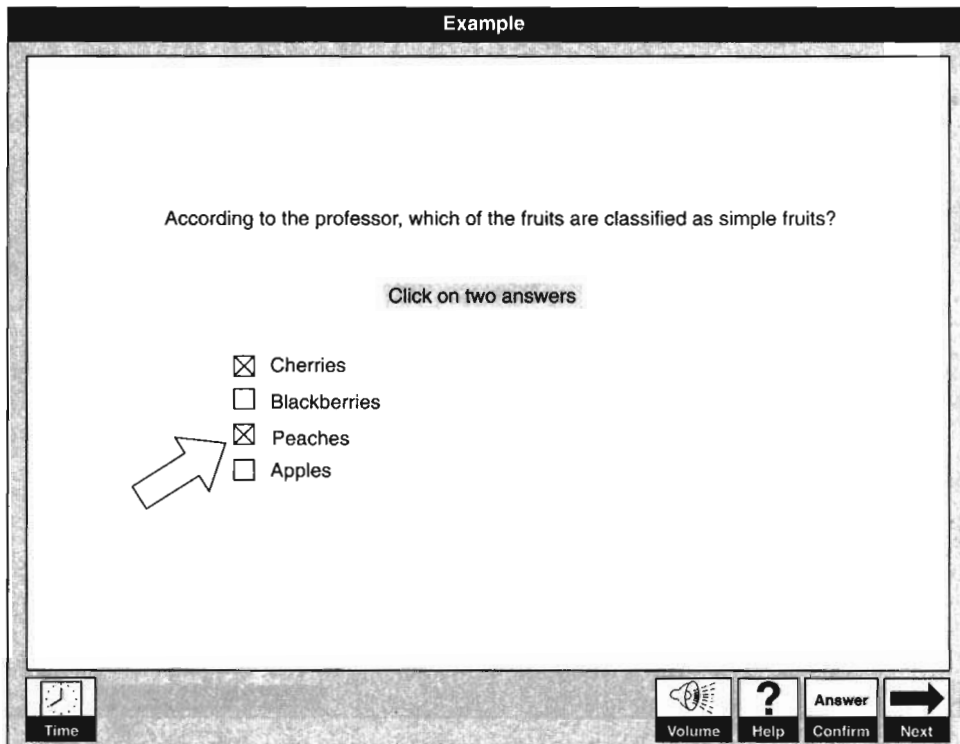
- What is the lecture mainly about?
  - Laboratory assignments with fruit
  - Selective breeding of fruit
  - Basic classifications of fruit
  - A definition of fruit
  
- Which of the fruits is an example of a multiple fruit?
  - Pineapples
  - Cherries
  - Strawberries
  - Blackberries
  
- What distinguishes laboratory fruits from natural fruits?
  - They do not taste as sweet as natural fruits.
  - Laboratory fruits tend to be larger.
  - They are not classified the same way as natural fruits.
  - Laboratory fruits are bred with more pistils.
  
- Which of the following fruits will NOT be placed into the first tray in the lab?
  - Coconuts
  - Plums
  - Peaches
  - Raspberries

#### Answer Sheet

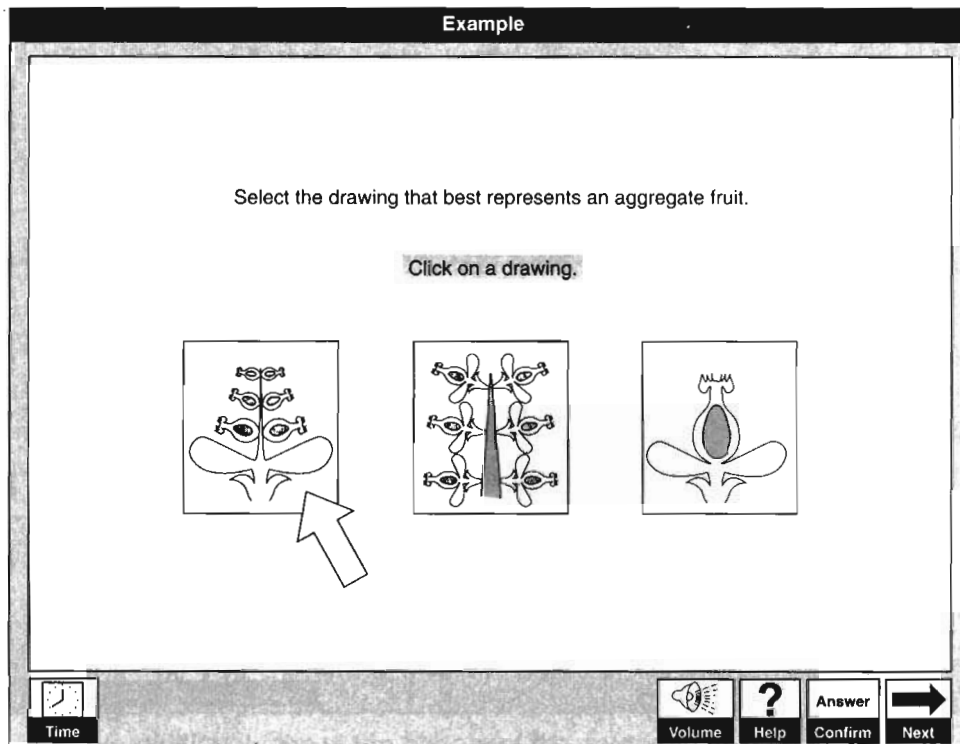
1.  (A)  (B)  (C)  (D)
2.  (A)  (B)  (C)  (D)
3.  (A)  (B)  (C)  (D)
4.  (A)  (B)  (C)  (D)

## Computer-Assisted Questions

**Two-Answer Questions.** On some of the computer-assisted questions, you will be asked to select two answers. Both answers must be correct to receive credit for the question.



**Visual Questions.** On some of the computer-assisted questions, you will be asked to select a visual. The visual may be a picture, a drawing, or a diagram.



**Sequencing Questions.** On some of the computer-assisted questions, you will be asked to sequence events in order. The events could be historical events or the steps in a scientific process. All answers must be sequenced correctly to receive credit for the question.

**Example**

The professor briefly describes the way that students should examine the trays of fruit.  
Summarize the directions by putting the trays into order.

Click on an answer. Then click on the space where it belongs.  
Use each answer only once.

Multiple Fruits                      Aggregate Fruits

Simple fruits

1

2

3

**Classification Questions.** On some of the computer-assisted questions, you will be asked to classify information by organizing it in categories.

**Example**

How should the following fruits be classified?  
Click on a sentence. Then click on the space where it belongs.  
Use each sentence only once.

Fruits with clusters of flowers.

Fruits with flowers with one pistil.

Fruits with flowers with several pistils.

Simple Fruits	Aggregate Fruits	Multiple Fruits
<input type="text"/>	<input type="text"/>	Fruits with clusters of flowers.



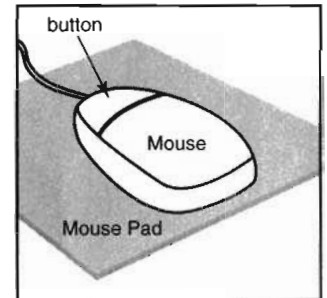
# Computer Tutorial for the Listening Section

In order to succeed on the Computer-Based TOEFL, you must understand the computer vocabulary used for the test, and you must be familiar with the icons on the computer screens that you will see on the test. First, review the vocabulary. Then study the computer screens in this Tutorial.

## Testing Tools: Vocabulary, Icons, and Keys

### General Vocabulary for the Computer-Based TOEFL

- Mouse** A small control with one or two buttons on it.
- Mouse Pad** A rectangular pad where you move the *mouse*.
- Arrow** A marker that shows you where you are moving on the computer screen. Move the *mouse* on the *mouse pad* to move the **Arrow** on the screen.
- Click** To depress the button on the *mouse* is to **Click** the *mouse*. **Click** the *mouse* to make changes on the computer screen.
- Icon** A small picture or a word or a phrase in a box.  
Move the *arrow* to the **Icon** and *click* on the **Icon** to tell the computer what to do.



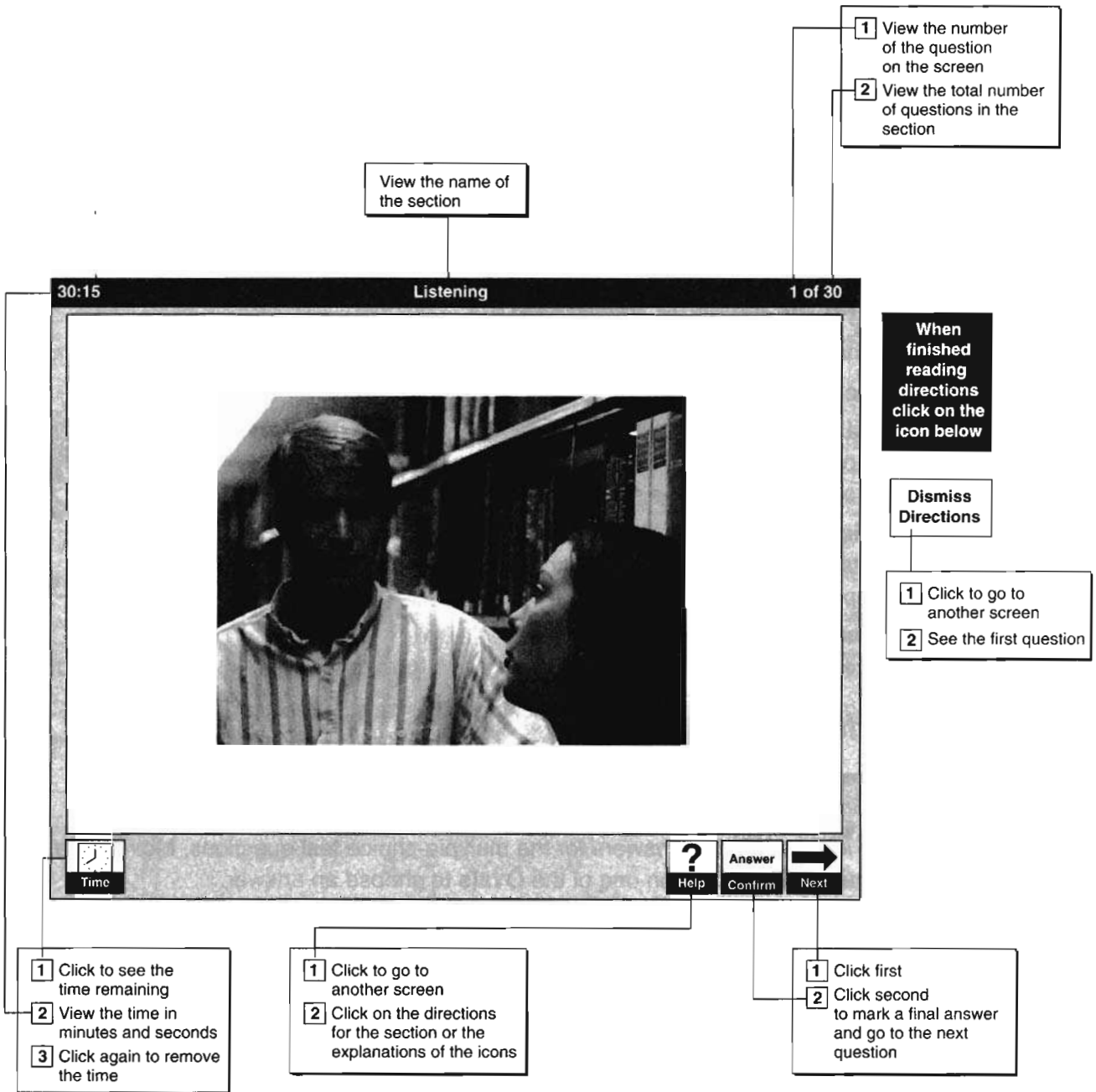
### Icons for the Computer-Based TOEFL

- Dismiss Directions** An example of an *icon*. *Click* on **Dismiss Directions** to tell the computer to remove the directions from the screen.
- Oval** The *icon* beside the answers for the multiple-choice test questions. Move the *arrow* to the **Oval** and *click* on one of the **Ovals** to choose an answer.
- Next** An example of an *icon*. To see the next question on the screen, *click* on **Next** first and then *click* on **Confirm Answer**.
- Confirm Answer** An example of an *icon*. *Click* on **Confirm Answer** after you *click* on **Next** to see the next question on the screen. Remember, *click* on **Next**, **Confirm Answer** in that order.
- Help** An example of an *icon*. *Click* on the question mark to see a list of the *icons* and directions for the section.
- Time** An *icon* of a clock in the bottom left corner of the screen. *Click* on the clock face to hide or show the time you have left to finish the section of the test you are working on. Five minutes before the end of each section of the test, the clock will appear automatically. Remember, the time appears in numbers at the top of the screen, *not* on the clock face. You cannot use the clock during the recording.

### Specific Vocabulary for Section 1

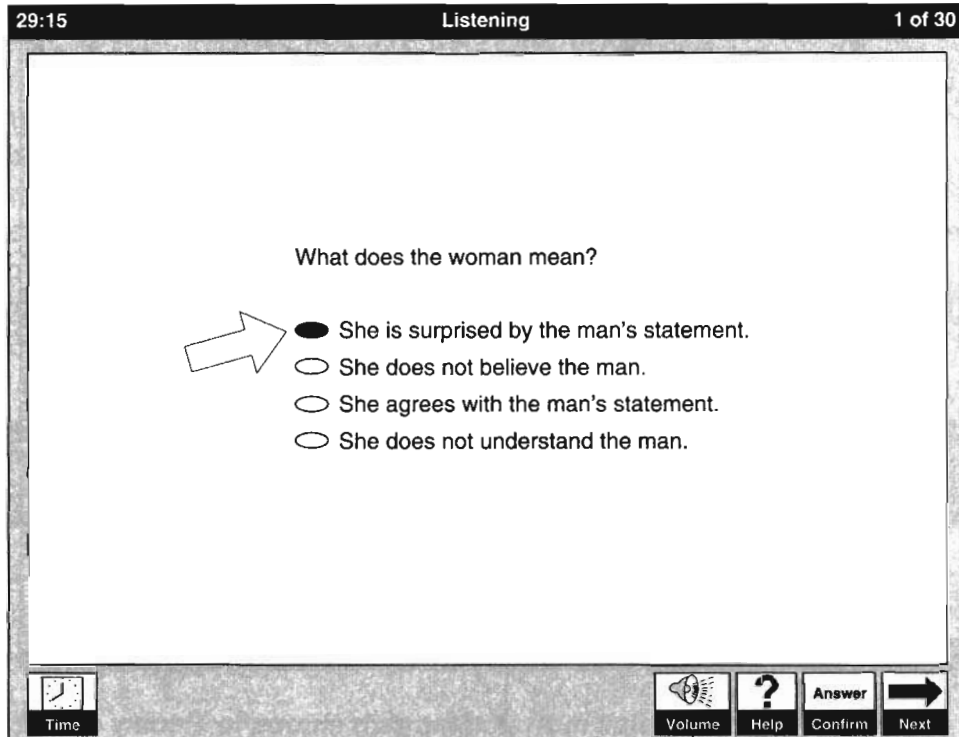
- Volume** One additional *icon* at the bottom of the screen in the Listening section. *Click* on **Volume** to go to a screen with an *up arrow* and a *down arrow*. *Click* on the *up arrow* to make the recording louder. *Click* on the *down arrow* to make the recording softer. Remember, you can change the volume while the speaker is giving directions, but *not* after the directions have concluded.

**COMPUTER SCREENS FOR THE COMPUTER-BASED TOEFL**



**TIP:** When the icons are black, you can click on them. When they are gray, they are not functioning. For example, **Confirm Answer** is gray until you click on **Next**. Then **Confirm Answer** is black. Remember the order to click on these two icons.

## Computer Screens for Section 1





### TO ANSWER A MULTIPLE-CHOICE QUESTION

- 1 Move the arrow to the oval beside the answer
- 2 Click on the oval
- 3 The oval will change from white to black

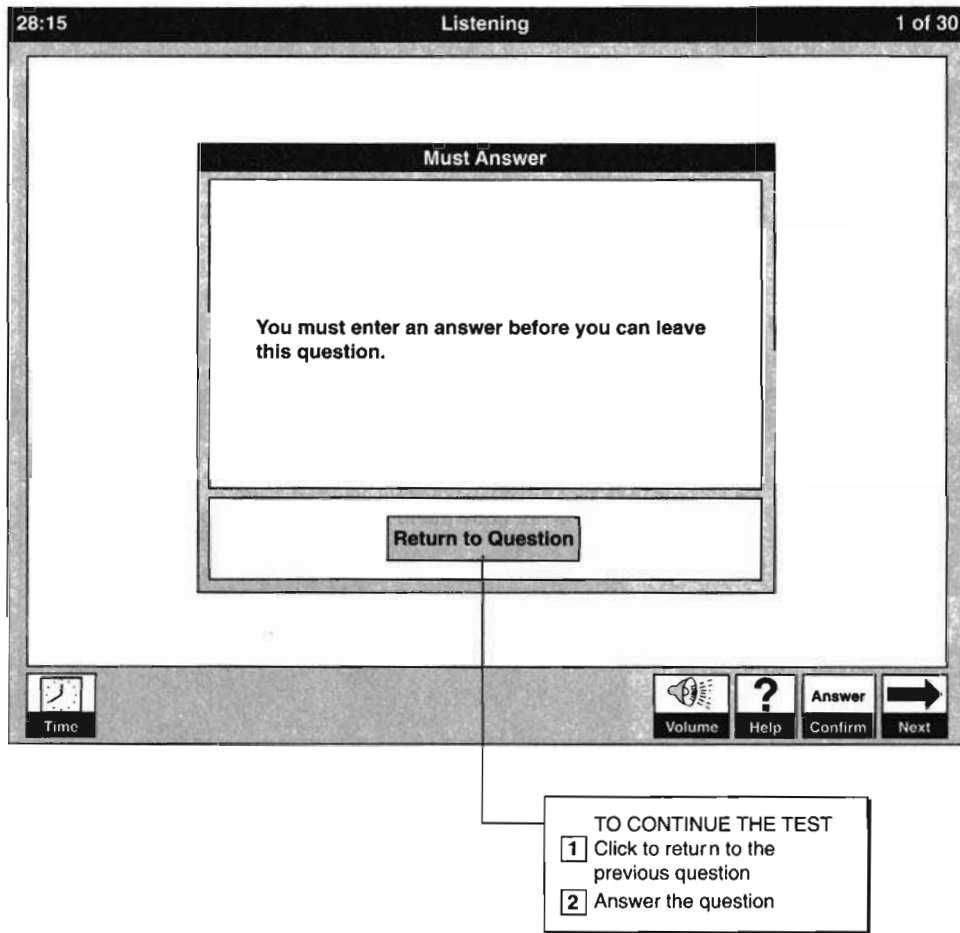
### TO CHANGE THE ANSWER

- 1 Click on the oval beside the new answer
- 2 The oval will change from white to black
- 3 The oval beside your first answer will change to white again

### TO CHANGE THE VOLUME

- 1 Click to go to another screen with two arrows
- 2 Click louder 
- 3 Click softer 

**TIP:** Most of the questions on the Computer-Based TOEFL are multiple-choice. When you learn to move the arrow to the oval and click on the oval, you will be able to answer most of the questions.



**TIP:** When you do not answer a question, or when you do not confirm your answer, this screen appears. You can spend a lot of time returning to questions that you have not answered. Don't skip questions in the Listening and Structure sections.

## Simulations for Section 1

In order to prepare for the experience that you will have on the Computer-Based TOEFL, use the CD-ROM that supplements this book. Locate the Listening section on the Model Tests. The computer will simulate features of the Listening section on the Computer-Based TOEFL. These Model Tests are computer-assisted.

As part of your study plan, be sure to review all of the questions in all of the Model Tests. Use the Explanatory Answers on the CD-ROM or in Chapter 10. Finally, take the Cumulative Model Test on the CD-ROM. This test is computer-adaptive, which means that the computer will select questions for you at your level of language proficiency.

If you do not have a computer, you can simulate some of the features of the Computer-Based TOEFL. In Section 1 of Model Tests 1–8 in Chapter 8, the questions are written out for you to read while you listen to them. This is different from the Paper-Based TOEFL. Instead of the CD-ROM, you may be using either an audio compact disk or a cassette. Pause the tape or compact disk occasionally to give yourself more control of the time for each question. But be careful not to pause too often or you will not be able to complete all of the questions within the total time allowed for the section.

## Preview of Listening on the Next Generation TOEFL

The Next Generation TOEFL will include comprehension passages with natural speech at a rate that is normal for native speakers and a style that is appropriate for campus conversations and academic classroom interactions.

Chapter 12 of this book is a Glossary of Campus Vocabulary to help you understand the campus context. The next edition of this book will include a new, revised Listening Chapter to provide you with strategies to comprehend natural speech in academic situations.

Watch for *Barron's How to Prepare for the TOEFL, 12th Edition* to be published when the Next Generation TOEFL is introduced.

## Advice for the Listening Section

***Be sure to adjust the volume before you begin.*** Before you begin the Listening section, you will have an opportunity to adjust the volume on your headset. Be sure to do it before you dismiss the directions and begin the test. After the test has begun, you may not adjust the volume.

***Do not let the visuals of people distract you from listening to the short conversations.*** We all respond in different ways to pictures. If you become too involved in looking at the pictures, you may pay less attention to the recording. For the most part, the pictures of people are for orientation to the short conversation. After you look briefly at the picture, give your full concentration to the conversation. If you take the Model Tests on the CD-ROM that may supplement this book, first practice by watching the screen during the short conversation and then by closing your eyes or looking away during the conversation. Find the best way for you to listen to this part of the test.

***Focus on the visuals of objects, art, specimens, maps, charts, and drawings in the talks.*** In general, the pictures of people are for orientation to the talks, whereas the visuals of objects, art, specimens, maps, charts, and drawings support the meaning of the talks. Do not focus on the pictures of people. Do focus on the other visuals that appear during the talks. They could reappear in a question. When you take the Model Tests, practice selective attention. Disregard the pictures of the lecturer and the students, and be alert to the other visuals.

***Be sure to read the question while you are hearing it.*** The questions will be shown on the screen while you are hearing them. If you find that it is to your advantage to close your eyes or look away during the short conversations, be sure to give your full attention to the screen again while the question is being asked. During the questions for longer conversations and talks, watch the screen carefully. By using the Model Tests, you will be able to develop a rhythm for interacting with the screen that is to your advantage.

## Advice for Success

This advice from Dr. Charles Swindell is framed on the wall of my office near my computer so that I can see it every day. I am happy to share it with you:

"The longer I live, the more I realize the impact of attitude on life. Attitude to me is more important than facts. It is more important than the past, than education, than money, than circumstances, than

failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness, or skill. The remarkable thing is, we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past . . . we cannot change the fact that people may act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude. I am convinced that life is 10 percent what happens to me and 90 percent how I react to it. And so it is with you. We are in charge of our attitudes.”

Henry Ford said it another way:

“If you think you can or you think you can’t, you are probably right.”



# 4

## **PREVIEW OF SPEAKING**

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## Overview of the Speaking Section

### QUICK COMPARISON—SPEAKING PAPER-BASED TOEFL, COMPUTER-BASED TOEFL, AND NEXT GENERATION TOEFL

#### *Paper-Based TOEFL*

There is NO speaking section.

#### *Computer-Based TOEFL*

There is NO speaking section.

#### *Next Generation TOEFL*

Three types of questions are presented in six sets. The first two sets have a general question; other sets have questions about campus and academic topics.

After you see and hear the general questions, you will have 15 seconds to prepare your answers and 45 seconds to record them.

After you hear the campus and academic questions, you will have 20–30 seconds to prepare each answer and 60 seconds to record it.

## Directions and Examples for Speaking Questions

The Speaking Section of the TOEFL tests your ability to speak in English about a variety of general and academic topics. The Speaking Section is not included in either the Paper-Based TOEFL or the Computer-Based TOEFL. It is included in the Next Generation TOEFL.

### **Paper-Based TOEFL (PBT)**

There is no Speaking Section on the current format of the Paper-Based TOEFL; however, there are plans for a telephone administration of speaking for future tests.

### **Computer-Based TOEFL (CBT)**

There is no Speaking Section on the current format of the Computer-Based TOEFL.

### **Next Generation TOEFL**

There are usually six questions in two parts on the Speaking Section of the Next Generation TOEFL. The questions are presented only one time. You may take notes. The topics are both general and academic. There are two types of tasks included in the Speaking Section: two independent speaking tasks and four integrated speaking tasks.



### ***Independent Speaking***

**Directions:** In the independent speaking tasks, you will hear questions about familiar topics. You can use your personal experience and general knowledge to answer. After each question, you have 15 seconds to prepare your answer, and 45 seconds to record it.

This is an example of an independent speaking question:

The screenshot shows a software interface for a speaking task. At the top, it says "Speaking" and "2 of 6". The main area contains the following text:

**Question**

Some students join clubs and participate in campus activities. Other students spend all of their time studying. Which lifestyle do you think is better and why?

Below the question is a "Preparation Time" box showing "0:15".

At the bottom of the interface, there are three buttons: "Time" (with a clock icon), "Help" (with a question mark icon), "Prev" (with a left arrow icon), and "Next" (with a right arrow icon).

***This is an example of an answer that receives an excellent rating:***



“When I go to college, I plan to join at least one club and participate in some of the activities. Being part of a club is a good way to make friends because . . . you have something in common, and . . . and if I can make friends with Americans, I’ll probably improve my English. And activities are also a good way to relax. Studying all the time is uh stressful, and breaks are good for your health. Um . . . another reason to participate in activities is to demonstrate that you lead a balanced life. Some of the scholarship committees are looking for additional qualities, like leadership or community service as well as high grades, and when you have extra . . . extra-curricular activities on your application, it can help you get a scholarship or admission to graduate school. So I think students who study all the time . . . they miss out on a lot of opportunities for friendship and maybe even for a scholarship.”

#### **Checklist for Independent Speaking**

- The talk answers the topic question.
- The point of view or position is clear.
- The talk is direct and well-organized.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The speaker expresses complete thoughts.
- The meaning is easy for the listener to comprehend.
- A wide range of vocabulary is used.
- There are only minor errors in grammar and idioms.
- The talk is within a range of 125–150 words.

### ***Integrated Speaking***

**Directions:** In the integrated speaking tasks, you will hear a lecture or read a passage about an academic topic, or you may listen to a lecture and read a related passage about an academic topic. You can take notes to prepare your answer. After each lecture or reading passage, you will hear a question that requires you to respond by speaking. You will have 20–30 seconds to prepare your answer, and 60 seconds to record it.

***This is an example of a lecture:***

**(professor)** Okay. Let's continue our discussion about the way that psychologists gather information. First, let me remind you that many of us reject the idea that the social sciences can be studied with the same methods that scientists use in the natural or physical sciences. We believe that human behavior is contextualized, that is, that the behavior is intensely personal and subjective, and must always be studied within the natural context of the behavior, not in an artificial, experimental setting. So, that said, let me talk about a couple of methods that we use.

One of the most useful methods is the interview. Unlike surveys that contain set answers from which the subject must select, the interview allows us to ask open-ended questions. This gives subjects the option of explaining why they hold a certain opinion and that can be very useful in understanding what motivates people and what would be likely to change their behaviors. Of course the problem is that it is extremely time consuming as compared with something more quantitative, like say, the survey.

So, one way to interview a larger number of people more efficiently is to bring them together in a focus group. Focus groups are situations in which groups of people are brought together with a researcher to focus on a topic not only to articulate their opinions but also to explain them to each other. The researcher learns by listening to the group and draws conclusions from their interactions. The advantages are obvious—focus groups provide data from a group much more quickly and cost effectively than would be possible if each individual were interviewed separately, and they provide a way for researchers to follow up and clarify responses that may be stated in an ambiguous way.


***This is an example of an integrated speaking question:***


Speaking
3 of 6


**Question**


Using the ideas and examples from the lecture, describe the methods that the professor presents, and explain why the methods used in natural sciences are not appropriate for psychology.

Preparation Time
0:30

  
Time

  
Help

  
Prev

  
Next

*Here is an example of an answer that receives an excellent rating:*



“The methods used to study natural sciences can’t be used to study social sciences because human behavior is best observed in a real context. In spite of . . . in spite of the fact that it is efficient and relatively . . . quick, a survey may be the least useful method since it uh . . . it includes a limited range of answers. On the other hand, interviews have open-ended questions, which uh which allow the subjects to explain the reasons why they answered in a certain way. But it takes a lot of time to interview an adequate sample. Focus groups allow researchers to . . . to gather data from a larger number of people and uh more quickly than individual interviews. In a focus group, the researcher listens to a group and makes conclusions about their opinions uh . . . following up and clarifying comments. The way subjects interact is also interesting to the researcher. So a focus group is probably the best option for gathering data.”

#### **Checklist for Integrated Speaking**

- The talk answers the topic question.
- There are only minor inaccuracies in the content.
- The talk is direct and well-organized.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The speaker expresses complete thoughts.
- The meaning is easy for the listener to comprehend.
- A wide range of vocabulary is used.
- The speaker paraphrases, using his or her own words.
- The speaker credits the lecturer with wording when necessary.
- There are only minor errors in grammar and idioms.
- The talk is within a range of 125–150 words

## Preview of Problems and Questions for the Speaking Section

### Introduced as the TOEFL Academic Speaking Test (TAST)

This preview can be used to prepare for the Next Generation TOEFL Speaking Section or the TOEFL Academic Speaking Test (TAST). The TAST was introduced in 2003 as a first version of the TOEFL Speaking Section. Although minor modifications will be made in the second version of the TAST when it is included in the Next Generation TOEFL, this preview will be a good way to begin your preparation.

The Next Generation TOEFL Speaking Section, like the TAST, will measure your ability to speak in English about a variety of general and academic topics. There are six questions. The total time is 20 minutes. Although the administration is currently by telephone, the plan is to design a Speaking Section on the Internet.

There is no Speaking Section on the current format of the Paper-Based TOEFL or the Computer-Based TOEFL. However, there are plans for a telephone administration of speaking for future Paper-Based administrations.

## TYPES OF QUESTIONS IN THE SPEAKING SECTION

Questions like those in this Preview of Speaking appear on the TOEFL Academic Speaking Test, soon to be reintroduced as the Next Generation TOEFL Speaking Section.

- 1 Experiences
- 2 Preferences
- 3 Reports
- 4 Examples
- 5 Problems
- 6 Summaries

### Question 1—Experiences

In this question, you will be asked to speak about a personal experience. This may be a place, a person, a possession, a situation, or an occasion. After you hear the question, you will make a choice from your experience and then explain why you made that choice. You will have 15 seconds to prepare and 45 seconds to speak.

#### EXAMPLE QUESTION

*Where would you like to study in the United States?*

#### Task

- Describe your experience
- Explain the reasons for your choice

**Directions**

Read Question 1, the Example Notes, and the Example Answer. Use the Checklist to learn how to rate a speaking response for this type of question.

**EXAMPLE NOTES**

Washington, D.C.

- Family in area—advice, help
- International city—food, stores
- Tours—sites, trains to other cities
- Universities—excellent, accepted at one

**SCRIPT FOR EXAMPLE ANSWER**

I'd like to study at a university in Washington, D.C. because I have family in the area, and . . . and it would be nice to have them close by so I could visit them on holidays and in case I need advice or help. I've been to Washington several times, and I like it there. It's an international city, and there are restaurants and stores where I can buy food and other things from my country while uh I'm living abroad. And Washington is an exciting place. I've gone on several tours, but I still have many places on my list of sites to see. Also, um . . . there are trains to New York and Florida so I could take advantage of my free time to see other cities in the United States. Um . . . as for the universities, there are several excellent schools in Washington, and . . . and I'd probably be accepted at one of them.

**Checklist**

- ✓ The talk answers the topic question.
- ✓ The point of view or position is clear.
- ✓ The talk is direct and well-organized.
- ✓ The sentences are logically connected to each other.
- ✓ Details and examples support the main idea.
- ✓ The speaker expresses complete thoughts.
- ✓ The meaning is easy for the listener to comprehend.
- ✓ A wide range of vocabulary is used.
- ✓ There are only minor errors in grammar.
- ✓ The talk is within a range of 125–150 words.

**Question 2—Preferences**

In this question, you will be asked to speak about a personal preference. This may be a situation, an activity, or an event. After you hear the question, you will make a choice between two options presented and then explain why you made that choice. You will have 15 seconds to prepare and 45 seconds to speak.

**EXAMPLE QUESTION**

***Some students live in dormitories on campus. Other students live in apartments off campus. Which living situation do you think is better and why?***

**Task**

- Choose between two options
- Explain the reasons for your preference

**Directions**

Read Question 2 and the Example Answer. Use the Checklist to learn how to rate a speaking response for this type of question.

**EXAMPLE NOTES**

Dormitories

- More interaction—practice English, study
- Less responsibility—meals, laundry, cleaning
- Better location—library, recreation, classroom buildings

**SCRIPT FOR EXAMPLE ANSWER**

A lot of my friends live off campus, but I think that living in a dormitory is a better situation uh especially for the first year at a new college. Dormitories are structured to provide opportunities for interaction and for making friends. As a foreign student, it would be an advantage to be in a dormitory to practice English with other residents and even to find study groups in the dormitory. And dorm students have . . . uh have less responsibility for meals, laundry, and . . . and cleaning since there are meal plans and services available as part of the fees. Besides, there's only one check to write, so the bookkeeping's minimal. And the dormitory offers an ideal location near the library and um all the recreational facilities and . . . and classroom buildings.

**Checklist**

- ✓ The talk answers the topic question.
- ✓ The point of view or position is clear.
- ✓ The talk is direct and well-organized.
- ✓ The sentences are logically connected to each other.
- ✓ Details and examples support the main idea.
- ✓ The speaker expresses complete thoughts.
- ✓ The meaning is easy for the listener to comprehend.
- ✓ A wide range of vocabulary is used.
- ✓ There are only minor errors in grammar.
- ✓ The talk is within a range of 125–150 words.

**Question 3—Reports**

In this question, you will be asked to listen to a speaker and read a short passage on the same topic. The topic usually involves a campus situation, and the speaker's opinion about it. After you hear the question, you will be asked to report the speaker's opinion and relate it to the reading passage. You will have 30 seconds to prepare and 60 seconds to speak.

**EXAMPLE QUESTION**

*The man expresses his opinion of the proposal in the announcement. Report his opinion and explain the reasons he gives for having that opinion.*

**Task**

- Summarize a situation and an opinion about it
- Explain the reason or the background
- Connect listening and reading passages

**Directions**

Read the Announcement in 45 seconds. Then read the Conversation followed by the Example Answer. Use the Checklist to learn how to rate a speaking response for this type of question.

**Reading**Announcement concerning a proposal for a branch campus

The university is soliciting state and local funding to build a branch campus on the west side of the city where the I-19 expressway crosses the 201 loop. This location should provide convenient educational opportunities for students who live closer to the new campus as well as for those students who may choose to live on the west side once the campus is established. The city plan for the next ten years indicates that there will be major growth near the proposed site, including housing and shopping areas. By building a branch campus, some of the crowding on the main campus may be resolved.

**Talk**

I understand that a branch campus on the city's west side would be convenient for students who live near the proposed site and might attract more local students, but I oppose the plan because it will redirect funds from the main campus where several classroom buildings need repair. Hanover Hall for one. And uh a lot of the equipment in the chemistry and physics labs should be replaced. In my lab classes, we don't do some of the experiments because uh because we don't have enough equipment. And we need more teachers on the main campus. I'd like to see the branch campus funding allocated for teachers' salaries in order to decrease the student-teacher ratios. Most of the freshman classes are huge, and there's very little interaction with professors. Um . . . a branch campus would be a good addition but not until some of the problems on the main campus have been taken care of.

EXAMPLE NOTES

Plans to open a branch campus

- Convenient for students near
- Might attract more students

But will redirect funds from main campus

- Buildings need repair
- Equipment should be replaced
- More teachers—smaller classes

SCRIPT FOR EXAMPLE ANSWER

The man concedes that the branch campus might be advantageous for students living close to the new location, but he's concerned that the funding for a branch campus will affect funding on main campus for . . . for important capital improvements such as classroom buildings that are in need of repair. Um . . . and equipment in the science labs is getting old, so it needs to be replaced. And he also points out that more teachers are needed for the main campus in order to reduce student-teacher ratios, which . . . which would improve the quality of the teaching and interaction in classes. So the man feels that more attention should be given to the main campus and funding should be allocated to improve the main campus before a branch campus is considered.



**Checklist**

- ✓ The talk summarizes the situation and the opinion.
- ✓ The point of view or position is clear.
- ✓ The talk is direct and well-organized.
- ✓ The sentences are logically connected to each other.
- ✓ Details and examples support the opinion.
- ✓ The speaker expresses complete thoughts.
- ✓ The meaning is easy for the listener to comprehend.
- ✓ A wide range of vocabulary is used.
- ✓ There are only minor errors in grammar.
- ✓ The talk is within a range of 125–150 words.

**Question 4—Examples**

In this question, you will be asked to listen to a speaker and read a short passage on the same topic. The topic usually involves a general concept, and a specific example of it. Sometimes the speaker provides a contradictory point of view. After you hear the question, you will be asked to explain the example and relate it to the concept. You will have 30 seconds to prepare and 60 seconds to speak.

**EXAMPLE QUESTION**

***Explain the Wug experiment and why the results supported the basic theory of child language acquisition.***

**Task**

- Explain how an example supports a concept
- Connect listening and reading passages

**Directions**

Read the Textbook Passage in 45 seconds. Then read the Lecture followed by the Example Answer. Use the Checklist to learn how to rate a speaking response for this type of question.

**Reading**

The telegraphic nature of early sentences in child language is a result of the omission of grammatical words such as the article *the* and auxiliary verbs *is* and *are* as well as word endings such as *-ing*, *-ed*, or *-s*. By the end of the third year, these grammatical forms begin to appear in the speech of most children. It is evident that a great deal of grammatical knowledge is required before these structures can be used correctly, and errors are commonly observed. The correction of grammatical errors is a feature of the speech of preschoolers four and five years old. The study of the errors in child language is interesting because it demonstrates when and how grammar is acquired.

**Lecture**

English uses a system of about a dozen word endings to express grammatical meaning—the *-ing* for present time, *-s* for possession and plurality, and . . . the *-ed* for the past, to mention only a few. But uh how and when do children learn them? Well, in a classic study by Berko in the 1950s, investigators . . . they elicited a series of forms that required the target endings. For example, a picture was shown of a bird, and . . . and the investigator identified it by saying, “This is a Wug.” Then the children were shown two similar birds um to . . . to elicit the sentence, “There are two —.” So . . . if the children completed the sentence by saying, “Wugs,” then it was inferred that they had learned the *-s* ending. Okay. Essential to the study was the use of nonsense words like “Wug” since the manipulation of the endings could have been supported by words that the children . . . had already heard. In any case, charts were developed to demonstrate the uh the gradual nature of grammatical acquisition. And the performance by children from 18 months to four years confirmed the basic theory of child language that the . . . the gradual reduction of grammatical errors . . . these are evidence of language acquisition.

**EXAMPLE NOTES**

Word endings—grammatical relationships

- *-ed* past
- *-s* plural

Wug experiment—Berko

- nonsense words—not influenced by familiar
- manipulate endings
- data about development

**SCRIPT FOR EXAMPLE ANSWER**

In English, there are several important word endings that express grammatical relationships, for example, the *-ed* ending that signals that the speaker’s talking about the past and the *-s* ending that means “more than one” uh when it’s used at the end of a noun. So, when children learn English, they um . . . they make errors in these endings, but they gradually refine their use until they master them. In the Wug experiment, Berko developed nonsense words to get children to use endings . . . so . . . so the researchers could uh follow their development. It was important not to use *real* words because the children might have been influenced by a word they’d heard before. So this experiment provided data about the time it takes and the age when endings are learned. It supported the basic theory of child language that um . . . sorting out grammatical errors is a feature of the speech of . . . of four year olds and a stage in language acquisition.

**Checklist**

- ✓ The talk relates an example to a concept.
- ✓ There are only minor inaccuracies in the content.
- ✓ The talk is direct and well-organized.
- ✓ The sentences are logically connected to each other.
- ✓ Details and examples support the talk.
- ✓ The speaker expresses complete thoughts.
- ✓ The meaning is easy for the listener to comprehend.
- ✓ A wide range of vocabulary is used.
- ✓ The speaker paraphrases, using his or her own words.
- ✓ The speaker credits the lecturer with wording.
- ✓ There are only minor errors in grammar.
- ✓ The talk is within a range of 125–150 words.

## Question 5—Problems

In this question, you will be asked to listen to a conversation and explain a problem and the solutions that are proposed. You will have 20 seconds to prepare and 60 seconds to speak.

### EXAMPLE QUESTION

*Describe the woman's budgeting problem and the two suggestions that the man makes. What do you think the woman should do and why?*

#### Task

- Describe a problem and several recommendations
- Express an opinion about the better solution
- Propose an alternative solution

#### Directions

Read Question 5 and the Example Answer. Then read the Conversation. Use the Checklist to learn how to rate a speaking response for this type of question.

#### Conversation

- Woman: Did your scholarship check come yet?  
 Man: Yeah, it came last week. Didn't yours?  
 Woman: No. That's the problem. And everything's due at the same time—tuition, my dorm fee, and let's not forget about books. I need about 400 dollars just for books.  
 Man: Well, do you have any money left from last semester, in your checking account, I mean?  
 Woman: Some, but not nearly enough. The check won't be here until the end of the month, and I won't get paid at work for two more weeks . . . I don't know what I'm going to do.  
 Man: How about your credit card? Could you use that?  
 Woman: Maybe, but I'm afraid I'll get the credit card bill before I get the scholarship check, then I'll be in worse trouble because of, you know, the interest rate for the credit card on top of everything else.  
 Man: I see your point. Still, the check might come before the credit card bill. You might have to gamble, unless . . .  
 Woman: I'm listening.  
 Man: Well, unless you take out a student loan. A short-term loan. They have them set up at the Student Credit Union. Isn't that where you have your checking account?  
 Woman: Umhum.  
 Man: So you could take out a short-term loan and pay it off on the day that you get your check. It wouldn't cost that much for interest because it would probably be only a few weeks. That's what I'd do.

### EXAMPLE NOTES

Problem—not enough money

- Books
- Tuition
- Dorm

Solutions

- Use credit card
- Take out a student loan

**SCRIPT FOR EXAMPLE ANSWER**

The woman doesn't have enough money for her expenses. Um . . . she has to pay tuition, and her dorm fee is due at the same time. Besides, she needs to buy books. So the problem is everything has to be paid now, and she won't get her scholarship check until the end of the month, and she won't be paid at work for two weeks. The man suggests that she use her credit card because she won't have to pay it off until the end of the month, but the problem is . . . the . . . the interest would be substantial if the scholarship check is delayed. The other idea—to take out a student loan—that seems better because the loan could be paid off on the day the check arrives instead of a fixed date, and it wouldn't cost much to get a short-term loan at the Student Credit Union. So . . . I support applying for a student loan.

**Checklist**

- ✓ The talk summarizes the problem and recommendations.
- ✓ The speaker's point of view or position is clear.
- ✓ The talk is direct and well-organized.
- ✓ The sentences are logically connected to each other.
- ✓ Details and examples support the opinion.
- ✓ The speaker expresses complete thoughts.
- ✓ The meaning is easy for the listener to comprehend.
- ✓ A wide range of vocabulary is used.
- ✓ There are only minor errors in grammar.
- ✓ The talk is within a range of 125–150 words.

**Question 6—Summaries**

In this question, you will be asked to give a summary of an academic lecture. You will have 20 seconds to prepare and 60 seconds to speak.

**EXAMPLE QUESTION**

*Using examples from the lecture, describe two general types of irrigation systems. Then explain the disadvantages of each type.*

**Task**

- Comprehend part of an academic lecture
- Summarize the main points

**Directions**

Read Question 6, the Lecture, and the Example Answer. Use the Checklist to learn how to rate a speaking response for this type of question.

**Lecture**

Two types of irrigation methods that are used worldwide are mentioned in your book. Flood irrigation . . . that has been a method in use since ancient times . . . and we still use it today where water is cheap. Basically, canals connect a water supply like a river or a reservoir to the fields where ditches are constructed with valves uh valves that allow farmers to siphon water from the canal, sending it down through the ditches. So that way the field can be totally flooded, or smaller, narrow ditches along the rows can be filled with water to irrigate the crop. But, this method does have quite a few disadvantages. Like I said, it's contingent upon cheap water because it isn't very efficient, and the flooding isn't easy to control, I mean, the rows closer to the canal usually receive much more water, and of course, if the field isn't flat, then the water won't be evenly distributed. Not to mention the cost of building canals and ditches and maintaining the system. So let's consider the alternative—the sprinkler system. In this method of