



**MODUL**

# **TOEFL**

**Preparation Guide**

**SUARDI SAHID**

## **KATA PENGANTAR**

Puji syukur kehadiran Tuhan Yang Maha Kuasa atas segala limpahan Rahmat, Taufik dan Hidayahnya sehingga saya dapat menyelesaikan penyusunan modul ini dalam bentuk maupun isinya yang sangat sederhana. Semoga modul ini dapat dipergunakan sebagai salah satu

Modul TOEFL ini bertujuan untuk mengenalkan tentang TOEFL dan strategi serta tips and trick dalam menjawab tes TOEFL. Besar harapan modul ini bisa menjadi salah satu assessment test dan juga petunjuk maupun pedoman bagi pembaca dalam mempelajari TOEFL.

saya sebagai penyusun menyadari akan adanya beberapa kekurangan dalam susunan Modul ini, sehingga saran dan masukan dari pembaca saya harapkan untuk memperbaiki kekurangan-kekurangan dalam susunan makalah ini di penyusunan makalah berikutnya.

Besar harapan saya bahwa modul ini bisa bermanfaat bagi siapapun yang membacanya, serta dapat menjadi sumber kontribusi penambahan pengetahuan bagi para pembaca.

Manokwari, 12 November 2021

**SUARDI SAHID**

## CONTENTS

### READING

Reading on the paper TOEFL .....	4
Example for the paper TOEFL test .....	4
Procedure for reading passage .....	7

### STRUCTURE

Structure on the paper TOEFL .....	8
General strategies .....	9
Skill 1.....	12
Skill 2 .....	13
Skill 3 .....	15
Skill 4 .....	17
Skill 5 .....	18
Skill 6 .....	20
Skill 7 .....	22
Skill 8 .....	24
Skill 9 .....	26
Skill 10 .....	28

### LISTENING

Listening on the paper TOEFL .....	30
Short dialogues on the paper TOEFL .....	30
Skill 1 .....	31
Skill 2 .....	35
Skill 3 .....	36
Skill 4 .....	37

Skill 5 .....	39
Skill 6 .....	37
Skill 7 .....	42
Skill 8 .....	43
Skill 9 .....	44
Skill 10 .....	46

**Complete test**

**Basic**

Listening.....	49
Structure and Grammar .....	58
Reading .....	64

References

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# READING

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Reading is tested in the third section on both the paper TOEFL test and the computer TOEFL test. This section consists of reading passages followed by a number of questions. The paper and the computer reading sections are **similar** in the following ways:

- *the types of passages*
- *the language skills tested*
- *the ordering of the questions*

The paper and the computer reading sections are **different** in the following ways:

- *the types of questions*
- *the number of questions*
- *the amount of time*
- *the strategies and procedures*

## READING ON THE PAPER TOEFL® TEST

On the paper TOEFL test, the third section is called Reading Comprehension. This section consists of five passages and fifty questions (although some tests may be longer). You have fifty-five minutes to complete the fifty questions in this section.

There is only one type of question in the Reading Comprehension section of the paper TOEFL test:

**Multiple-Choice** questions ask you to select the best answer to questions about the information given in the reading passages. A multiple-choice question on the paper test may ask about the main ideas, directly answered details, indirectly answered details, vocabulary, or overall review ideas.

The questions on the paper test are presented in *linear* order. The passages progress from easy to difficult, and the questions are presented in the order in which they appear in the passage.

### GENERAL STRATEGIES FOR READING (Paper TOEFL® Test)

1. **Be familiar with the directions.** The directions on every paper TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
2. **Do not spend too much time reading the passages.** You do not have time to read each passage in depth, and it is quite possible to answer the questions correctly without first reading the passages in depth.

3. **Do not worry if a reading passage is on a topic you are unfamiliar with.** All of the information that you need to answer the questions is included in the passages. You do not need any background knowledge to answer the questions.
4. **Do not spend too much time on a question you are unsure of.** If you do not know the answer to a question, simply guess and go on. You can return to this question later in the section if you have time.
5. **Guess to complete the section before time is up.** There is no penalty for guessing, so it can only increase your score to guess the answers to questions that you do not have time to complete.

Now look at a reading passage from the paper TOEFL test, followed by a number of multiple-choice questions.

**Example from the Paper TOEFL Test** 

*Line*  
(5) Obsidian is a distinctive type of igneous rock that forms as a result of the melting of deep crustal granite rocks into magma. Because of the speed at which the magma cools, crystallization does not occur, and a solid, shiny, volcanic, glass-like rock results. Most commonly a solid, shiny black in color, obsidian can also take on a golden or silvery sheen or be striped in a rainbow of hues.

(10) Obsidian is generally found in small outcrops, though large masses of it can be found in a few notable locations. Two such sites are the giant Valles Caldera in New Mexico, where the obsidian flows are hundreds of feet thick, and the Glass Buttes in Oregon, which are composed entirely of obsidian.

(15) Because of its properties, obsidian was prized in many ancient cultures. Obsidian is easily worked into shapes with razor-sharp edges even sharper than the edges formed from flint and was thus used in the production of simple hunting weapons. It can also be polished to an extremely high luster and was thus held in a high regard in a number of cultures as a semiprecious stone in jewelry and other embellishments.

Now look at the first question, which is a multiple-choice question that asks about a direct detail from the passage.

1. What is stated in the passage about obsidian?
  - (A) It results from rapidly cooling magma.
  - (B) It is crystalline.
  - (C) It is a sedimentary rock.
  - (D) It has a dull finish.

To answer this question, you should find the part of the passage that states that *because of the speed at which the magma cools, crystallization does not occur, and a solid, shiny, volcanic, glass-like rock results*. From this, it can be determined that *obsidian results from rapidly cooling magma*, and that it is not crystalline, that it is a volcanic rather than sedimentary rock, and that it has a shiny finish rather than a dull finish. Answer (A) is therefore the best answer to this question.

Now look at the second question, which is a multiple-choice question that asks about a vocabulary word from the passage.

2. The word “sites” in line 10 is closest in meaning to
- (A) pieces
  - (B) layers
  - (C) places
  - (D) distances

To answer this question, you should find the word *sites* in line 10 in the passage and read the context around it. The passage mentions *a few notable locations* and *two such sites*. From this context, you can determine that *sites* is close in meaning to *locations*, or *places*. Answer (C) is therefore the best answer to this question.

Now look at the third question, which is a multiple-choice question that asks you to infer an indirect detail from the passage.

3. It can be inferred from the passage that obsidian would least likely have been used to make
- (A) a spear
  - (B) an arrowhead
  - (C) a ring
  - (D) a belt

The passage states that *obsidian was . . . used in the production of simple hunting weapons* and that it was *held in high regard in a number of cultures as a semiprecious stone in jewelry*. From this, it can be inferred that obsidian would likely have been used to make a *spear* or an *arrowhead*, which are types of weapons, or a *ring*, which is a type of jewelry, and that obsidian, which is a rock, would have been least likely to have been used to make a *belt*, which is an article of clothing. Answer (D) is therefore the best answer to this question.

Now look at the fourth question, which is a multiple-choice question that asks where in the passage a piece of information can be found.

4. Where in the passage does the author discuss the variety of colors in which obsidian is found?
- (A) Lines 1–3
  - (B) Lines 5–7
  - (C) Lines 8–9
  - (D) Lines 18–20

To answer this question, you should skim each of the line numbers in the answer choices for information about the *colors* of obsidian. Lines 5–7 mention that obsidian is *black in color*; that it can *take on a golden or silvery sheen*, and that it can be *striped in a rainbow of hues*. This sentence clearly discusses the *colors* of obsidian, so answer (B) is the best answer to this question.

PROCEDURES FOR A READING PASSAGE  
(Paper TOEFL® Test) 

1. **Skim the reading passage to determine the main idea and the overall organization of ideas in the passage.** You do not need to understand every detail in each passage to answer the questions correctly. It is therefore a waste of time to read the passage with the intent of understanding every single detail before you try to answer the questions.
2. **Look ahead at the questions to determine what language skills are being tested in the questions.** Questions related to different language skills are answered in different ways.
3. **Find the section of the passage that deals with each question.** The language skill tells you exactly where to look in the passage to find correct answers.
  - For *main idea* questions, look at the first line of each paragraph.
  - For *directly* and *indirectly answered detail* questions, choose a key word in the question, and skim for that key word (or a related idea) in order in the passage.
  - For *pronoun* questions, the question will tell you where the pronoun is located in the passage.
  - For *transition* questions, look at the beginning or the end of the passage.
  - For *vocabulary* questions, the question will tell you where the word is located in the passage.
  - For *where-in-the-passage* questions, the answer choices give you the four possible locations of the correct answer.
  - For *tone*, *purpose*, and *course* questions, look at the first line of each paragraph.
4. **Read the part of the passage that contains the answer carefully.** The answer will probably be in a very predictable place in the passage.
5. **Choose the best answer to each question from the four choices listed in your test book.** You can choose the best answer according to what is given in the appropriate section of the passage, eliminate definitely wrong answers, and mark your best guess on the answer sheet.



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# STRUCTURE

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Structure is tested in the second section on both the paper TOEFL test and the computer TOEFL test. This section consists of a number of multiple-choice questions that test your knowledge of the structure of English sentences and error recognition questions that test your knowledge of correct written expression. The paper and the computer structure sections are **similar** in the following ways:

- *the types of questions*
- *the language skills tested*

The paper and the computer structure sections are **different** in the following ways:

- *the number of questions*
- *the amount of time*
- *the ordering of the questions*
- *the strategies*
- *the scoring*

## STRUCTURE ON THE PAPER TOEFL® TEST

On the paper TOEFL test, the second section is called Structure and Written Expression. This section consists of forty questions (though some tests may be longer). You have twenty-five minutes to complete the forty questions in this section.

There are two types of questions in the Structure and Written Expression section of the paper TOEFL test:

1. **Structure** (questions 1–15) consists of fifteen sentences in which part of each sentence has been replaced with a blank. Each sentence is followed by four answer choices. You must choose the answer that completes the sentence in a grammatically correct way.
2. **Written Expression** (questions 16–40) consists of twenty-five sentences in which four words or groups of words have been underlined. You must choose the underlined word or group of words that is *not* correct.

The questions on the paper test are presented in *linear* order. The fifteen structure questions (1–15) progress from easy to difficult. The twenty-five written expression questions (16–40) also progress from easy to difficult. Your score in this section is based on your answers to these forty questions.

GENERAL STRATEGIES  
(Paper TOEFL® Test) 

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1. **Be familiar with the directions.** The directions on every paper TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
2. **Begin with questions 1 through 15.** Anticipate that questions 1 through 5 will be the easiest. Anticipate that questions 11 through 15 will be the most difficult. Do not spend too much time on questions 11 through 15. There will be easier questions that come later.
3. **Continue with questions 16 through 40.** Anticipate that questions 16 through 20 will be the easiest. Anticipate that questions 36 through 40 will be the most difficult. Do not spend too much time on questions 36 through 40.
4. **If you have time, return to questions 11 through 15.** You should spend extra time on questions 11 through 15 only after you spend all the time that you want on the easier questions that follow.
5. **Guess to complete the section before time is up.** There is no penalty for guessing, so it can only increase your score to guess the answers to questions that you do not have time to complete.

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## THE STRUCTURE QUESTIONS

(PAPER TOEFL® TEST AND COMPUTER TOEFL® TEST)  

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Multiple-choice questions that test your knowledge of the correct structure of English sentences appear on both the paper TOEFL test and the computer TOEFL test. Look at an example of a structure question from the paper TOEFL test.

**Example from the Paper TOEFL® Test** 

A camel \_\_\_\_\_ 30 gallons of water in ten minutes.

- (A) can drink
- (B) it can drink
- (C) a large drink of
- (D) with a drink of

In this example, you should notice that the sentence has a subject *camel* but needs a verb. Answer (A) is the correct answer because it contains the verb *can drink*. Answer (B) is incorrect because it has the extra subject *it*, and answers (C) and (D) are incorrect because they do not have verbs. You should therefore choose answer (A).



Now, look at an example of a structure question from the computer TOEFL test.

**Example from the Computer TOEFL® Test** 

\_\_\_\_\_, a firefighting specialist from Texas, has dealt with numerous major fires worldwide.

- Red Adair is
- For Read Adair
- Red Adair
- In Red Adair's life

In this example, you should notice that the sentence has a verb *has dealt* but needs a subject. The comma in front of the verb *has* indicates that *specialist* is an appositive and is not the subject. The third answer is the best answer because it contains the subject *Red Adair*. The first answer has an extra verb, and the second and fourth answers contain prepositional phrases, so these answers are incorrect. You should click on the third answer to this question.

PROCEDURES FOR THE STRUCTURE QUESTIONS  
(Paper TOEFL® Test and Computer TOEFL® Test)  

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1. **First, study the sentence.** Your purpose is to determine what is needed to complete the sentence correctly.
2. **Then study each answer based on how well it completes the sentence.** Eliminate answers that do not complete the sentence correctly.
3. **Do not try to eliminate incorrect answers by looking only at the answers.** The incorrect answers are generally correct by themselves. The incorrect answers are generally incorrect only when used to complete the sentence.

Now, you should move on to the language skills. The following language skills will help you to implement these strategies and procedures in the structure questions of both the paper TOEFL test and the computer TOEFL test.

## SENTENCES WITH ONE CLAUSE \_\_\_\_\_

Some sentences in English have just one subject and verb, and it is very important for you to find the subject and verb in these sentences. In some sentences it is easy to find the subject and verb. However, certain structures, such as objects of prepositions, appositives, and participles, can cause confusion in locating the subject and verb because each of these structures can look like a subject or verb. An object of the preposition or an appositive can be mistaken for a subject, while a participle can be mistaken for a verb.

Therefore, you should be able to do the following in sentences with one subject and verb: (1) be sure the sentence has a subject and a verb, (2) be careful of objects of prepositions and appositives when you are looking for the subject, and (3) be careful of present participles and past participles when you are looking for the verb.

## SKILL I: BE SURE THE SENTENCE HAS A SUBJECT AND A VERB

You know that a sentence in English should have a subject and a verb. The most common types of problems that you will encounter in structure questions on the TOEFL test have to do with subjects and verbs: perhaps the sentence is missing either the subject or the verb or both, or perhaps the sentence has an extra subject or verb.

### Example 1 from the Paper and Computer TOEFL® Tests

\_\_\_\_\_ was backed up for miles on the freeway.

- (A) Yesterday
- (B) In the morning
- (C) Traffic
- (D) Cars

In this example you should notice immediately that there is a verb *was*, but there is no subject. Answer (C) is the best answer because it contains the singular subject *traffic* that agrees with the singular verb *was*. Answer (A), *yesterday*, and answer (B), *in the morning*, are not subjects, so they are not correct. Although answer (D), *cars*, could be a subject, it is not correct because *cars* is plural and it does not agree with the singular verb *was*.

### Example 2 from the Paper and Computer TOEFL® Tests

Engineers \_\_\_\_\_ for work on the new space program.

- (A) necessary
- (B) are needed
- (C) hopefully
- (D) next month

In this example you should notice immediately that the sentence has a subject *engineers* and that there is no verb. Because answer (B), *are needed*, is a verb, it is the best answer. Answers (A), (C), and (D) are not verbs, so they are not correct.

### Example 3 from the Paper and Computer TOEFL® Tests

The boy \_\_\_\_\_ going to the movies with a friend.

- (A) he is
- (B) he always was
- (C) is relaxing
- (D) will be

This sentence has a subject *boy* and has part of a verb *going*; to be correct, some form of the verb *be* is needed to make the sentence complete. Answers (A) and (B) are incorrect because the sentence already has a subject *boy* and does not need the extra subject *he*. Answer (C) is incorrect because *relaxing* is an extra verb part that is unnecessary because of *going*. Answer (D) is the best answer; *will be* together with *going* is a complete verb.

The following chart outlines what you should remember about subjects and verbs:

SUBJECTS AND VERBS
A sentence in English must have at least one <i>subject</i> and one <i>verb</i> .

**EXERCISE 1:** Underline the subjects once and the verbs twice in each of the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. Last week went fishing for trout at the nearby mountain lake.
- C 2. A schedule of the day's events can be obtained at the front desk.
- \_\_\_ 3. A job on the day shift or the night shift at the plant available.
- \_\_\_ 4. The new computer program has provides a variety of helpful applications.
- \_\_\_ 5. The box can be opened only with a special screwdriver.
- \_\_\_ 6. The assigned text for history class it contains more than twenty chapters.
- \_\_\_ 7. The papers in the wastebasket should be emptied into the trash can outside.
- \_\_\_ 8. Departure before dawn on a boat in the middle of the harbor.
- \_\_\_ 9. Yesterday found an interesting article on pollution.
- \_\_\_ 10. The new machine is processes 50 percent more than the previous machine.

## SKILL 2: BE CAREFUL OF OBJECTS OF PREPOSITIONS

An object of a preposition is a noun, pronoun, gerund or noun clause that comes after a preposition, such as *in*, *at*, *of*, *to*, *by*, *behind*, *on*, and so on, to form a prepositional phrase.

(After his *exams*) Tom will take a trip (by *boat*).

This sentence contains two objects of prepositions. *Exams* is the object of the preposition *after*, and *boat* is the object of the preposition *by*.

An object of a preposition can cause confusion in structure questions on the TOEFL test because it can be mistaken for the subject of a sentence.

**Example from the Paper and Computer TOEFL® Tests**  

With his friend b found the movie theater.

- (A) has
- (B) he
- (C) later
- (D) when

In this example you should look first for the subject and the verb. You should notice the verb *found* and should also notice that there is no subject. Do not think that *friend* is the subject; *friend* is the object of the preposition *with*, and one noun cannot be both a subject and an object at the same time. Because a subject is needed in this sentence, answer (B), *he*, is the best answer. Answers (A), (C), and (D) are not correct because they cannot be subjects.

The following chart outlines the key information that you should remember about objects of prepositions:

**OBJECTS OF PREPOSITIONS**

A *preposition* is followed by a noun, pronoun, gerund or noun clause that is called an *object of the preposition*.  
If a word is an *object of a preposition*, it is not the *subject*.

NOTE: A lengthy list of prepositions and practice in recognizing prepositions can be found in Appendix D at the back of the text. You may want to complete these exercises before continuing with Exercise 2.

**EXERCISE 2:** Each of the following sentences contains one or more prepositional phrases. Underline the subjects once and the verbs twice. Circle the prepositional phrases that come before the verb. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The interviews (by radio broadcasters) were carried live by the station.
- I 2. (In the last possible moment) (before takeoff) took his seat in the airplane.
- \_\_\_ 3. At the neighborhood flower shop, flowers in quantities of a dozen or a half dozen can be delivered for free.
- \_\_\_ 4. The progressive reading methods at this school are given credit for the improved test scores.
- \_\_\_ 5. For the last three years at various hospitals in the county has been practicing medicine.
- \_\_\_ 6. In the past a career in politics was not considered acceptable in some circles.
- \_\_\_ 7. Shopping in the downtown area of the city it has improved a lot in recent years.

- \_\_\_ 8. At the building site the carpenters with the most experience were given the most intricate work.
- \_\_\_ 9. For the fever and headache took two aspirin tablets.
- \_\_\_ 10. The report with complete documentation was delivered at the conference.

### SKILL 3: BE CAREFUL OF APPOSITIVES

Appositives can cause confusion in structure questions on the TOEFL test because an appositive can be mistaken for the subject of a sentence. An appositive is a noun that comes before or after another noun and has the same meaning.

Sally, the best *student* in the class, got an A on the exam.

In this example *Sally* is the subject of the sentence and *the best student in the class* can easily be recognized as an appositive phrase because of the noun *student* and because of the commas. The sentence says that *Sally* and *the best student in the class* are the same person. Note that if you leave out the appositive phrase, the sentence still makes sense (*Sally got an A on the exam*).

The following example shows how an appositive can be confused with the subject of a sentence in structure questions on the TOEFL test.

**Example 1 from the Paper and Computer TOEFL® Tests**  

- \_\_\_, George, is attending the lecture.
- (A) Right now
  - (B) Happily
  - (C) Because of the time
  - (D) My friend

In this example you should recognize from the commas that *George* is not the subject of the sentence. *George* is an appositive. Because this sentence still needs a subject, the best answer is (D), *my friend*. Answers (A), (B), and (C) are incorrect because they are not subjects.

The next example shows that an appositive does not always come after the subject; an appositive can also come at the beginning of the sentence.

**Example 2 from the Paper and Computer TOEFL® Tests**  

- \_\_\_, Sarah rarely misses her basketball shots.
- (A) An excellent basketball player
  - (B) An excellent basketball player is
  - (C) Sarah is an excellent basketball player
  - (D) Her excellent basketball play



In this example you can tell that *Sarah* is the subject and *misses* is the verb because there is no comma separating them. In the space you should put an appositive for Sarah, and Sarah is *an excellent basketball player*, so answer (A) is the best answer. Answers (B) and (C) are not correct because they each contain the verb *is*, and an appositive does not need a verb. Answer (D) contains a noun, *play*, that could possibly be an appositive, but *play* is not the same as *Sarah*, so this answer is not correct.

The following chart outlines the key information that you should remember about appositives:

APPOSITIVES		
An <i>appositive</i> is a noun that comes before or after another noun and is generally set off from the noun with commas. If a word is an <i>appositive</i> , it is not the <i>subject</i> . The following appositive structures are both possible in English:		
S, <b>Tom,</b>	APP, <b>a really good mechanic,</b>	V <b>is fixing the car.</b>
APP, <b>A really good mechanic,</b>		
S <b>Tom</b>	V <b>is fixing</b>	the car.

**EXERCISE 3:** Each of the following sentences contains an appositive. Underline the subjects once and the verbs twice. Circle the appositive phrases. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The son of the previous owner, the new owner is undertaking some fairly broad changes in management policy.
- I 2. Last semester, a friend, graduated *cum laude* from the university.
- \_\_\_ 3. Valentine's Day, February 14, is a special holiday for sweethearts.
- \_\_\_ 4. At long last, the chief executive officer, has decided to step down.
- \_\_\_ 5. Tonight's supper, leftovers from last night, did not taste any better tonight than last night.
- \_\_\_ 6. The only entrance to the closet, the door was kept locked at all times.
- \_\_\_ 7. In the cold of winter, a wall heating unit, would not turn on.
- \_\_\_ 8. The new tile pattern, yellow flowers on a white background, really brightens up the room.
- \_\_\_ 9. The high-powered computer the most powerful machine of its type, was finally readied for use.
- \_\_\_ 10. A longtime friend and confidant, the psychologist was often invited over for Sunday dinner.

#### SKILL 4: BE CAREFUL OF PRESENT PARTICIPLES

A present participle is the *-ing* form of the verb (*talking, playing*). In structure questions on the TOEFL test, a present participle can cause confusion because it can be either a part of the verb or an adjective. It is part of the verb when it is preceded by some form of the verb *be*.

The man is talking to his friend.  
VERB

In this sentence *talking* is part of the verb because it is accompanied by *is*.

A present participle is an adjective when it is not accompanied by some form of the verb *be*.

The man talking to his friend has a beard.  
ADJECTIVE

In this sentence *talking* is an adjective and not part of the verb because it is not accompanied by some form of *be*. The verb in this sentence is *has*.

The following example shows how a present participle can be confused with the verb in structure questions on the TOEFL test.

#### Example from the Paper and Computer TOEFL® Tests

The child \_\_\_\_\_ playing in the yard is my son.

- (A) now
- (B) is
- (C) he
- (D) was

In this example, if you look at only the first words of the sentence, it appears that *child* is the subject and *playing* is part of the verb. If you think that *playing* is part of the verb, you might choose answer (B), *is*, or answer (D), *was*, to complete the verb. However, these two answers are incorrect because *playing* is not part of the verb. You should recognize that *playing* is a participial adjective rather than a verb because there is another verb in the sentence *is*. In this sentence there is a complete subject *child* and a complete verb *is*, so this sentence does not need another subject or verb. The best answer here is (A).

The following chart outlines what you should remember about present participles:

#### PRESENT PARTICIPLES

A present participle is the *-ing* form of the verb. The **present participle** can be (1) **part of the verb** or (2) an **adjective**. It is part of the verb when it is accompanied by some form of the verb *be*. It is an adjective when it is not accompanied by some form of the verb *be*.

1. The boy is **standing** in the corner.
2. The boy **standing** in the corner was naughty.

**EXERCISE 4:** Each of the following sentences contains one or more present participles. Underline the subjects once and the verbs twice. Circle the present participles and label them as adjectives or verbs. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The companies (offering)<sup>ADJ.</sup> the lowest prices will have the most customers.
- I 2. Those travelers are (completing)<sup>VERB</sup> their trip on Delta should report to Gate Three.
- \_\_\_ 3. The artisans were demonstrating various handicrafts at booths throughout the fair.
- \_\_\_ 4. The fraternities are giving the wildest parties attract the most new pledges.
- \_\_\_ 5. The first team winning four games is awarded the championship.
- \_\_\_ 6. The speaker was trying to make his point was often interrupted vociferously.
- \_\_\_ 7. The fruits were rotting because of the moisture in the crates carrying them to market.
- \_\_\_ 8. Any students desiring official transcripts should complete the appropriate form.
- \_\_\_ 9. The advertisements were announcing the half-day sale received a lot of attention.
- \_\_\_ 10. The spices flavoring the meal were quite distinctive.

### SKILL 5: BE CAREFUL OF PAST PARTICIPLES

Past participles can cause confusion in structure questions on the TOEFL test because a past participle can be either an adjective or a part of a verb. The past participle is the form of the verb that appears with *have* or *be*. It often ends in *-ed*, but there are also many irregular past participles in English. (See Appendix F for a list of irregular past participles.)

The family has purchased a television.  
VERB

The poem was written by Paul.  
VERB

In the first sentence the past participle *purchased* is part of the verb because it is accompanied by *has*. In the second sentence the past participle *written* is part of the verb because it is accompanied by *was*.

A past participle is an adjective when it is not accompanied by some form of *be* or *have*.

The television purchased yesterday was expensive.  
ADJECTIVE

The poem written by Paul appeared in the magazine.  
ADJECTIVE

In the first sentence *purchased* is an adjective rather than a verb because it is not accompanied by a form of *be* or *have* (and there is a verb, *was*, later in the sentence). In the second sentence *written* is an adjective rather than a verb because it is not accompanied by a form of *be* or *have* (and there is a verb, *appeared*, later in the sentence).

- \_\_\_\_\_ 8. The courses are listed on the second page of the brochure have several prerequisites.
- \_\_\_\_\_ 9. All the tenants were invited to the Independence Day barbecue at the apartment complex.
- \_\_\_\_\_ 10. Any bills paid by the first of the month will be credited to your account by the next day.

**EXERCISE (Skills 1–5):** Underline the subjects once and the verbs twice in each of the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

- \_\_\_\_\_ 1. For three weeks at the beginning of the semester students with fewer than the maximum number of units can add additional courses.
- \_\_\_\_\_ 2. On her lunch hour went to a nearby department store to purchase a wedding gift.
- \_\_\_\_\_ 3. The fir trees were grown for the holiday season were harvested in November.
- \_\_\_\_\_ 4. In the grove the overripe oranges were falling on the ground.
- \_\_\_\_\_ 5. The papers being delivered at 4:00 will contain the announcement of the president's resignation.
- \_\_\_\_\_ 6. A specialty shop with various blends from around the world in the shopping mall.
- \_\_\_\_\_ 7. The portraits exhibited in the Houston Museum last month are now on display in Dallas.
- \_\_\_\_\_ 8. With a sudden jerk of his hand threw the ball across the field to one of the other players.
- \_\_\_\_\_ 9. Construction of the housing development it will be underway by the first of the month.
- \_\_\_\_\_ 10. Those applicants returning their completed forms at the earliest date have the highest priority.

**TOEFL EXERCISE (Skills 1–5):** Choose the letter of the word or group of words that best completes the sentence.

- |   |   |
|---|---|
| 1. The North Platte River _____ from Wyoming into Nebraska. | 2. _____ Biloxi received its name from a Sioux word meaning "first people." |
| (A) it flowed   | (A) The city of   |
| (B) flows   | (B) Located in  |
| (C) flowing   | (C) It is in  |
| (D) with flowing water                                      | (D) The tour included   |

3. A pride of lions \_\_\_\_\_ up to forty lions, including one to three males, several females, and cubs.
- (A) can contain  
(B) it contains  
(C) contain  
(D) containing
4. \_\_\_\_\_ tea plant are small and white.
- (A) The  
(B) On the  
(C) Having flowers the  
(D) The flowers of the
5. The tetracyclines, \_\_\_\_\_ antibiotics, are used to treat infections.
- (A) are a family of  
(B) being a family  
(C) a family of  
(D) their family is
6. Any possible academic assistance from taking stimulants \_\_\_\_\_ marginal at best.
- (A) it is  
(B) there is  
(C) is  
(D) as
7. Henry Adams, born in Boston, \_\_\_\_\_ famous as a historian and novelist.
- (A) became  
(B) and became  
(C) he was  
(D) and he became
8. The major cause \_\_\_\_\_ the pull of the Moon on the Earth.
- (A) the ocean tides are  
(B) of ocean tides is  
(C) of the tides in the ocean  
(D) the oceans' tides
9. Still a novelty in the late nineteenth century, \_\_\_\_\_ limited to the rich.
- (A) was  
(B) was photography  
(C) it was photography  
(D) photography was
10. A computerized map of the freeways using information gathered by sensors embedded in the pavement \_\_\_\_\_ on a local cable channel during rush hours.
- (A) airs  
(B) airing  
(C) air  
(D) to air

## SENTENCES WITH MULTIPLE CLAUSES \_\_\_\_\_

Many sentences in English have more than one clause. (A clause is a group of words containing a subject and a verb.) Whenever you find a sentence on the TOEFL test with more than one clause, you need to make sure that every subject has a verb and every verb has a subject. Next you need to check that the various clauses in the sentence are correctly joined. There are various ways to join clauses in English. Certain patterns appear frequently in English and on the TOEFL test. You should be very familiar with these patterns.

### SKILL 6: USE COORDINATE CONNECTORS CORRECTLY

When you have two clauses in an English sentence, you must connect the two clauses correctly. One way to connect two clauses is to use *and*, *but*, *or*, *so*, or *yet* between the clauses.

Tom is singing, *and* Paul is dancing.

Tom is tall, *but* Paul is short.



Tom must write the letter, or Paul will do it.

Tom told a joke, so Paul laughed.

Tom is tired, yet he is not going to sleep.

In each of these examples, there are two clauses that are correctly joined with a coordinate conjunction *and*, *but*, *or*, *so*, or *yet*, and a comma (,).

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

**Example from the Paper and Computer TOEFL® Tests**  

A power failure occurred, \_\_\_\_\_ the lamps went out.

(A) then  
(B) so  
(C) later  
(D) next

In this example you should notice quickly that there are two clauses, *a power failure occurred* and *the lamps went out*. This sentence needs a connector to join the two clauses. *Then*, *later*, and *next* are not connectors, so answers (A), (C), and (D) are not correct. The best answer is answer (B) because *so* can connect two clauses.

The following chart lists the coordinate connectors and the sentence pattern used with them:

COORDINATE CONNECTORS				
<i>and</i>	<i>but</i>	<i>or</i>	<i>so</i>	<i>yet</i>
S	V,	coordinate connector	S	V
<i>She laughed,</i>	<i>but</i>		<i>she wanted to cry.</i>	

**EXERCISE 6:** Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The software should be used on a laptop computer, (and) this computer is a laptop.
- I 2. The rain clouds can be seen in the distance, (but) no has fallen.
- \_\_\_ 3. They are trying to sell their house, it has been on the market for two months.
- \_\_\_ 4. So the quality of the print was not good, I changed the typewriter ribbon.
- \_\_\_ 5. The lifeguard will warn you about the riptides, or she may require you to get out of the water.
- \_\_\_ 6. You should have finished the work yesterday, yet is not close to being finished today.

- \_\_\_ 7. The phone rang again and again, so the receptionist was not able to get much work done.
- \_\_\_ 8. The missing wallet was found, but the cash and credit cards had been removed.
- \_\_\_ 9. Or you can drive your car for another 2,000 miles, you can get it fixed.
- \_\_\_ 10. The chemist was awarded the Nobel Prize, he flew to Europe to accept it.

### SKILL 7: USE ADVERB TIME AND CAUSE CONNECTORS CORRECTLY



Sentences with adverb clauses have two basic patterns in English. Study the clauses and connectors in the following sentences:

I will sign the check *before* you leave.

*Before you leave*, I will sign the check.

In each of these examples, there are two clauses: *you leave* and *I will sign the check*, and the clause *you leave* is an adverb time clause because it is introduced with the connector *before*. In the first example the connector *before* comes in the middle of the sentence, and no comma (,) is used. In the second example the connector *before* comes at the beginning of the sentence. In this pattern, when the connector comes at the beginning of the sentence, a comma (,) is required in the middle of the sentence.

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

**Example from the Paper and Computer TOEFL® Tests**  

\_\_\_ was late, I missed the appointment.

- (A) I
- (B) Because
- (C) The train
- (D) Since he

In this example you should recognize easily that there is a verb, *was*, that needs a subject. There is also another clause, *I missed the appointment*. If you choose answer (A) or answer (C), you will have a subject for the verb *was*, but you will not have a connector to join the two clauses. Because you need a connector to join two clauses, answers (A) and (C) are incorrect. Answer (B) is incorrect because there is no subject for the verb *was*. Answer (D) is the best answer because there is a subject, *he*, for the verb *was*, and there is a connector, *since*, to join the two clauses.

The following chart lists adverb *time* and *cause* connectors and the sentence patterns used with them:

ADVERB TIME AND CAUSE CONNECTORS					
TIME				CAUSE	
<i>after</i>	<i>as soon as</i>	<i>once</i>	<i>when</i>	<i>as</i>	<i>now that</i>
<i>as</i>	<i>before</i>	<i>since</i>	<i>whenever</i>	<i>because</i>	<i>since</i>
<i>as long as</i>	<i>by the time</i>	<i>until</i>	<i>while</i>	<u><i>inasmuch as</i></u>	
S V		adverb connector	S V		
<i>Teresa went inside</i>		<i>because</i>	<i>it was raining.</i>		
adverb connector		S V,	S V		
<i>Because</i>		<i>it was raining,</i>	<i>Teresa went inside.</i>		

**EXERCISE 7:** Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. (Since) the bank closes in less than an hour, the deposits need to be tallied immediately.
- I 2. Their backgrounds are thoroughly investigated (before) are admitted to the organization.
- \_\_\_ 3. The citizens are becoming more and more incensed about traffic accidents whenever the accidents occur at that intersection.
- \_\_\_ 4. The ground had been prepared, the seedlings were carefully planted.
- \_\_\_ 5. We can start the conference now that all the participants have arrived.
- \_\_\_ 6. The building quite vulnerable to damage until the storm windows are installed.
- \_\_\_ 7. Once the address label for the package is typed, can be sent to the mail room.
- \_\_\_ 8. Because the recent change in work shifts was not posted, several workers missed their shifts.
- \_\_\_ 9. The mother is going to be quite upset with her son as long as he misbehaves so much.
- \_\_\_ 10. Inasmuch as all the votes have not yet been counted the outcome of the election cannot be announced.



## SKILL 8: USE OTHER ADVERB CONNECTORS CORRECTLY

Adverb clauses can express the ideas of time and cause, as you saw in Skill 7; adverb clauses can also express a number of other ideas, such as contrast, condition, manner, and place. Because these clauses are adverb clauses, they have the same structure as the time and cause clauses in Skill 7. Study the following examples:

I will leave at 7:00 *if* I am ready.

*Although* I was late, I managed to catch the train.

In each of these examples, there are two clauses that are correctly joined with adverb connectors. In the first sentence, the adverb condition connector *if* comes in the middle of the sentence. In the second sentence, the adverb contrast connector *although* comes at the beginning of the sentence, and a comma (,) is used in the middle of the sentence.

The following example shows a way that this sentence pattern can be tested in the Structure section of the TOEFL test.

**Example from the Paper and Computer TOEFL® Tests**  

You will get a good grade on the exam provided \_\_\_\_\_.

- (A) studying
- (B) study
- (C) to study
- (D) you study

In this example you should quickly notice the adverb condition connector *provided*. This connector comes in the middle of the sentence; because it is a connector, it must be followed by a subject and a verb. The best answer to this question is answer (D), which contains the subject and verb *you study*.

The following chart lists adverb contrast, condition, manner, and place connectors and the sentence patterns used with them:

OTHER ADVERB CONNECTORS			
CONDITION	CONTRAST	MANNER	PLACE
<i>if in case provided providing unless whether</i>	<i>although even though though while whereas</i>	<i>as in that</i>	<i>where wherever</i>
S V <b>Bob went to school</b>		adverb connector <b>even though</b>	S V <b>he felt sick.</b>
adverb connector <b>Even though</b>		S V, <b>Bob felt sick,</b>	S V <b>he went to school.</b>
NOTE: A comma is often used in the middle of the sentence with a contrast connector. <i>The Smith family <u>arrived</u> at 2:00, <b>while</b> the Jones family <u>arrived</u> an hour later.</i>			

**EXERCISE 8:** Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. It is impossible to enter that program (if) you lack experience as a teacher.
- I 2. The commandant left strict orders about the passes, several soldiers left the post anyway.
- \_\_\_ 3. No one is admitted to the academy unless he or she the education requirements.
- \_\_\_ 4. While most students turned the assignment in on time, a few asked for an extension.
- \_\_\_ 5. I will take you wherever need to go to complete the registration procedures.
- \_\_\_ 6. I will wait here in the airport with you whether the plane leaves on time or not.
- \_\_\_ 7. Providing the envelope is postmarked by this Friday, your application still acceptable.
- \_\_\_ 8. As the nurse already explained all visitors must leave the hospital room now.
- \_\_\_ 9. This exam will be more difficult than usual in that it covers two chapters instead of one.
- \_\_\_ 10. Though snow had been falling all day long, everyone got to the church on time for the wedding.

5. While in reality Alpha Centauri is a triple star, \_\_\_\_\_ to the naked eye to be a single star.
- (A) it appears  
(B) but it appears  
(C) appears  
(D) despite it
6. The Sun's gravity severely distorted the path of the comet \_\_\_\_\_ entered its wildly erratic orbit around Jupiter.
- (A) it  
(B) when  
(C) after the comet came into it  
(D) once the comet
7. Each object \_\_\_\_\_ Jupiter's magnetic field is deluged with electrical charges.
- (A) enters  
(B) it enters  
(C) entering  
(D) enter
8. As its name suggests, the Prairie Wetlands Resource Center \_\_\_\_\_ the protection of wetlands on the prairies of the Dakotas, Montana, Minnesota, and Nebraska.
- (A) it focuses  
(B) focuses on  
(C) focusing  
(D) to focus on
9. One of the largest and most powerful birds of prey in the world, \_\_\_\_\_ a six-foot wingspan and legs and talons roughly the size of a man's arms and legs.
- (A) so the harpy has  
(B) the harpy having  
(C) with the harpy having  
(D) the harpy has
10. \_\_\_\_\_ creation of such a community was a desirable step, the requisite political upheaval had to be accepted.
- (A) Since the  
(B) The  
(C) Later, the  
(D) It was the

## MORE SENTENCES WITH MULTIPLE CLAUSES \_\_\_\_\_

As we saw in Skills 6 through 8, many sentences in English have more than one clause. In Skills 9 through 12, we will see more patterns for connecting the clauses in sentences with multiple clauses. Because these patterns appear frequently in English and on the TOEFL test, you should be very familiar with them.

### SKILL 9: USE NOUN CLAUSE CONNECTORS CORRECTLY

A noun clause is a clause that functions as a noun; because the noun clause is a noun, it is used in a sentence as either an object of a verb, an object of a preposition, or the subject of the sentence.

I know when he will arrive.  
NOUN CLAUSE AS OBJECT OF VERB

I am concerned about when he will arrive.  
NOUN CLAUSE AS OBJECT OF PREPOSITION



When he will arrive is not important.  
NOUN CLAUSE AS SUBJECT

In the first example there are two clauses, *I know* and *he will arrive*. These two clauses are joined with the connector *when*. *When* changes the clause *he will arrive* into a noun clause that functions as the object of the verb *know*.

In the second example the two clauses *I am concerned* and *he will arrive* are also joined by the connector *when*. *When* changes the clause *he will arrive* into a noun clause that functions as the object of the preposition *about*.

The third example is more difficult. In this example there are two clauses, but they are a little harder to recognize. *He will arrive* is one of the clauses, and the connector *when* changes it into a noun clause that functions as the subject of the sentence. The other clause has the noun clause *when he will arrive* as its subject and *is* as its verb.

The following example shows how these sentence patterns could be tested in structure questions on the TOEFL test.

**Example from the Paper and Computer TOEFL® Tests**  

\_\_\_\_\_ was late caused many problems.

(A) That he  
(B) The driver  
(C) There  
(D) Because

In this example there are two verbs, *was* and *caused*, and each of these verbs needs a subject. Answer (B) is wrong because *the driver* is one subject, and two subjects are needed. Answers (C) and (D) are incorrect because *there* and *because* are not subjects. The best answer is answer (A). If you choose answer (A), the completed sentence would be: *That he was late caused many problems*. In this sentence *he* is the subject of the verb *was*, and the noun clause *that he was late* is the subject of the verb *caused*.

The following chart lists the noun clause connectors and the sentence patterns used with them:

NOUN CLAUSE CONNECTORS			
• <i>what, when, where, why, how</i>	• <i>whatever, whenever</i>	• <i>whether, if</i>	• <i>that</i>
NOUN CLAUSE AS OBJECT			
S V	(noun connector)	S V	
<i>I know</i>	<i>what</i>	<i>you did.</i>	
NOUN CLAUSE AS SUBJECT			
(noun connector)	S V	V	
<i>What</i>	<i>you did</i>	<i>was wrong.</i>	

**EXERCISE 9:** Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. (When) the season starts is determined by the weather.
- I 2. The manual (how) the device should be built.
- \_\_\_ 3. The schedule indicated if the teams would be playing in the final game.
- \_\_\_ 4. He refused to enter a plea could not be determined by the lawyer.
- \_\_\_ 5. Talked about where we should go for lunch.
- \_\_\_ 6. Why the condition of the patient deteriorated so rapidly it was not explained.
- \_\_\_ 7. Whether or not the new office would be built was to be determined at the meeting.
- \_\_\_ 8. That the professor has not yet decided when the paper is due.
- \_\_\_ 9. The contract will be awarded is the question to be answered at the meeting.
- \_\_\_ 10. He always talked with whomever he pleased and did whatever he wanted.

### SKILL 10: USE NOUN CLAUSE CONNECTOR/SUBJECTS CORRECTLY

In Skill 9 we saw that noun clause connectors were used to introduce noun subject clauses or noun object clauses. In Skill 10 we will see that in some cases a noun clause connector is not just a connector; a noun clause connector can also be the subject of the clause at the same time.

I do not know what is in the box.  
NOUN CLAUSE AS OBJECT OF VERB

We are concerned about who will do the work.  
NOUN CLAUSE AS OBJECT OF PREPOSITION



Whoever is coming to the party must bring a gift.  
NOUN CLAUSE AS SUBJECT

In the first example there are two clauses: *I do not know* and *what is in the box*. These two clauses are joined by the connector *what*. It is important to understand that in this sentence the word *what* serves two functions. It is both the subject of the verb *is* and the connector that joins the two clauses.

In the second example there are two clauses. In the first clause *we* is the subject of *are*. In the second clause *who* is the subject of *will do*. *Who* also serves as the connector that joins the two clauses. The noun clause *who will do the work* functions as the object of the preposition *about*.

In the last example there are also two clauses: *whoever is coming* and *must bring*. The word *whoever* serves two functions in the sentence: It is the subject of the verb *is coming*, and it is the connector that joins the two clauses.

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

**Example from the Paper and Computer TOEFL® Tests**  

\_\_\_\_\_ was on television made me angry.

(A) It  
 (B) The story  
 (C) What  
 (D) When

In this example you should notice immediately that there are two verbs, *was* and *made*, and each of those verbs needs a subject. Answers (A) and (B) are incorrect because *it* and *the story* cannot be the subject for both *was* and *made* at the same time. Answer (D) is incorrect because *when* is not a subject. In answer (C) *what* serves as both the subject of the verb *was* and the connector that joins the two clauses together; the noun clause *what was on television* is the subject of the verb *made*. Answer (C) is therefore the best answer.

The following chart lists the noun clause connector/subjects and the sentence patterns used with them:

NOUN CLAUSE CONNECTOR/SUBJECTS		
<i>who</i> <i>whoever</i>	<i>what</i> <i>whatever</i>	<i>which</i> <i>whichever</i>
NOUN CLAUSE AS OBJECT		
S	V	V
<i>I know</i>	<i>what</i>	<i>happened.</i>
NOUN CLAUSE AS SUBJECT		
V	V	V
<i>What</i>	<i>happened</i>	<i>was great.</i>

**EXERCISE 10:** Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The game show contestant was able to respond to whatever was asked.
- I 2. You should find out which the best physics department.
- \_\_\_\_\_ 3. The employee was unhappy about what was added to his job description.
- \_\_\_\_\_ 4. Whoever wants to take the desert tour during spring break signing up at the office.
- \_\_\_\_\_ 5. The motorist was unable to discover who he had struck his car.

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# LISTENING

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Listening is tested in the first section on both the paper TOEFL test and the computer TOEFL test. This section consists of a number of different types of listening passages, each followed by one or more questions. The paper and the computer listening sections are **similar** in the following ways:

- *some of the passages*
- *some of the language skills*

The paper and the computer listening sections are **different** in the following ways:

- *some of the passages*
- *some of the language skills*
- *the use of visuals*
- *the number of questions*
- *the amount of time*
- *the control of time between questions*
- *the procedures and strategies*

## LISTENING ON THE PAPER TOEFL® TEST

On the paper TOEFL test, the first section is called Listening Comprehension. This section consists of fifty questions (though some tests may be longer). You will listen to recorded materials and respond to multiple-choice questions about the material. You must listen carefully because you will hear the recording one time only and the material on the recording is not written in your test book.

1. **Short Dialogues** are two-line dialogues between two speakers, each followed by a multiple-choice question. You will listen to each short dialogue and question on the recording and then choose the best answer to each question from the four choices in your test book. The 30 short dialogues and 30 questions about them make up Part A of the paper TOEFL test.
2. **Long Conversations** are 60–90 second conversations on casual topics between students, each followed by a number of multiple-choice questions. You will listen to each long conversation and each of the questions that accompany it on the recording and then choose the best answer to each question from the four choices in your test book. The two conversations and the seven to nine questions that accompany them make up Part B of the paper TOEFL test.
3. **Talks** are 60–90 second talks about school life or on academic subjects, each followed by a number of multiple-choice questions. You will listen to each lecture and each of the questions that accompany it on the recording and then choose the best answer to each question from the four choices in your test book. The three lectures and the 11–13 questions that accompany them make up Part C of the paper TOEFL test.

## SHORT DIALOGUES ON THE PAPER TOEFL® TEST

Short dialogues are found in Part A in the Listening Comprehension section of the paper TOEFL test. For each of the 30 short dialogues in this part of the test, you will hear a two-line dialogue between two speakers followed by a multiple-choice question. After you listen to the dialogue and the question, you must choose the best answer to the question from your test book. Look at an example of a short dialogue from the paper TOEFL test.

### Example from the Paper TOEFL Test

On the recording, you hear:

- (man) *This physics course couldn't be any harder.*  
(woman) *I'll say!*  
(narrator) *What does the woman mean?*

In your test book, you read:

- (A) She has something to say to the man.  
(B) She doesn't think the physics course is hard.  
(C) She agrees with the man.  
(D) She'd like to discuss the physics course.

In the dialogue, when the woman says *I'll say*, she is showing that she *agrees* with what the man just said. Answer (C) is therefore the best answer to this question.

### PROCEDURES FOR THE SHORT DIALOGUES

(Paper TOEFL® Test) 

- 1. As you listen to each short dialogue, focus on the second line of the conversation.** The answer to the question is generally found in the second line.
- 2. Keep in mind that the correct answer is probably a restatement of a key word or idea in the second line of the dialogue.** Think of possible restatements.
- 3. Keep in mind that certain structures and expressions are tested regularly in the short dialogues.** Listen for these structures and expressions:
  - structures (*passives, negatives, wishes, conditions*)
  - functional expressions (*agreement, uncertainty, suggestion, surprise*)
  - idiomatic expressions (*two-part verbs, three-part verbs, idioms*)
- 4. Keep in mind that these questions generally progress from easy to difficult.** This means that questions 1 through 5 will be the easiest and questions 26 through 30 will be the hardest.
- 5. Read the answers and choose the best answer to each question.** Remember to answer each question even if you are not sure of the correct response. Never leave any answers blank.



**6. Even if you do not understand the complete dialogue, you can still find the correct answer.**

- If you only understand a few words or ideas in the second line, choose the answer that contains a restatement of those words or ideas.
- If you do not understand anything at all in the second line of the conversation, choose the answer that sounds the most different from what you heard.
- Never choose an answer because it sounds like what you heard in the dialogue.

**7. Be prepared for the next question.** You have only 12 seconds between questions.

## STRATEGIES

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### SKILL I: FOCUS ON THE LAST LINE

The short dialogues involve conversations between two people, each followed by a question. It is important to understand that the answer to this type of question is most often (but not always!) found in the last line of the conversation.

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

- (man) *Billy really made a big mistake this time.*  
(woman) *Yes, he forgot to turn in his research paper.*  
(narrator) *What does the woman say about Billy?*

In your test book or on the computer screen, you read:

- (A) It was the first time he made a mistake.  
(B) He forgot to write his paper.  
(C) He turned in the paper in the wrong place.  
(D) He didn't remember to submit his assignment.

The last line of this dialogue indicates that Billy *forgot to turn in his research paper*, and this means that he *didn't remember to submit* it. The best answer is therefore answer (D).

The following chart outlines the most important strategy for the short dialogues:

#### STRATEGY #1: FOCUS ON THE LAST LINE

1. The last line of the dialogue probably contains the answer to the question.
2. Listen to the first line of the dialogue. If you understand it, that's good. If you don't understand it, don't worry because it probably does not contain the answer.
3. Be ready to focus on the last line of the dialogue because it probably contains the answer. Repeat the last line in your mind as you read through the answers in the text.

**EXERCISE 1:** In this exercise, you should focus on the last line of the dialogue, read the question, and then choose the best answer to that question. Remember that you can probably answer the question easily with only the last line.

1. (man) *Can you tell me if today's matinee is a comedy, romance, or western?*  
(woman) *I have no idea.*  
(narrator) *What does the woman mean?*
  - (A) She has strong ideas about movies.
  - (B) She prefers comedies over westerns and romances.
  - (C) She doesn't like today's matinee.
  - (D) She does not know.
  
2. (woman) *Was anyone at home at Barb's house when you went there to deliver the package?*  
(man) *I rang the bell, but no one answered.*  
(narrator) *What does the man imply?*
  - (A) Barb answered the bell.
  - (B) The house was probably empty.
  - (C) The bell wasn't in the house.
  - (D) The house doesn't have a bell.
  
3. (woman) *You just got back from the interview for the internship. How do you think it went?*  
(man) *I think it's highly unlikely that I got the job.*  
(narrator) *What does the man suggest?*
  - (A) It's unlikely that he'll go to the interview.
  - (B) He thinks he'll be recommended for a high-level job.
  - (C) The interview was apparently quite unsuccessful.
  - (D) He had an excellent interview.

## SKILL 2: CHOOSE ANSWERS WITH SYNONYMS

Often the correct answer in a short dialogue is an answer that contains synonyms (words with similar meanings but different sounds) for key words in the conversation.

### Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

- (woman) *Why is Barbara feeling so happy?*  
(man) *She just started working in a real estate agency.*  
(narrator) *What does the man say about Barbara?*

In your test book or on the computer screen, you read:

- (A) She always liked her work in real estate.  
(B) She began a new job.  
(C) She just bought some real estate.  
(D) She bought a real estate agency.

In this dialogue, the key word *started* means *began*, and the key word *working* refers to *job*. The best answer to this question is therefore answer (B).

The following chart outlines a very important strategy for short dialogues:

### STRATEGY #2: CHOOSE ANSWERS WITH SYNONYMS

1. As you listen to the last line of the dialogue, focus on key words in that line.
2. If you see any synonyms for key words in a particular answer, then you have probably found the correct answer.

**EXERCISE 2:** In this exercise, underline key words in the last line of each short dialogue. Then underline synonyms for these key words in the answers, and choose the best answer to each question. Remember that the best answer is probably the answer that contains synonyms for the key words in the last line of the dialogue.

1. (woman) *Did you see the manager about the job in the bookstore?*  
(man) *Yes, and I also had to fill out an application.*  
(narrator) *What does the man mean?*  
(A) He got a job as bookstore manager.  
(B) The bookstore was not accepting applications.  
(C) He saw a book about how to apply for jobs.  
(D) It was necessary to complete a form.

### SKILL 3: AVOID SIMILAR SOUNDS

Often the incorrect answers in the short dialogues are answers that contain words with similar sounds but very different meanings from what you hear on the recording. You should definitely avoid these answers.

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

- (man) *Why couldn't Mark come with us?*  
(woman) *He was searching for a new apartment.*  
(narrator) *What does the woman say about Mark?*

In your test book or on the computer screen, you read:

- (A) He was in the department office.  
(B) He was looking for a place to live.  
(C) He was working on his research project.  
(D) He had an appointment at church.

The key words in the last line of the dialogue are *searching* and *apartment*. In answers (C) and (D), the words *research* and *church* sound like *search*, so these answers are incorrect. In answers (A) and (D), the words *department* and *appointment* sound like *apartment*, so these answers are incorrect. The best answer is therefore answer (B).

The following chart outlines a very important strategy for the short dialogues:

#### STRATEGY #3: AVOID SIMILAR SOUNDS

1. Identify key words in the last line of the dialogue.
2. Identify words in the answers that contain similar sounds, and do not choose these answers.

NOTE: In Appendix A there are drills to practice distinguishing similar sounds. You may want to complete these practice drills before trying the following exercises.

**EXERCISE 3:** In this exercise, underline key words in the last line of each short dialogue. Then underline words with sounds similar to these key words in the answers, and choose the best answer to each question. Remember that the best answer is probably the answer that does not contain words with sounds that are similar to the sounds of the key words in the last line of the dialogue.

1. (woman) *I heard that Sally just moved into a new, big house near the beach.*  
(man) *But Sally doesn't have a cent!*  
(narrator) *What does the man mean?*  
(A) Sally has no sense of responsibility.  
(B) Sally sent her friend to the house.  
(C) Sally has no money.  
(D) Sally is on the set with her.

## WHO, WHAT, WHERE

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### SKILL 4: DRAW CONCLUSIONS ABOUT WHO, WHAT, WHERE

It is common in the short dialogues to ask you to draw some kind of conclusion. In this type of question the answer is not clearly stated; instead you must draw a conclusion based on clues given in the dialogue. One kind of conclusion that is common in this part of the test is to ask you to determine *who* the speaker is, based on clues given in the dialogue.

**Example from the Paper and Computer TOEFL® Tests**  

On the recording, you hear:

- (woman) *Can you tell me what assignments I missed when I was absent from your class?*  
(man) *You missed one homework assignment and a quiz.*  
(narrator) *Who is the man?*

In your test book or on the computer screen, you read:

- (A) A newspaper editor
- (B) A police officer
- (C) A teacher
- (D) A student

The clues *class*, *homework*, and *quiz* in the dialogue tell you that the man is probably a *teacher*. Answer (C) is therefore the correct answer.

Another type of conclusion that is common in the short dialogues is to determine *what* will probably happen next, based on clues given in the dialogue.

**Example from the Paper and Computer TOEFL® Tests**  

On the recording, you hear:

- (woman) *Are you going to read those books here in the library?*  
(man) *I think I'd rather check them out now and take them home.*  
(narrator) *What will the man probably do next?*

In your test book or on the computer screen, you read:

- (A) Sit down in the library
- (B) Look for some more books
- (C) Return the books to the shelves
- (D) Go to the circulation desk

The man mentions *books* and says that he would like to *check them out now*. Since the *circulation desk* is where you go to check books out from a library, the man will probably go to the circulation desk next. The correct answer is therefore answer (D).

A final type of conclusion that is common in the short dialogues is to determine *where* the conversation probably takes place, based on clues given in the conversation.

**Example from the Paper and Computer TOEFL® Tests**



On the recording, you hear:

- (woman) *Are you going into the water, or are you just going to lie there on the sand?*  
 (man) *I think I need to put on some suntan lotion.*  
 (narrator) *Where does this conversation probably take place?*

In your test book or on the computer screen, you read:

- (A) At a beauty salon
- (B) At the beach
- (C) In a sandbox
- (D) At an outdoor restaurant

The clues *water*, *sand*, and *suntan lotion* in the dialogue tell you that this dialogue probably takes place at the *beach*. Answer (B) is therefore the correct answer.

The following chart outlines the key point that you should remember about this type of question:

CONCLUSIONS ABOUT WHO, WHAT, WHERE
<p>It is common for you to be asked to draw one of the following conclusions in the short dialogues:</p> <ol style="list-style-type: none"> <li>1. <i>WHO</i> is probably talking?</li> <li>2. <i>WHAT</i> will s/he probably do next?</li> <li>3. <i>WHERE</i> does the dialogue probably take place?</li> </ol>

**EXERCISE 4:** In this exercise, read each short dialogue and question, underline the clues that help you answer the question, and then choose the best answer. You will have to draw conclusions about *who*, *what*, and *where*.

1. (man) *I'd like to deposit this check in my account, please.* (A) A store clerk  
 (woman) *Would you like any cash back?* (B) A bank teller  
 (narrator) *Who is the woman?* (C) An accountant  
 (D) A waitress
  
2. (woman) *Have you deposited your paycheck yet?* (A) Earn his paycheck  
 (man) *No, but that's next on my list of errands.* (B) Write a check for a deposit on an apartment  
 (narrator) *What will the man probably do next?* (C) Go to a bank  
 (D) Make a list of errands to run

## SKILL 5: LISTEN FOR WHO AND WHAT IN PASSIVES

It is sometimes difficult to understand *who* or *what* is doing the action in a passive sentence. This problem is often tested in the short dialogues.

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

- (man) *Did Sally go to the bank this morning?*  
(woman) *Yes, she did. She got a new checking account.*  
(narrator) *What does the woman imply?*

In your test book or on the computer screen, you read:

- (A) Sally wrote several checks.  
(B) Sally wanted to check up on the bank.  
(C) A new checking account was opened.  
(D) Sally checked on the balance in her account.

In this dialogue, the woman uses the active statement *She got a new checking account*, which means that *Sally opened a checking account*. The correct answer uses the passive structure that *a new checking account was opened* to express the same idea. Therefore, the best answer to the question above is answer (C).

You should note the following about passive sentences in the short dialogues:

### PASSIVE STATEMENTS

1. If the dialogue contains a *passive* statement, the answer to the question is often an *active* statement.
2. If the dialogue contains an *active* statement, the answer to the question is often a *passive* statement.

NOTE: Check carefully *who* or *what* is doing the action in these questions.

**EXERCISE 5:** In this exercise each of the correct answers is either a passive restatement of an active sentence or an active restatement of a passive sentence. Read each short dialogue and underline the key active or passive statement. Then read the question and choose the best answer to the question. Be careful about *who* and *what* with these passives.

1. (woman) *Alice needs to pay her tuition today.* (A) Alice's education has paid off.  
(man) *But her tuition has already been paid.* (B) Alice's tuition needs to be paid.  
(narrator) *What does the man imply?* (C) Alice has already paid her fees.  
(D) Alice has already received the money.



## SKILL 6: LISTEN FOR WHO AND WHAT WITH MULTIPLE NOUNS

When there is more than one noun in a sentence in the short dialogues, it is common for the answers to confuse which noun does what.

**Example from the Paper and Computer TOEFL® Tests** 

On the recording, you hear:

- (man) *Do you know who is in the band now?*  
(woman) *I heard that Mara replaced Robert in the band.*  
(narrator) *What does the woman say about the band?*

In your test book or on the computer screen, you read:

- (A) Robert became a new member of the band.  
(B) Robert took Mara's place in the band.  
(C) Mara didn't have a place in the band.  
(D) Mara took Robert's place in the band.

In the woman's response to the man's question, she talks about two people (*Mara* and *Robert*), and these two people are confused in the answers. Because *Mara replaced Robert*, this means that *Mara took Robert's place* in the band. The best answer is therefore answer (D).

The following chart outlines the key point that you should remember about questions with multiple nouns:

### WHO AND WHAT WITH MULTIPLE NOUNS

When there are multiple nouns in a sentence, it is common for the answers to confuse which noun does what.

**EXERCISE 6:** In this exercise, underline the confusing nouns in each short dialogue. Then, read the question and choose the best answer to that question. Remember to think very carefully about who is doing what.

1. (man) *Why is Bill not at work this week?*  
(woman) *His doctor made him take a week off.*  
(narrator) *What does the woman mean?*
  - (A) The doctor decided to take some time off from work.
  - (B) The doctor told Bill he wasn't too weak to work.
  - (C) Bill was mad when the doctor took some time off.
  - (D) Bill took a vacation on his doctor's orders.
  
2. (man) *Why is Paul going back home this summer?*  
(woman) *He's returning to Vermont for his sister's wedding.*  
(narrator) *What does the woman mean?*
  - (A) Paul is getting married this summer.
  - (B) Paul's sister is returning from Vermont to get married.
  - (C) Paul will be there when his sister gets married this summer.
  - (D) Paul's sister is coming to his wedding in Vermont.
  
3. (man) *Did you hear that John's uncle died?*  
(woman) *Yes, and John was named beneficiary in his uncle's will.*  
(narrator) *What does the woman mean?*
  - (A) John received an inheritance when his uncle died.
  - (B) It's a benefit that John's name is the same as his uncle's.
  - (C) John knows that his uncle will come to the benefit.
  - (D) John's uncle gave him a beneficial name.

## NEGATIVES

### SKILL 7: LISTEN FOR NEGATIVE EXPRESSIONS

Negative expressions are very common in the short dialogues, and the most common kind of correct response to a negative statement is a positive statement containing a word with an opposite meaning.

Example from the Paper and Computer TOEFL® Tests  

On the recording, you hear:

(man) *How did they get to their grandmother's house in Maine in only five hours?*

(woman) *They didn't drive slowly on the trip to Maine.*

(narrator) *What does the woman say about the trip?*

In your test book or on the computer screen, you read:

- (A) They drove rather quickly.
- (B) They couldn't have driven more slowly.
- (C) They wanted to travel slowly to Maine.
- (D) They didn't drive to Maine.

The correct answer is answer (A). If they *didn't drive slowly* to Maine, this means that they drove rather *quickly*. Notice that the correct answer uses *quickly*, the opposite of *slowly*. The answers that use *slowly* are not correct.

The following chart outlines the types of negative expressions that you should be careful of:

TYPES OF NEGATIVE EXPRESSIONS		
Expression	Example	Correct Answer
Regular negative: <i>not</i> or <i>n't</i>	Tom is <i>not sad</i> about the results.	<i>not sad</i> = <i>happy</i>
Other negatives: <i>nobody</i> , <i>none</i> , <i>nothing</i> , <i>never</i>	<i>Nobody</i> arrived <i>on time</i> . Sal <i>never</i> works <i>hard</i> .	<i>nobody ... on time</i> = <i>late</i> <i>never works hard</i> = <i>lazy</i>
Negative prefixes: <i>un-</i> , <i>in-</i> , <i>dis-</i>	The patient was <i>insane</i> .	<i>insane</i> = <i>not sane</i> = <i>crazy</i>

**EXERCISE 7:** In this exercise, underline the negative in the last line of each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that uses an opposite meaning.

1. (man) *I can't seem to get the door unlocked.* (A) The key in the drawer is on the right.
- (woman) *That isn't the right key for the door.* (B) The man should write the message on the door.
- (narrator) *What does the woman mean?* (C) The man has the wrong key.
- (D) The right key isn't in the drawer.

## SKILL 8: LISTEN FOR DOUBLE NEGATIVE EXPRESSIONS

It is possible for two negative ideas to appear in one sentence, and the result can be quite confusing.

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

- (man) *I can't believe the news that I heard about the concert.*  
 (woman) *Well, it isn't impossible for the concert to take place.*  
 (narrator) *What does the woman say about the concert?*

In your test book or on the computer screen, you read:

- (A) There's no possibility that the concert will take place.  
 (B) The concert will definitely not take place.  
 (C) The concert might take place.  
 (D) The concert can't take place.

The correct answer to this question is answer (C). If it *isn't impossible* for the concert to take place, then it is possible, and the modal *might* indicates possibility.

The following chart outlines the situations where double negatives can occur:

DOUBLE NEGATIVES		
Situation	Example	Meaning
negative word (e.g., <i>not</i> , <i>no</i> , <i>none</i> ) and a negative prefix (e.g., <i>in-</i> , <i>un-</i> , <i>dis-</i> )	He <i>didn't</i> like the <i>unclean</i> office.	did <i>not</i> like <i>unclean</i> office = liked clean office
two negative verbs	It <i>isn't</i> snowing, so they <i>aren't</i> going to the mountains.	implies that they would go if it were snowing
<i>neither</i> or <i>not ... either</i>	Sue <i>didn't</i> like the movie, and <i>neither</i> did Mark.	both did <i>not</i> like the movie

**EXERCISE 8:** In this exercise, underline the two negatives in the last line of each short dialogue. Then read the question and choose the best answer to that question. Remember that two negatives can make the sentence positive.

1. (man) *Paula, you worked so hard setting up the field trip.*  
 (woman) *I hope no one's unhappy with the arrangements.*  
 (narrator) *What does Paula mean?*
- (A) She hopes everyone will be pleased.  
 (B) She knows no one is happy with what she has done.  
 (C) She's arranged to take a trip because she's unhappy.  
 (D) Everyone's happy with the condition of the field.

## SKILL 9: LISTEN FOR “ALMOST NEGATIVE” EXPRESSIONS

Certain expressions in English have “almost negative” meanings. These expressions are common in the short dialogues.

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

(woman) *Were you able to pay the electric bill?*

(man) *I had barely enough money.*

(narrator) *What does the man imply?*

In your test book or on the computer screen, you read:

- (A) He had plenty of money for the bill.
- (B) He did not have enough money for the bill.
- (C) He paid the bill but has no money left.
- (D) He was unable to pay the bill.

In the man’s statement, the word *enough* indicates that there was *enough*, so he *paid the bill*. However, it was *barely* enough, so he almost did not have enough and certainly *has no money left*. The correct answer is therefore answer (C).

The following chart outlines common “almost negative” expressions:

COMMON ALMOST NEGATIVE EXPRESSIONS		
Meaning	Expression	Example
almost none	<i>hardly, barely, scarcely, only</i>	There is <i>hardly any</i> food in the refrigerator.
almost never	<i>rarely, seldom</i>	He <i>rarely</i> drives to work.

**EXERCISE 9:** In this exercise, underline the “almost negative” expression in the last line of each short dialogue. Then read the question and choose the best answer. Remember that the best answer is one that means that it *is true* but it is *almost not true*.

1. (man) *I hear that Mona’s been offered the manager’s job.* (A) Mona hasn’t worked hard.  
 (woman) *But she has hardly any work experience!* (B) Mona’s experience has been hard.  
 (narrator) *What does the woman say about Mona?* (C) Mona’s job as manager is hard.  
 (D) Mona hasn’t worked for very long.

2. (woman) *How much time did Sam spend on his paper for economics class?*  
(man) *Sam has seldom taken so much time on a research paper.*  
(narrator) *What does the man mean?*
- (A) Sam usually spends this much time on his schoolwork.  
(B) Sam has rarely worked so hard.  
(C) Sam took too much time on this paper.  
(D) Sam should've worked harder on this paper.
3. (woman) *Does Steve usually park his car there?*  
(man) *Only once has he parked his car in that lot.*  
(narrator) *What does the man mean?*
- (A) He parks his car there once in a while.  
(B) He's parked his car there a lot.  
(C) He only leaves his car there for short periods of time.  
(D) He left his car there on just one occasion.

## SKILL 10: LISTEN FOR NEGATIVES WITH COMPARATIVES

Negatives can be used with comparatives in the short dialogues of the TOEFL test. A sentence with a negative and a comparative has a superlative, or very strong, meaning.

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

(woman) *What do you think of the new student in math class?*

(man) *No one is more intelligent than she is.*

(narrator) *What does the man say about the new student?*

In your test book or on the computer screen, you read:

- (A) She is not very smart.
- (B) He is smarter than she is.
- (C) Other students are smarter than she is.
- (D) She is the smartest student in the class.

The man responds to the woman's question with the negative *No* and the comparative *more intelligent*, and this combination has a superlative meaning, *the smartest*. The best answer is therefore answer (D).

The following chart outlines comparisons that you should be careful of when they are used with negatives:

COMPARATIVES WITH NEGATIVES		
Comparative	Example	Meaning
<i>more</i>	<i>No one is <u>more</u> beautiful than she is.</i>	<i>She is <u>the most</u> beautiful.</i>
<i>-er</i>	<i>He couldn't be happier.</i>	<i>He is <u>extremely</u> happy.</i>

**EXERCISE 10:** In this exercise, underline the negative and the comparative in the second line of each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that expresses a superlative, or very strong, idea.

1. (woman) *Have you gotten over your cold yet?*  
 (man) *I couldn't be feeling any better today.*  
 (narrator) *What does the man mean?*
  - (A) He's feeling terrific.
  - (B) He felt a lot worse today.
  - (C) He's not feeling too well today.
  - (D) He's a bit better today.
  
2. (woman) *What did you think of Mike when you first met him?*  
 (man) *He couldn't have been more unfriendly.*  
 (narrator) *What does the man mean?*
  - (A) Mike was extremely friendly when he met him.
  - (B) Mike could have met him sooner.
  - (C) Mike didn't seem to like him at all.
  - (D) When he met Mike, he didn't have a friend.
  
3. (man) *Did you see Theresa's grade on the math exam? It was unbelievable!*  
 (woman) *No one else could have done better.*  
 (narrator) *What does the woman mean?*
  - (A) Theresa could've gotten a higher grade.
  - (B) Anyone could get a good grade.
  - (C) Theresa got the highest grade.
  - (D) A high grade is impossible for anyone.



# Complete Test.

## Section One: Listening Comprehension

- 1A She is younger than her sister .
- B she does not spend much time with her sister's children.
- C she does not get along well with her sister
- D she no longer resembles her sister.
- 2A Paper plates are cheaper than dishes.
- B Dishes break more easily than paper plates.
- C There is no need to wash any dishes now.
- D The woman's roommate will return soon.
- 3A She has not applied to any universities yet,
- B She will begin university classes in a few weeks.
- C She does not know yet if a university will accept her.
- D She is too busy to contact the university right now.
- 4A Reconsider his position later
- B Allow the student to miss class
- C Lower the student's grade
- D Suggest that the student try to reschedule the operation
- 5A He does not have enough money for the trip yet.
- B He is planning to work during spring break .
- C The trip is too far off in the future to think about.
- D He has changed his mind about going to Canada.
- 6A The photograph is not good enough to send.
- B The photograph was not taken at the Grand Canyon.
- C They already sent Mary a photograph of their vacation.
- D Sending pictures through the mail is too expensive.

- 7A She should have asked to be excused from the trip.
- B She deserves the zero.
- C She is right to be angry.
- D She should have gone on the field trip.
- 8A He wants to live off campus.
- B There are advantages and disadvantages to living off campus.
- C Living space in the dorm is crowded.
- D There are only a few apartments available off campus.
- 9A Turn down the volume of the music
- B Turn the music off
- C Play a different style of music.
- D Listen to music in a different room.
- 10A It took a long time to finish the building.
- B He was too busy to notice the opening of the hotel.
- C He did not know the hotel had a restaurant.
- D He would like to meet the woman for brunch next Sunday.
- 11A Go to her class.
- B Cancel her appointment with the president.
- C Ask her professor to excuse her from class.
- D Attend the presentation.
- 12A She admires Steve's relationship with his father.
- B She does not know Steve or his father.
- C Her daughter is older than Steve.
- D She disagrees with the man.

13A He has heard the new CD.

B He does not enjoy classical music.

C He is not interested in the CD.

D He rarely listens to music.

14A Buy tickets for the next showing.

B Leave the theater

C Change their seats for a better view

D Ask the couple in front of them to be quiet

15A The library closes earlier during the summer.

B The library is closed during summer vacation.

C The library will be open until midnight tonight.

D She does not usually go to the library during the summer.

16A She is sorry the man has to cancel the plans

B She wants to hand in her report early.

C She would like to go with the man.

D she does not usually enjoy the symphony.

17A He has other plans for the evening

B He is looking forward to attending the party.

C He often misses Linda's parties.

D he wants to know if he should bring anything to the party.

18A There is just about enough time to do the job

B The desk has never been so orderly.

C The clock on the desk needs to be set.

D The desk really needs organizing.

19A He enjoys looking at the flowers.

B He thinks the park is boring.

C He does not like walking with the woman.

D He does not see any trees.

20A There are not very many hotels in the area.

B She stayed at the Clover Inn last month.

C She is not sure the man's parents would like the Clover Inn.

D It may be too late to get a room at the Clover Inn.

21A Wait until later to eat

B Go to the cafeteria without her

C Bring her some food from the cafeteria

D Meet her at the cafeteria

22A He has to work with his brother .

B He has no definite plans.

C He usually works on weekends.

D His plans depend on the woman.

23A Buy stamps at the post office

B Mail the woman's bill

C Drive to the woman's house

D Pick up a package from the post office

24A The woman should call Bill to check his schedule.

B The woman should have left for the airport earlier.

C The woman does not need to rush to meet Bill .

D Traffic near the airport could delay the woman's arrival.

25A She did better on the quiz than the man did.

B She did not have to take the quiz.

C She has not yet received her grade on the quiz.

D She did not do well on the quiz.

26A He will be happy to share their dessert

B He did not know what time he was supposed to arrive.

C He expected the traffic to be bad.

D He is not upset that they ate lunch.

27A She has to quit her job in the laboratory.

B She cut herself while working in the laboratory.

C She enjoys doing laboratory experiments.

D She feels that the man is dedicated to his work too.

28A Ask for directions

B Try a different route to the beach

C Go back for the map

D Cancel their trip

29A He would like the woman to reschedule the meeting.

B He will meet the woman briefly on Friday

C The report will not be ready until Thursday.

D The report was finished last Friday.

30A Find out when the bookstore opens

B Withdraw some cash

C Inquire about a job

D Spend her extra money on books

31A Ways to determine the age of a fossil

- B The identity of a fossil the woman found
- C A comparison of two shellfish fossils
- D Plans for a field trip to look for fossils

32A The class is going to study them.

- B They evolved from brachiopods.
- C They are similar to brachiopods in appearance.
- D They belongs to the same species as brachiopods.

33A It has a ribbed shell.

- B It has an unusually large valve.
- C It was found near the water.
- D It is smaller than a mollusk.

34A He has never seen a fossil that old.

- B It could be many millions of years old.
- C It is probably a recent specimen.
- D He will ask the lab how old it is.

35A Take it to class

- B Put it in her collection
- C Take it to the lab
- D Leave it with her professor

36A A jewelry store robbery

- B Buying a birthday present
- C Writing a story
- D Doing research for a class assignment

37A Her professor did not like her story .

B She had trouble finishing her assignment

C she did not like the topic she had chosen for her paper.

D She was taking too many courses,

38A Take some extra time

B Do a writing exercise

C Do some work for another course

D Write the story ending first

39A To go shopping

B To do research for her story

C To meet with her professor

D To take a break from her work

40A To describe ways pests can damage plants

B To examine the life cycle of caterpillars

C To explain how corn plants develop

D To describe how a natural pesticide works

41A Caterpillars chewing on its leaves

B Wasps laying eggs on its leaves

C Pesticides sprayed on its leaves

D Knives cutting its stalk

42A By flying in circles around a field

B By detecting a chemical signal

C By inspecting individual corn leaves

D By noticing the caterpillar's coloration



43A Recently discovered manuscripts

- B Similarities among religions
- C Methods of analyzing ancient manuscripts
- D How ancient manuscripts are preserved

44A The simplicity of their language

- B Their age
- C The location of their discovery
- D The material they are made of

45A Orally preserved teachings

- B A collection of letters
- C A diary
- D A scholarly article

46A Ancient settlers in Asia

- B How Buddhism is practiced today
- C The spread of Buddhism in Asia
- D Why some languages disappear

47A The language they are written in is not widely known.

- B They cannot be moved from where they were found
- C The writing in them has faded
- D Many people want credit for the discovery.

48A The advantages of an economy based on farming

- B Reasons farmers continued using river transportation
- C The role of cotton in the United States economy
- D Improved methods of transporting farm crops

49A The new technology used to build roads

B The ability to transport goods over land

C The trade in grain and cotton

D The linking of smaller local roads into one long road

50A Reduced charges for transporting farm products

B Required payment from vehicles that used their roads

C Made repairs to older roads

D Installed streetlights on roads connecting major cities

## Section Two: Structure and Written Expression

1. The musical comedy *Oklahoma!* did much to expand the potential of the musical stage, and it encouraged others to attempt.....

- (a) original themes
- (b) to original themes
- (c) that were original themes
- (d) how original themes

2. Despite its fishlike form, the whale is.....and will drown if submerged too long.

- (a) an animal breathes air that
- (b) an animal that breathes air
- (c) an animal breathes air
- (d) that an animal breathes air

3. The saguaro ,found in desert regions in the southwestern United States ,.....cactus in the world.

- (a) is the largest
- (b) the largest
- (c) that is the largest
- (d) the largest that is a

4. It is said that United States literature.....individuality and identity in the twentieth century, after long imitation of European models.

- (a) was achieved
- (b) achieved
- (c) to achieve
- (d) achieving

5. Lucy Stone ,.....first feminists in the United States ,helped organize the American Woman Suffrage Association in 1869.

(a)the one

(b)who was the

(c)another

(d)one of the

6.....,including climate, mineral content, and the permanency of surface water, wetlands may be mossy ,grassy , scrubby, or wooded.

(a)Depending on many factors

(b)Many factors depending on

(c)Factors depending on many

(d)On many factors depending

7. Duke Ellington's orchestra ,.....his own often complex compositions, made many innovations in jazz.

(a)he played

(b)playing

(c)that it played

(d)was playing

8. The term "ice age" refers to any of several periods of time when glaciers covered considerably more of Earth's surface.....

(a)as is today

(b)than today is

(c)than they do today

(d)that today

9. From colonial times ,United States property owners agreed to tax themselves on the theory.....directly from services that the government could provide.

(a)property owners benefited so that

(b)why property owners benefited

(c)that if property owners benefited

(d)that property owners benefited

10. Helium is not flammable and ,next to hydrogen ,is.....

(a)known the lightest gas

(b)lightest the known gas

(c)the lightest gas known

(d)the known gas lightest

11. Wild eagles that survive to adulthood are believed.....from 20 to 30 years.

(a)live

(b)to live

(c)they live

(d)their living

12. Portland,.....,is located primarily on two hilly peninsulas overlooking Casco Bay and its many island.

(a)which Maine's largest city

(b)Maine's largest city where

(c)is Maine's largest city

(d)Maine's largest city

13.....widely used in the chemical industry, sodium carbonate is principally consumed by the glass industry.

(a)Despite

(b)Whether

(c)Though

(d)Except for

14.Cells,first identified by the early microscopists, began to be considered.....in the nineteenth century.

(a)them as microcosm of living organisms

(b)the microcosm of living organisms

(c)the microcosm of living organisms to be

(d)as which ,the microcosm of living organisms

15.Like Jupiter, Saturn is a large ,gaseous planet composed.....of hydrogen and helium.

(a)it is mostly

(b)mostly

(c)almost

(d)both are almost

16. Bacterial **cultures** are used **commercially** in the **preparation** of food products **such that** yogurt ,sour cream ,and vinegar.

17.Anyone with absolute ,or perfect,pitch **are** able to identify by ear **any** note at **some** standard pitch or to **sing** a specified note at will.

18.Sea horses **usually** live along the shore among seaweed and **other** plants to which they **cling to** by **their tails**.

19.Babies **have** soft spots **between** the bones **of** their skulls ,which **allowing** for further growth.

20.T.S.Elott,**who** a poet ,playwright, **literary** critic ,and editor ,was **a leader** of the Modemist **movement** in poetry.

21. The Pacific Ocean ***comprises almost the entire boundary western*** of North and South America.
22. ***Established*** in 1948 ,the State University of New York is the ***singly largest*** university ***system*** in the United States.
23. Photography disseminates information ***about humanity*** and nature ,records the ***visible*** world, and ***extension*** human knowledge into ***areas the*** eye cannot penetrate.
24. Because of their ***rapidly*** changing ***economically*** fortunes, many frontier towns of the American West ***underwent*** spectacular fluctuations in ***population*** in the nineteenth century.
25. ***Virtually*** no disease exists today ***for which*** there is no drug that can be given ,***neither*** to cure the disease or to alleviate ***its*** symptoms.
26. Calcium is ***essential*** for ***blood*** clotting ,for the action of ***certain*** enzymes, and for the normal contraction and ***relax*** of muscles.
27. The ***large*** collection of the Williams College Museum of Art ***includes*** ancient and medieval art ,but ***much*** exhibits are ***modern*** or contemporary.
28. The technique of spectroscopy allows ***analyst*** of incoming light after it ***has been*** separated into ***its*** component wavelengths ***by passage*** through a prism.
29. ***Today*** ,fifty ***years after*** its construction ,the Alaska Highway ***conveys*** 40,000 vehicles ***in normal*** year.
30. Since prehistoric times ,artists (***have been***) arranged colors on surfaces (***in ways***) (***that express***) their ideas (***about people***) ,the world ,and religion.
31. (***Few substances***) look less (***alike than***)\_coal and diamonds ,yet both (***are fashioned***) (***from same***) elemental carbon.
32. Meteorologists can program their computes to scan for a ***specific*** set of weather criteria, ***such as*** falling barometric pressure ,***increase*** cloud cover ,and rising ***humidity***.
33. Obsidian is ***formed when*** siliceous lava ***cools*** too rapidly to ***crystallized*** into rock-forming minerals.
34. European ***settlers*** in North America moved from the Atlantic ***coast across*** 3,000 ***miles forests***, grasslands, deserts, and mountains ***until*** they reached the Pacific Ocean.
35. Philosophy tries ***to discover*** the nature of ***true*** and knowledge and to find ***what is*** of basic value and ***importance*** in life.

36. In this world of ***high*** technology, it is ***easy*** to forget that the most important ***tools*** ever ***developed for*** learning is still the book.

***37. The element*** potassium ***makes up*** ***less*** than one half ***percentage*** of the human body.

38. Twenty thousand years ago a sheet of ***ice*** a thousand meters ***thick*** covered the coastal region ***which*** the cities of Vancouver and Juneau ***now are*** located.

39. The Crow, Blackfoot, and Sioux tribes ***traditionally*** adorned ***they*** dwellings and costumes with ***colorful*** and highly valued beaded ***decorations***.

40. In the late 1800's, United States painter Thomas Eakins ***develop*** a ***broad***, powerful Realist ***style that*** became ***almost*** expressionistic in his later years.



## Section Three: Reading

Questions 1-9:

Europa is the smallest of planet Jupiter's four largest moons and the second moon out from Jupiter. Until 1979, it was just another astronomy textbook statistic. Then came the close-up images obtained by the exploratory spacecraft Voyager 2, and within days, Europa was transformed-in our perception, at least-into one of the solar system's (5)most intriguing worlds. The biggest initial surprise was the almost total lack of detail, especially from far away. Even at close range, the only visible features are thin, kinked brown lines resembling cracks in an eggshell. And this analogy is not far off the mark.

The surface of Europa is almost pure water ice, but a nearly complete absence of craters indicates that Europa's surface ice resembles Earth's Antarctic ice cap. The (10) eggshell analogy may be quite accurate since the ice could be as little as a few kilometers thick –a true shell around what is likely a subsurface liquid ocean that , in turn, encases a rocky core. The interior of Europa has been kept warm over the eons by tidal forces generated by the varying gravitational tugs of the other big moons as they wheel around Jupiter. The tides on Europa pull and relax in an endless cycle. The resulting internal heat (15) keeps what would otherwise be ice melted almost to the surface. The cracklike marks on Europa's icy face appear to be fractures where water or slush oozes from below.

Soon after Voyager 2's encounter with Jupiter in 1979, when the best images of Europa were obtained, researchers advanced the startling idea that Europa's subsurface ocean might harbor life. Life processes could have begun when Jupiter was releasing a (20) vast store of internal heat. Jupiter's early heat was produced by the compression of the material forming the giant planet. Just as the Sun is far less radiant today than the primal Sun, so the internal heat generated by Jupiter is minor compared to its former intensity.

During this warm phase, some 4.6 billion years ago, Europa's ocean may have been liquid right to the surface, making it a crucible for life.

1. What does the passage mainly discuss?
  - (A) The effect of the tides on Europa's interior
  - (B) Temperature variations on Jupiter's moons
  - (C) Discoveries leading to a theory about one of Jupiter's moons
  - (D) Techniques used by Voyager 2 to obtain close-up images.
  
2. The word "intriguing" in line 5 is closest in meaning to
  - (A) changing
  - (B) perfect
  - (C) visible
  - (D) fascinating
  
3. In line 7, the author mentions "cracks in an eggshell" in order to help readers
  - (A) visualize Europa as scientists saw it in the Voyager 2 images
  - (B) appreciate the extensive and detailed information available by viewing Europa from far away
  - (C) understand the relationship of Europa to the solar system
  - (D) recognize the similarity of Europa to Jupiter's other moons
  
4. It can be inferred from the passage that astronomy textbooks prior to 1979
  - (A) provided many contradictory statistics about Europa
  - (B) considered Europa the most important of Jupiter's moons
  - (C) did not emphasize Europa because little information of interest was available
  - (D) did not mention Europa because it had not yet been discovered
  
5. What does the author mean by stating in line 7 that "this analogy is not far off the mark"?
  - (A) The definition is not precise.
  - (B) The discussion lacks necessary information.
  - (C) The differences are probably significant.
  - (D) The comparison is quite appropriate.

6. It can be inferred from the passage that Europa and Antarctica have in common which of the following?
- (A) Both appear to have a surface with many craters.
  - (B) Both may have water beneath a thin, hard surface.
  - (C) Both have an ice cap that is melting rapidly.
  - (D) Both have areas encased by a rocky exterior.
7. The word "endless" in line 14 is closest in meaning to
- (A) new
  - (B) final
  - (C) temporary
  - (D) continuous
8. According to the passage, what is the effect of Jupiter's other large moons on Europa?
- (A) They prevent Europa's subsurface waters from freezing.
  - (B) They prevent tides that could damage Europa's surface.
  - (C) They produce the very hard layer of ice that characterizes Europa.
  - (D) They assure that the gravitational pull on Europa is maintained at a steady level.
9. According to the passage, what is believed to cause the thin lines seen on Europa's surface?
- (A) A long period of extremely high tides
  - (B) Water breaking through from beneath the surface ice
  - (C) The continuous pressure of slush on top of the ice
  - (D) Heat generated by the hot rocky core

Question 10-19

Both in what is now the eastern and the southwestern United States, the peoples of the Archaic era (8,000-1,000 B.C) were, in a way, already adapted to beginnings of cultivation through their intensive gathering and processing of wild plant foods. In both areas, there was a well-established ground stone tool technology, a method of pounding

(5)and grinding nuts and other plant foods, that could be adapted to newly cultivated foods.

By the end of the Archaic era, people in eastern North America had domesticated certain native plants, including sunflowers; weeds called goosefoot, sumpweed, or marsh elder; and squash or gourds of some kind. These provided seeds that were important sources of carbohydrates and fat in the diet.

(10) The earliest cultivation seems to have taken place along the river valleys of the Midwest and the Southeast, with experimentation beginning as early as 7,000 years ago and domestication beginning 4,000 to 2,000 years ago. Although the term “Neolithic” is not used in North American prehistory, these were the first steps toward the same major subsistence changes that took place during the Neolithic (8,000-2,000 B.C.) period

(15)elsewhere in the world.

Archaeologists debate the reasons for beginning cultivation in the eastern part of the continent. Although population and sedentary living were increasing at the time, there is little evidence that people lacked adequate wild food resources; the newly domesticated foods supplemented a continuing mixed subsistence of hunting, fishing, and gathering

(20)wild plants, Increasing predictability of food supplies may have been a motive. It has been suggested that some early cultivation was for medicinal and ceremonial plants rather than for food. One archaeologist has pointed out that the early domesticated plants were all weedy species that do well in open, disturbed habitats, the kind that would form around human settlements where people cut down trees, trample the ground, deposit trash, and

(25)dig holes. It has been suggested that sunflower, sumpweed, and other plants almost domesticated themselves, that is , they thrived in human –disturbed habitats, so humans intensively collected them and began to control their distribution. Women in the Archaic communities were probably the main experimenters with cultivation, because ethnoarchaeological evidence tells us that women were the main collectors of plant food and had detailed knowledge of plants.

10. The passage mainly discusses which of the following aspects of the life of Archaic peoples?
- (A) The principal sources of food that made up their diet
  - (B) Their development of ground stone tool technology
  - (C) Their development of agriculture
  - (D) Their distribution of work between men and women
11. The word "these" in line 13 refers to
- (A) seeds
  - (B) river valleys
  - (C) the Midwest and the Southeast
  - (D) experimentation and domestication
12. According to the passage, when did the domestication of plants begin in North America?
- (A) 7,000 years ago
  - (B) 4,000 to 2,000 years ago
  - (C) Long after the Neolithic period
  - (D) Before the Archaic period
13. The word "adequate" in line 18 is closest in meaning to
- (A) sufficient
  - (B) healthful
  - (C) varied
  - (D) dependable
14. According to the passage, which of the following was a possible motive for the cultivation of plants in eastern North America?
- (A) Lack of enough wild food sources
  - (B) The need to keep trees from growing close to settlements

- (C) Provision of work for an increasing population
- (E) Desire for the consistent availability of food
15. The phrase "rather than" in line 21 is closest in meaning to
- (A) in addition to
  - (B) instead of
  - (C) as a replacement
  - (D) such as
16. The plant "sumpweed" is mentioned in line 25 in order to
- (A) contrast a plant with high nutritional value with one with little nutritional value
  - (B) explain the medicinal use of a plant
  - (C) clarify which plants grew better in places where trees were not cut down
  - (D) provide an example of a plant that was easy to domesticate
17. The word "thrived" in line 26 is closest in meaning to
- (A) stayed
  - (B) originated
  - (C) grew well
  - (D) died out
18. According to the passage, which of the following is true about all early domesticated plants?
- (A) They were varieties of weeds.
  - (B) They were moved from disturbed areas.
  - (C) They succeeded in areas with many trees.
  - (D) They failed to grow in trampled or damaged areas.
19. According to the passage, it is thought that most of the people who began cultivating plants were
- (A) medical workers
  - (B) leaders of ceremonies
  - (C) women
  - (D) hunters

Questions 20-29

Many ants forage across the countryside in large numbers and undertake mass migrations; these activities proceed because one ant lays a trail on the ground for the others to follow. As a worker ant returns home after finding a source of food, it marks the route by intermittently touching its stinger to the ground and depositing a tiny amount of trail (5) pheromone—a mixture of chemicals that delivers diverse messages as the context changes. These trails incorporate no directional information and may be followed by other ants in either direction.

Unlike some other messages, such as the one arising from a dead ant, a food trail has to be kept secret from members of other species. It is not surprising then that ant species use (10) a wide variety of compounds as trail pheromones. Ants can be extremely sensitive to these signals. Investigators working with the trail pheromone of the leafcutter ant *Atta texana* calculated that one milligram of this substance would suffice to lead a column of ants three times around Earth.

The vapor of the evaporating pheromone over the trail guides an ant along the way, (15) and the ant detects this signal with receptors in its antennae. A trail pheromone will evaporate to furnish the highest concentration of vapor right over the trail, in what is called a vapor space. In following the trail, the ant moves to the right and left, oscillating from side to side across the line of the trail itself, bringing first one and then the other antenna into the vapor space. As the ant moves to the right, its left antenna arrives in the vapor space. (20) The signal it receives causes it to swing to the left, and the ant then pursues this new course until its right antenna reaches the vapor space. It then swings back to the right, and so weaves back and forth down the trail.

20. What does the passage mainly discuss?

- (A) The mass migration of ants
- (B) How ants mark and follow a chemical trail
- (C) Different species of ants around the world

- (D) The information contained in pheromones
21. The word "forage" in line 1 is closest in meaning to
- (A) look up
  - (B) walk toward
  - (C) revolve around
  - (D) search for food
22. The word "intermittently" in line 4 is closest in meaning to
- (A) periodically
  - (B) incorrectly
  - (C) rapidly
  - (D) roughly
23. The phrase "the one" in line 8 refers to a single
- (A) message
  - (B) dead ant
  - (C) food trail
  - (D) species
24. According to the passage, why do ants use different compounds as trail pheromones?
- (A) To reduce their sensitivity to some chemicals
  - (B) To attract different types of ants
  - (C) To protect their trail from other species
  - (D) To indicate how far away the food is
25. The author mentions the trail pheromone of the leafcutter ant in line 11 to point out
- (A) how little pheromone is needed to mark a trail
  - (B) the different types of pheromones ants can produce
  - (C) a type of ant that is common in many parts of the world
  - (D) that certain ants can produce up to one milligram of pheromone



26. According to the passage, how are ants guided by trail pheromones?
- (A) They concentrate on the smell of food.
  - (B) They follow an ant who is familiar with the trail
  - (C) They avoid the vapor spaces by moving in a straight line.
  - (D) They sense the vapor through their antennae.
27. The word "furnish" in line 16 is closest in meaning to
- (A) include
  - (B) provide
  - (C) cover
  - (D) select
28. The word "oscillating" in line 17 is closest in meaning to
- (A) falling
  - (B) depositing
  - (C) swinging
  - (D) starting
29. According to the passage, the highest amount of pheromone vapor is found
- (A) in the receptors of the ants
  - (B) just above the trail
  - (C) in the source of food
  - (D) under the soil along the trail

Questions 30-39

Native Americans probably arrived from Asia in successive waves over several millennia, crossing a plain hundreds of miles wide that now lies inundated by 160 feet of water released by melting glaciers. For several periods of time, the first beginning around 60,000 B.C. and the last ending around 7,000 B.C., this land bridge was open. The

(5) first people traveled in the dusty trails of the animals they hunted. They brought with them not only their families, weapons, and tools but also a broad metaphysical understanding, sprung from dreams and visions and articulated in myth and song, which complemented their scientific and historical knowledge of the lives of animals and of people. All this they shaped in a variety of languages, bringing into being oral literatures of power and beauty.

(10) Contemporary readers, forgetting the origins of western epic, lyric, and dramatic forms, are easily disposed to think of "literature" only as something written. But on reflection it becomes clear that the more critically useful as well as the more frequently employed sense of the term concerns the artfulness of the verbal creation, not its mode of presentation. Ultimately, literature is aesthetically valued, regardless of language, culture,

(15) or mode of presentation, because some significant verbal achievement results from the struggle in words between tradition and talent. Verbal art has the ability to shape out a compelling inner vision in some skillfully crafted public verbal form.

Of course, the differences between the written and oral modes of expression are not without consequences for an understanding of Native American literature. The essential (20) difference is that a speech event is an evolving communication, an "emergent form," the shape, functions, and aesthetic values of which become more clearly realized over the course of the performance. In performing verbal art, the performer assumes responsibility for the manner as well as the content of the performance, while the audience assumes the responsibility for evaluating the performer's competence in both areas. It is this intense

(25) mutual engagement that elicits the display of skill and shapes the emerging performance.

Where written literature provides us with a tradition of texts, oral literature offers a tradition of performances.

30. According to the passage, why did the first people who came to North America leave their homeland?

- (A) They were hoping to find a better climate.
- (B) They were seeking freedom.
- (C) They were following instructions given in a dream.

- (D) They were looking for food.
31. The phrase "are easily disposed" in line 11 is closest in meaning to
- (A) demonstrate reluctance
  - (B) readily encourage others
  - (C) have a tendency
  - (D) often fail
32. The word "Ultimately" in line 14 is closest in meaning to
- (A) frequently
  - (B) normally
  - (C) whenever possible
  - (D) in the end
33. The word "compelling" in line 17 is closest in meaning to
- (A) joyous
  - (B) intricate
  - (C) competing
  - (D) forceful
34. What is the main point of the second paragraph?
- (A) Public performance is essential to verbal art.
  - (B) Oral narratives are a valid form of literature.
  - (C) Native Americans have a strong oral tradition in art.
  - (D) The production of literature provides employment for many artists.
35. What can be inferred about the nature of the Native American literature discussed in the passage?
- (A) It reflects historical and contemporary life in Asia.
  - (B) Its main focus is on daily activities.
  - (C) It is based primarily on scientific knowledge.

- (D) It is reshaped each time it is experienced.
36. According to the passage, what responsibility does the audience of a verbal art performance have ?
- (A) They provide financial support for performances.
- (B) They judge the quality of the content and presentation.
- (C) They participate in the performance by chanting responses.
- (D) They determine the length of the performance by requesting a continuation.
37. Which of the following is NOT true of the Native American literature discussed in the passage?
- (A) It involves acting.
- (B) It has ancient origins.
- (C) It has a set form.
- (D) It expresses an inner vision.
38. What can be inferred from the passage about the difference between written and oral literature?
- (A) Written literature reflects social values better than oral literature does.
- (B) Written literature involves less interaction between audience and creator during the creative process than oral literature does.
- (C) Written literature usually is not based on historical events, whereas oral literature is.
- (D) Written literature is not as highly respected as oral literature is.
39. What is the author's attitude toward Native American literature?
- (A) Admiring of its form
- (B) Critical of the cost of its production
- (C) Amused by its content
- (D) Skeptical about its origins

## Questions 40-50

The cities in the United States have been the most visible sponsors and beneficiaries of projects that place art in public places. They have shown exceptional imagination in applying the diverse forms of contemporary art to a wide variety of purposes. The activities observed in a number of “pioneer” cities sponsoring art in public places—a (5) broadening exploration of public sites, an increasing awareness among both sponsors and the public of the varieties of contemporary artistic practice, and a growing public enthusiasm—are increasingly characteristic of cities across the country. With many cities now undergoing renewed development, opportunities are continuously emerging for the inclusion of art in new or renewed public environments, including buildings, (10) plazas, parks, and transportation facilities. The result of these activities is a group of artworks that reflect the diversity of contemporary art and the varying character and goals of the sponsoring communities.

In sculpture, the projects range from a cartoonlike *Mermaid* in Miami Beach by Roy Lichtenstein to a small forest planted in New York City by Alan Sonfist. The use (15) of murals followed quickly upon the use of sculpture and has brought to public sites the work of artists as different as the realist Thomas Hart Benton and the Pop artist Robert Rauschenberg. The specialized requirements of particular urban situations have further expanded the use of art in public places: in Memphis, sculptor Richard Hunt has created a monument to Martin Luther King, Jr., who was slain there; in New York, Dan Flavin (20) and Bill Brand have contributed neon and animation works to the enhancement of mass transit facilities. And in numerous cities, art is being raised as a symbol of the commitment to revitalize urban areas.

By continuing to sponsor projects involving a growing body of art in public places, cities will certainly enlarge the situations in which the public encounters and grows (25) familiar with the various forms of contemporary art. Indeed, cities are providing artists

with an opportunity to communicate with a new and broader audience. Artists are recognizing the distinction between public and private spaces, and taking that into account when executing their public commissions. They are working in new, often more durable media, and on an unaccustomed scale.

40. What is the passage mainly about?
- (A) The influence of art on urban architecture in United States cities
  - (B) The growth of public art in United States cities.
  - (C) The increase in public appreciation of art in the United States
  - (D) The differences between public art in Europe and the United States.
41. The word "exceptional" in line 2 is closest in meaning to
- (A) remarkable
  - (B) fearless
  - (C) expert
  - (D) visible
42. All of the following are mentioned in paragraph 1 as results of the trend toward installing contemporary art in public places in the United States EXCEPT
- (A) the transfer of artwork from private to public sites
  - (B) artworks that represent a city's special character
  - (C) greater interest in art by the American public
  - (D) a broader understanding of the varieties of contemporary art
43. According to the passage, new settings for public art are appearing as a result of
- (A) communities that are building more art museums
  - (B) artists who are moving to urban areas
  - (C) urban development and renewal
  - (D) an increase in the number of artists in the United States.
44. The author mentions Roy Lichtenstein and Alan Sonfist in line 14 in order to

- (A) show that certain artist are famous mostly for their public art
  - (B) introduce the subject of unusual works of art
  - (C) demonstrate the diversity of artworks displayed in public
  - (D) contrast the cities of Miami Beach and New York
45. It can be inferred from the passage that the city of Memphis sponsored a work by Richard Hunt because the city authorities believed that
- (A) the sculpture would symbolize the urban renewal of Memphis
  - (B) Memphis was an appropriate place for a memorial to Martin Luther King, Jr.
  - (C) the artwork would promote Memphis as a center for the arts
  - (D) the sculpture would provide a positive example to other artists.
46. The word "enhancement" in line 20 is closest in meaning to
- (A) replacement
  - (B) design
  - (C) improvement
  - (D) decoration
47. The word "revitalize" in line 22 is closest in meaning to
- (A) show the importance of
  - (B) promise to enlarge
  - (C) bring new life to
  - (D) provide artworks for
48. The word "that" in line 27 refers to
- (A) contemporary art
  - (B) opportunity
  - (C) audience
  - (D) distinction
49. The word "executing" in line 28 is closest in meaning to

- (A) judging
- (B) selling
- (C) explaining
- (D) producing

50. According to paragraph 3, artists who work on public art projects are doing all of the following EXCEPT

- (A) creating artworks that are unusual in size
- (B) raising funds to sponsor various public projects
- (C) exposing a large number of people to works of art
- (D) using new materials that are long—lasting.



## References

Deborah Phillips. 2001 *Longman complete course for the TOEFL test preparation for the computer and paper test*. Addison weley longman inc. a person education company

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