

GRATIS CD LISTENING & SIMULASI TOEFL



The Master of **TOEFL**

Upgrade Skor Target 600

- Strategi jitu taklukkan TOEFL per section ✓
- Kamus mini sinonim dan idiom bahasa Inggris ✓
- FAQ semua tentang TOEFL ✓
- Cara mudah menghitung skor TOEFL ✓
- Panduan lengkap persiapan TOEFL ✓
- 6 paket exam practice soal asli TOEFL dan pembahasan ✓
- Audio listening comprehension dengan Native Speaker ✓

Iisrohli Irawati S.S., S.Pd., M.Hum
Yunita Widiyantari S.S., M.Hum

Iisrohli Irawati S.S., S.Pd., M.Hum
Yunita Widiyantari S.S., M.Hum

THE MASTER OF TOEFL



The Master of TOEFL

Hak cipta dilindungi undang-undang.
Dilarang mengutip atau memperbanyak sebagian
atau seluruh isi buku ini tanpa izin tertulis dari penerbit.

The Master of TOEFL

Iisrohli Irawati S.S., S.Pd., M.Hum

Yunita Widyantari S.S, M.Hum



The Master of TOEFL

Karya Iisrohli Irawati S.S, S.Pd., M.Hum dan Yunita Widyantari S.S., M.Hum.

Cetakan Pertama, Mei 2016

Penyunting: Yusa Tripeni, S.S.
Pemeriksa aksara: Masruroh & Yayan R.H.
Perancang sampul: Djoko Supomo
Perancang isi: Tri Raharjo
Penata aksara: Tri Raharjo

Diterbitkan oleh Penerbit B first
(PT Bentang Pustaka)

Anggota Ikapi

Jln. Plemburan No. 1 Pogung Lor, RT 11 RW 48 SIA XV Sleman, Yogyakarta 55284

Telp.: (0274) 889248 - Faks: (0274) 883753

Surel: info@bentangpustaka.com

Surel redaksi: redaksi@bentangpustaka.com

<http://www.bentangpustaka.com>

Perpustakaan Nasional: Katalog Dalam Terbitan (KDT)

The Master of TOEFL/Iisrohli Irawati S.S, S.Pd., M.Hum. dan Yunita Widyantari S.S.,
M.Hum.; penyunting, Yusa Tripeni—Yogyakarta: B first, 2016.

+ hlm; 26 cm

ISBN 978-602-1246-48-1

1. Bahasa inggris — Ujian, soal, dsb.

I. Judul

II. Yusa tripeni

420. 76

Didistribusikan oleh:

Mizan Media Utama

Jln. Cinambo (Cisaranten Wetan) No. 146

Ujungberung, Bandung 40294

Telp.: (022) 7815500 – Faks: (022) 7834244

Surel: mizanmu@bdg.centrin.net.id

Perwakilan: ■ **Pekanbaru** Telp.: 0761-20716/Faks: 0761-29811 ■ **Medan** Telp./Faks: 061-8229583 ■ **Jakarta** Telp.: 021-7874455/Faks: 021-7864272 ■ **Yogyakarta** Telp.: 0274-889249/
Faks: 0274-889250 ■ **Surabaya** Telp.: 031-8281857/Faks: 031-8289318 ■ **Makassar** Telp./Faks
0411-440158 ■ **Banjarmasin** Telp./Faks: 0511-3252178.

Mizan Online Bookstore: www.mizan.com dan www.mizanstore.com

Daftar Isi

KATA PENGANTAR ix

CHAPTER I ALL ABOUT TOEFL 1

1. Sejarah TOEFL 3
2. Jenis-Jenis TOEFL 4
 - a. *Paper-Based Test* (PBT) 4
 - b. *Computer-Based Test* (CBT) 5
 - c. *Internet-Based Test* (iBT) 5
 - d. TOEFL Prediction Test dan TOEFL ITP 7
3. Bagian-Bagian TOEFL 8
 - a. *Section 1: Listening Comprehension* (Keterampilan Menyimak) 8
 - b. *Section 2: Structure and Written Expression* (Keterampilan Struktur Bahasa dan Ungkapan Tertulis) 8
 - c. *Section 3: Reading Comprehension* (Keterampilan Membaca) 8
 - d. *Test of Written English* (TWE) 9
4. Tabel Konversi Nilai 9
5. Cara Menghitung Skor TOEFL 10

CHAPTER II FREQUENTLY ASKED QUESTION TOEFL 13

CHAPTER III TOEFL PREPARATION GUIDE 23

1. Menyiapkan Diri Menghadapi TOEFL 25
2. Sukses Mengikuti TOEFL 26
3. Kesalahan Umum dalam Persiapan dan Menghadapi TOEFL 27

CHAPTER IV TOEFL STRATEGIES & SUCCESS TIPS 29

1. *Section 1: Listening Comprehension* 31
 - a. Strategi Menaklukkan Listening Comprehension Part A 32
 - b. Strategi Menaklukkan Listening Comprehension Part B 37

- c. Strategi Menaklukkan Listening Comprehension Part C 38
- d. Contoh Soal dan Pembahasan 39
- 2. *Section 2: Structure and Written Expression* 41
 - a. Strategi Menaklukkan *Structure* 42
 - b. Strategi Menaklukkan *Written Expression* 44
 - c. Contoh Soal dan Pembahasan *Section 2: Structure and Written Expression Structure* 49
- 3. *Section 3: Reading Comprehension* 51
 - a. Keterampilan Membaca untuk Menaklukkan *Reading Comprehension* 52
 - b. Strategi Menaklukkan *Reading Comprehension* 54
 - c. Contoh Soal dan Pembahasan *Section 3: Reading Comprehension* 58
- 4. TWE (Test of Written English) 60
 - a. Jenis Soal dalam TWE 61
 - b. Contoh Soal Esai Kedua (Esai Independen) pada TOEFL *Writing Section* 61

CHAPTER V PRACTICE EXAM 63

- TOEFL Practice 1 65
- TOEFL Practice 2 89
- TOEFL Practice 3 113
- TOEFL Practice 4 137
- TOEFL Practice 5 161
- TOEFL Practice 6 183

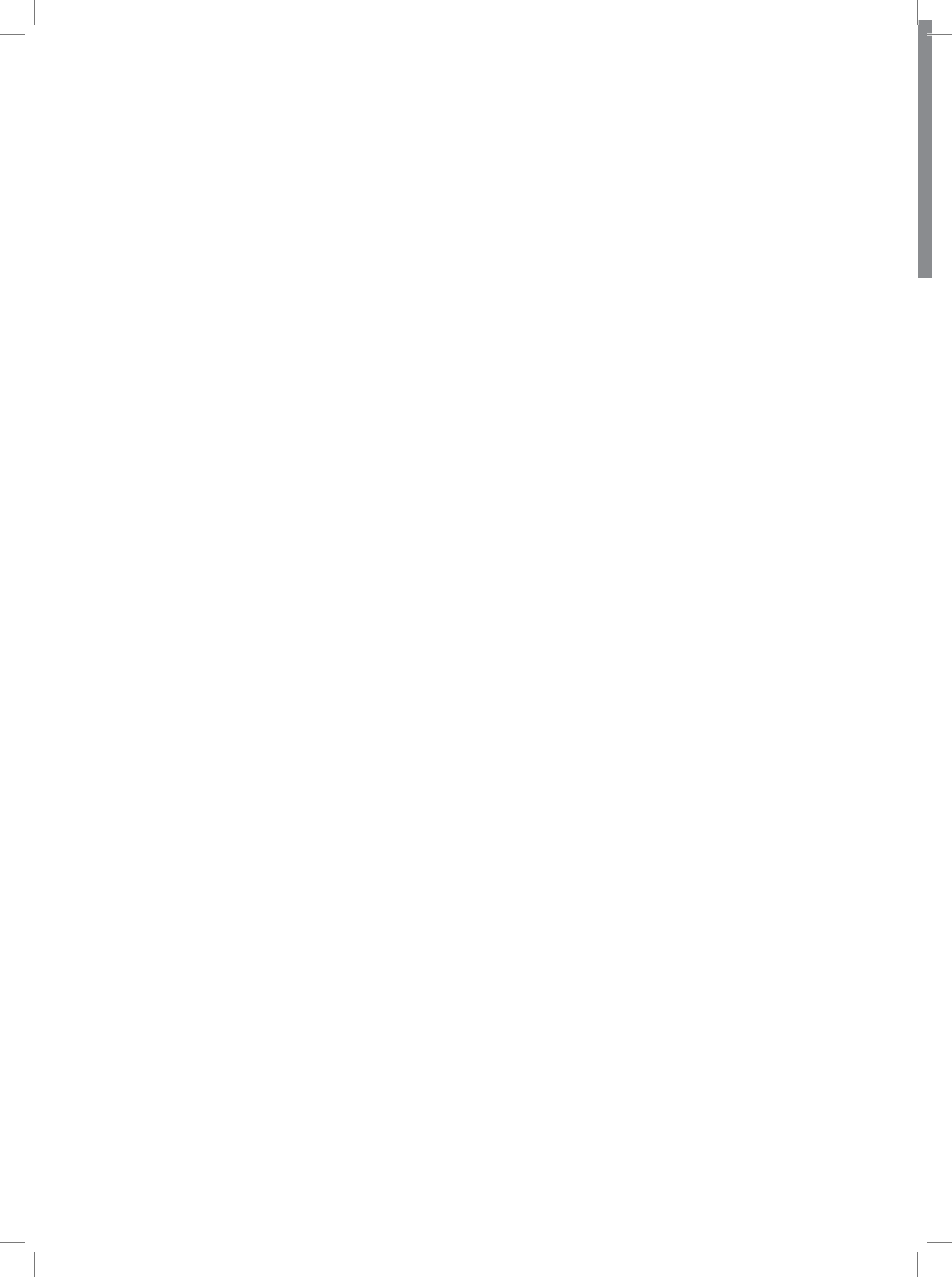
CHAPTER VI LISTENING COMPREHENSION SCRIPT 207

- Listening Script Practice 1 209
- Listening Script Practice 2 218
- Listening Script Practice 3 227
- Listening Script Practice 4 236
- Listening Script Practice 5 245
- Listening Script Practice 6 254

CHAPTER VII ANSWER KEY 265

- TOEFL Practice 1 267
- TOEFL Practice 2 280
- TOEFL Practice 3 290
- TOEFL Practice 4 301
- TOEFL Practice 5 311

TOEFL Practice 6	324
CHAPTER VIII SINONIM & IDIOM OVERVIEW	337
1. Sinonim	339
2. Idiom	354
CHAPTER IX APPENDIX	359
1. Regular/Irregular Verb	361
2. Link Beasiswa	375
TENTANG PENULIS	377
DAFTAR PUSTAKA	378



Kata Pengantar

Alhamdulillah rabbil 'alamin kami ucapkan kepada Allah Swt. atas nikmat yang kami terima sehingga kami dapat menyelesaikan buku *The Master of TOEFL* ini dengan baik. Buku TOEFL ini kami rancang untuk menjadi sarana belajar bagi pembaca yang ingin sukses menaklukkan TOEFL dengan berbagai tujuan. Selain itu, kami juga ingin memberikan *insight* kepada pembaca yang sama sekali tidak mengetahui TOEFL dan seluk-beluknya.

Pengalaman mengatakan bahwa mereka yang belum pernah belajar materi TOEFL sebelum tes akan kecewa ketika mendapatkan skor yang rendah. Mengapa demikian? Rahasiannya adalah karena TOEFL memang jenis tes unik yang *tricky*, banyak strategi yang harus dipahami dan banyak cara yang harus diketahui sebelum mengerjakan tes.

Kami ucapkan terima kasih yang sebesar-besarnya kepada Mr. Kun, Mr. Fendi, Kak Yumna, Kak Cha-cha, Dik Himma, Mr. Sam & Big Family, Rektor UAD, Dr. Kasiyarno M.Hum., keluarga kami tercinta, Mbak Noni editor kami yang supersabar dan memberi banyak sekali masukan demi membuat karya ini lebih sempurna, Mr. Patric dan Anna untuk rekaman audionya, Bu Ida Puspita UAD, Pak Hendra UAD, Yopiiie Studio, keluarga UNSA, keluarga SDN 2 Barenglor, keluarga STKIP PGRI Pacitan, Mas Udin, dan semua pihak yang tidak bisa kami sebutkan satu per satu.

Kami menyadari bahwa buku ini jauh dari sempurna. Namun, kami berharap semoga buku ini dapat memperkaya khazanah keilmuan kita dalam bidang bahasa, khususnya dalam bidang per-TOEFL-an. Selamat mempersiapkan ujian TOEFL.

Penulis

CHAPTER I

ALL ABOUT

TOEFL



1. Sejarah TOEFL

TOEFL atau Test of English as a Foreign Language adalah sebuah tes untuk menguji kecakapan berbahasa Inggris bagi seseorang yang bahasa ibunya bukan bahasa Inggris. Tes ini awalnya dikembangkan oleh Center for Applied Linguistics di Stanford University yang dipimpin oleh Prof. Dr. Charles A. Ferguson pada 1963–1964. Cikal bakal proyek ini adalah sebuah lembaga berskala nasional yang dibentuk pada 1962 dengan fokus menerapkan standar kecakapan bahasa Inggris yang digunakan di negara-negara yang tidak menggunakan bahasa Inggris sebagai bahasa ibu.

Pada 1964, TOEFL kali pertama dikelola oleh Modern Language Association dan dibiayai oleh Ford Foundation dan Danforth Foundation. Kemudian pada 1965, The College Board dan ETS bergabung melanjutkan program TOEFL tersebut. Hingga pada 1973 kesepakatan kerja sama antara ETS, The College Board, dan Graduate Record *examinations* dibuat untuk memperlancar program tes TOEFL. ETS kemudian ditunjuk sebagai pengatur dan penanggung jawab program tersebut.

TOEFL telah digunakan oleh berbagai lembaga seleksi penerimaan beasiswa asing seperti Fulbright, Agency for International Development, AMIDEAST, dan Latin American Scholarship Programs sebagai standar untuk mengukur kecakapan berbahasa Inggris para calon penerima beasiswa mereka sejak 1963. Meski awalnya dikembangkan di Amerika Serikat, kini ada sekitar 180 negara yang juga menggunakan TOEFL sebagai sarana untuk mengukur standar kecakapan berbahasa Inggris. Dalam perkembangannya di Indonesia, TOEFL juga digunakan sebagai syarat penerimaan mahasiswa baru di beberapa universitas, sebagai syarat untuk pelamar kerja, dan sebagai syarat bagi karyawan swasta atau pegawai negeri sipil yang ingin mengajukan kenaikan pangkat.

Secara resmi, TOEFL diselenggarakan oleh ETS (Educational Testing Service), sebuah lembaga yang mengurus pelaksanaan tes TOEFL di seluruh dunia. Hasil tes TOEFL ETS inilah yang diterima dan digunakan di seluruh dunia sebagai syarat untuk beasiswa atau keperluan lainnya. ETS menawarkan tiga format tes, yaitu PBT (*Paper-Based Test*), CBT (*Computer-Based Test*), dan iBT (*internet-Based Test*). Di Asia, termasuk Indonesia, ETS juga menyelenggarakan TOEFL ITP (*Institutional Testing Program*). Selain itu, di Indonesia juga dikenal tes TOEFL *Like* atau TOEFL *Prediction Test* yang diselenggarakan oleh lembaga kursus lokal. Hasil tes TOEFL ini hanya bisa digunakan untuk keperluan dalam negeri seperti syarat masuk perguruan tinggi maupun melamar pekerjaan.

2. Jenis-Jenis TOEFL

a. *Paper-Based Test (PBT)*

Paper-Based Test adalah bentuk tes TOEFL resmi yang diselenggarakan oleh ETS (*Educational Testing Service*). TOEFL PBT diselenggarakan di negara-negara yang belum bisa mengadakan tes jenis iBT (*internet-Based Test*) karena keterbatasan fasilitas dan sarana. Pada TOEFL PBT, peserta tes diberi lembar soal dan lembar jawaban. Inilah yang membedakan TOEFL PBT dengan iBT atau CBT yang dilaksanakan dengan menggunakan komputer.

Secara umum, TOEFL PBT menguji tiga kemampuan dasar berbahasa Inggris (*listening comprehension, structure and written expression, dan reading comprehension*). Dalam perkembangannya, *Test of Written English (TWE)* dimasukkan sebagai pelengkap dalam TOEFL PBT. Setiap bagian pertanyaan mempunyai waktu masing-masing. Peserta hanya boleh menjawab pertanyaan tiap bagian sesuai dengan alokasi waktu yang diberikan. Jika waktu untuk mengerjakan bagian 2 (*section 2*) sudah habis, maka peserta harus langsung mengerjakan bagian 3. Peserta dilarang membuka soal bagian 2, lebih-lebih mengerjakan bagian yang terlewat atau belum dikerjakan.

TOEFL PBT biasanya dilengkapi dengan TWE (*Test of Written English*). Pada bagian ini, peserta diberi waktu 30 menit untuk menulis esai sesuai topik yang ada dalam lembar soal. Sebelum menulis esai, peserta disarankan meluangkan waktu beberapa menit untuk mencerna topik dan membuat catatan kerangka esai.

Untuk mengikuti TOEFL PBT, peserta dikenai biaya sekitar US\$160. Selain biaya tes, peserta juga diwajibkan membayar biaya-biaya tambahan (terkadang tidak dirinci) yang besarnya kurang lebih US\$112. Dengan demikian, sebenarnya biaya untuk tes PBT lebih mahal dibandingkan dengan iBT.

Skor maksimum yang bisa dicapai peserta dalam TOEFL PBT adalah 677. Meskipun demikian, skor yang biasanya menjadi syarat untuk melamar di perusahaan swasta atau tes CPNS adalah 450.

b. *Computer-Based Test (CBT)*

Tes TOEFL CBT kali pertama diperkenalkan pada 1998. Tes tersebut terus dikembangkan sebagai pendamping tes TOEFL PBT. Perbedaan mendasar tes TOEFL CBT dengan TOEFL PBT adalah teknis pengerjaan tes yang menggunakan komputer. Pertanyaan dan jawaban ditampilkan melalui layar komputer dan peserta menjawabnya secara langsung melalui komputer tersebut.

TOEFL CBT terdiri atas empat sesi, yaitu *Listening*, *Structure*, *Reading*, dan *Writing*. Skala penilaian yang digunakan dalam tes ini adalah 0–300. Lama waktu pengerjaan tes antara dua sampai dua setengah jam.

TOEFL CBT saat ini tidak lagi diujikan dan digantikan oleh TOEFL iBT. Meski demikian, beberapa lembaga kursus masih menyediakan TOEFL CBT untuk digunakan sebagai simulasi tes TOEFL iBT agar calon peserta tes TOEFL iBT bisa berlatih sebelum mengikuti tes.

c. *Internet-Based Test (iBT)*

Internet-Based Test (iBT) diluncurkan pada 24 September 2005 di Amerika Serikat. Selanjutnya, bentuk tes itu diluncurkan ke seluruh dunia mulai 2006. Secara keseluruhan, tes itu berlangsung selama empat setengah jam, di dalamnya termasuk waktu istirahat yang diberikan antara sesi *Listening* dan *Speaking* selama sepuluh menit.

Mayoritas pertanyaan dalam tes itu adalah pilihan ganda dengan pertanyaan dan pilihan jawaban yang muncul pada layar komputer. Tidak seperti TOEFL CBT yang menyajikan pertanyaan disesuaikan dengan jawaban yang diberikan untuk pertanyaan sebelumnya, pertanyaan dalam TOEFL iBT linear dan sama untuk semua peserta. Secara teknis, tes tersebut dilaksanakan di sebuah ruang laboratorium bahasa yang beberapa pesertanya disediakan komputer yang terpisah satu sama lain.

TOEFL iBT terdiri atas empat sesi tes, yaitu *Listening*, *Reading*, *Writing*, dan *Speaking*. Sesi *Speaking* merupakan sesi yang membedakan tes TOEFL jenis ini dengan yang lainnya. Teknisnya, peserta diminta menjawab enam pertanyaan secara lisan. Jawaban para peserta direkam, kemudian akan dinilai.

TOEFL iBT memiliki kisaran nilai paling rendah jika dibandingkan dengan jenis tes TOEFL lainnya, yaitu antara 0–120. Meskipun demikian, tingkat kesulitan tesnya sama dengan tes jenis lain. Berikut adalah tabel perbedaan materi tes antara TOEFL PBT dan TOEFL iBT.

Sesi	PBT	iBT
<i>Listening</i>	<ol style="list-style-type: none"> 1) <i>Part 1</i> terdiri atas 3–4 dialog pendek, yang diikuti oleh 3–5 pertanyaan. 2) <i>Part 2</i> terdiri atas 2–3 dialog panjang, yang diikuti oleh 3–5 pertanyaan. 3) <i>Part 3</i> terdiri atas 3–4 ceramah atau monolog yang diikuti pertanyaan. 4) Jumlah soal 50 buah. 5) Waktu yang dibutuhkan selama 30–40 menit. 6) Skala nilai yang digunakan ialah 31–68. 	<ol style="list-style-type: none"> 1) Terdiri atas 4–6 perkuliahan di antaranya diskusi, kemudian diikuti pertanyaan. 2) Terdapat 2–3 percakapan panjang (selama 3–5 menit) diikuti oleh 6 pertanyaan. 3) Terdapat 2–3 percakapan, berlangsung selama 3 menit, diikuti oleh 5 pertanyaan. 4) Jumlah soal sebanyak 34–51 buah. 5) Waktu yang dibutuhkan selama 10 menit. 6) Skala nilai yang digunakan 0–30.
<i>Structure (Grammar)</i>	<ol style="list-style-type: none"> 1) <i>Part 1</i> terdiri atas 15 soal, berupa pertanyaan untuk melengkapi kalimat dengan pilihan jawaban yang tepat. 2) <i>Part 2</i> terdiri atas 25 soal berupa pertanyaan untuk mengidentifikasi bagian yang salah dari sebuah kalimat. 3) Waktu yang dibutuhkan selama 25 menit. 4) Skala nilai yang digunakan adalah 31–68. 	Tidak ada sesi <i>Structure</i> . Pengetahuan ketatabahasa (<i>grammar</i>) dievaluasi dalam sesi <i>Speaking</i> dan <i>Writing</i> .
<i>Writing</i>	Sesi <i>Writing</i> tidak lagi diadakan di Indonesia. Kemampuan menulis diuji pada bagian <i>Structure</i> dan <i>Grammar</i> dalam bentuk pilihan ganda, bukan esai.	<ol style="list-style-type: none"> 1) Tes ini berupa tugas menulis berdasarkan apa yang telah dibaca dan didengar. Tiap satu esai mendukung sebuah pendapat tentang sebuah topik. 2) Waktu yang dibutuhkan selama 50 menit. 3) Jumlah topik untuk dibuat esai sebanyak dua buah. 4) Skala nilai yang digunakan 0–5 dan 0–3.

Reading	<ol style="list-style-type: none"> 1) Teks lebih pendek dibanding dengan TOEFL iBT. 2) Waktu yang dibutuhkan selama 30 menit. 3) Skala nilai yang digunakan adalah 31–67. 	<ol style="list-style-type: none"> 1) Terdiri atas 3–5 bacaan bersifat akademik. 2) Model soal lebih bervariasi, dengan mengategorikan informasi dan melengkapi daftar kesimpulan. 3) Bacaan lebih panjang. 4) Waktu yang dibutuhkan selama 60–100 menit. 5) Skala nilai yang digunakan adalah 0–30.
Skala nilai	310–677	0–120

d. TOEFL Prediction Test dan TOEFL ITP

Di Indonesia ada dua jenis tes TOEFL lain yang diselenggarakan oleh lembaga kursus lokal dan ETS. Kedua jenis tes itu memberi kesempatan bagi calon peserta untuk mengikuti tes TOEFL sesuai dengan kebutuhan mereka.

1) TOEFL *Prediction Test*

TOEFL *Prediction Test* atau sering juga disebut TOEFL *Like*, merupakan jenis PBT yang diselenggarakan lembaga-lembaga kursus di Indonesia. Hasil tes itu diberikan dalam bentuk sertifikat, berupa TOEFL *Prediction Certificate*. Sertifikat tersebut memperoleh izin dari Dinas Pendidikan, tetapi tidak diakreditasi oleh ETS. Oleh karena itu, pemakaian sertifikat hasil tes tersebut terbatas untuk keperluan dalam negeri, seperti untuk syarat penerimaan CPNS atau melamar pekerjaan di perusahaan swasta. Sertifikat hasil tes itu juga bisa digunakan sebagai syarat masuk atau kelulusan di perguruan tinggi.

2) TOEFL ITP

ITP atau *Institutional Testing Program* adalah jenis PBT yang dikelola langsung oleh ETS. Hasil tes TOEFL ITP biasanya digunakan untuk melamar beasiswa ke luar negeri atau keperluan lain yang mensyaratkan TOEFL ITP.

Meski termasuk jenis TOEFL PBT, TOEFL ITP mempunyai beberapa perbedaan dengan TOEFL PBT yang secara resmi diselenggarakan oleh ETS. Biaya tes TOEFL PBT jauh lebih mahal dibandingkan dengan ITP (biaya untuk ITP hanya sekitar Rp500.000,00). TOEFL PBT dilengkapi dengan TWE, sedangkan ITP tidak. Selain itu, soal yang diujikan pada TOEFL PBT belum pernah diujikan sebelumnya di mana pun, sedangkan soal pada TOEFL ITP sudah pernah diujikan sebelumnya.

TOEFL ITP biasanya hanya diselenggarakan dua kali dalam sebulan. Biaya TOEFL ITP dua kali lipat lebih mahal dibandingkan TOEFL *Prediction Test*. Salah satu strategi

sebelum mengikuti TOEFL ITP adalah berlatih dengan mengikuti TOEFL *Prediction Test* terlebih dahulu. Dengan mengikuti TOEFL *Prediction Test* terlebih dahulu, Anda bisa mengetahui perkiraan skor jika mengikuti TOEFL ITP. Jika target skor belum tercapai, sebaiknya Anda berlatih dahulu sampai prediksi skor Anda mencapai target yang diinginkan.

3. Bagian-Bagian TOEFL

Secara umum, TOEFL menguji empat aspek kecakapan berbahasa Inggris, mulai dari keterampilan menyimak (*listening*), membaca (*reading*), menulis (*writing*), dan berbicara (*speaking*). Tes untuk tiap jenis kecakapan tersebut berbeda, tergantung pada jenis tes TOEFL-nya. Kecakapan berbicara (*speaking*), misalnya, hanya diujikan pada TOEFL iBT. Buku ini akan membahas lebih mendalam tentang TOEFL PBT. Berikut adalah bagian-bagian dalam TOEFL PBT secara garis besar.

a. Section 1: Listening Comprehension (Keterampilan Menyimak)

Bagian tes ini menguji kemampuan analisis dalam mendengarkan percakapan atau monolog pendek berbahasa Inggris. Bagian pertama tes TOEFL tersebut berlangsung selama 30–40 menit dengan 50 soal yang terbagi dalam tiga bagian terpisah. Skala nilai untuk bagian ini adalah 31–68.

- Part A: Percakapan singkat
- Part B: Percakapan panjang
- Part C: Monolog berupa pidato atau teks lain

b. Section 2: Structure and Written Expression (Keterampilan Struktur Bahasa dan Ungkapan Tertulis)

Bagian tes ini menguji kemampuan peserta dalam memahami tata bahasa dan ungkapan yang lazim ada dalam bahasa tulis bahasa Inggris. Bagian tes itu juga menguji keterampilan peserta dalam menggunakan dan menganalisis kesalahan dalam penggunaan ungkapan-ungkapan tertulis tersebut. Bagian kedua tes TOEFL itu berlangsung selama 25 menit dengan 40 soal. Skala nilai untuk bagian ini adalah 31–68.

c. Section 3: Reading Comprehension (Keterampilan Membaca)

Bagian ini menguji kemampuan peserta dalam memahami berbagai jenis bacaan ilmiah. Soal bagian tes itu berkisar tentang topik, ide utama isi bacaan, arti kata atau kelompok kata, serta informasi yang terperinci mengenai bacaan tersebut. Bagian tes itu berlangsung selama 55 menit dengan jumlah soal 50 buah. Skala nilai untuk bagian ini adalah 31–67.

d. Test of Written English (TWE)

Test of Written English (TWE) merupakan bagian pelengkap dalam TOEFL PBT yang menguji keterampilan menulis dalam bahasa Inggris. Dalam bagian tes itu peserta

akan diberi satu topik yang harus dikembangkan menjadi sebuah teks singkat. Alokasi waktu untuk tes tersebut selama 30 menit. Skala penilaian berkisar antara 1–6. Biasanya dilaksanakan sebelum *Listening Comprehension*.

Secara terperinci, berikut gambaran mengenai bagian tes TOEFL PBT

Sesi	Materi Soal	Jumlah Soal	Waktu
I	Listening Comprehension	50	40 menit
II	Structure and Written Expression	40	25 menit
III	Reading Comprehension	50	55 menit
TWE	Test of Written English	1 topik	30 menit

4. Tabel Konversi Nilai

Sistem penilaian yang digunakan untuk ketiga jenis tes TOEFL berbeda satu sama lain. Hal itu dilakukan agar tidak terjadi kesalahpahaman dalam penafsiran skor yang dilaporkan peserta tes. Rentang skor yang digunakan pada TOEFL PBT, TOEFL ITP, dan TOEFL *Prediction Test* adalah 310 (nilai terendah) sampai 677 (nilai tertinggi), sedangkan untuk TOEFL CBT, rentang penilaiannya dari 0–300. Lain halnya dengan TOEFL iBT, yang menggunakan rentang nilai mulai dari 0–120. Meskipun demikian, tingkat kesulitan soal untuk semua jenis tes tersebut sama sehingga dapat dikatakan peserta yang memperoleh skor 677 pada TOEFL PBT diperkirakan akan memperoleh skor 300 pada TOEFL CBT, begitu juga sebaliknya.

Mengonversi nilai TOEFL dari satu jenis TOEFL ke jenis TOEFL lain sangatlah mudah. Berikut adalah tabel perbandingan nilai untuk tiga jenis TOEFL (iBT, CBT, dan PBT) yang dapat dijadikan panduan untuk mengonversi nilai TOEFL.

Internet-Based Total	Computer-Based Total	Paper-Base Total
111–120	273–300	640–677
96–110	243–270	590–637
79–95	213–240	550–587
65–78	183–210	513–547
53–64	153–180	477–510
41–52	123–150	437–473
30–40	93–120	397–433
19–29	63–90	347–393

9–18	33–60	310–343
0–8	0–30	310

5. Cara Menghitung Skor TOEFL

Menghitung sendiri nilai TOEFL tidaklah sulit. Berikut adalah contoh penghitungan nilai TOEFL dengan standar penilaian untuk TOEFL PBT.

Tingkatan	Skor
Dasar (<i>elementary</i>)	310–420
Menengah bawah (<i>low intermediate</i>)	420–480
Menengah atas (<i>high intermediate</i>)	480–520
Mahir (<i>advanced</i>)	525–677

Sistem penilaian TOEFL menggunakan konversi dari jawaban yang benar. Tabel konversinya sebagai berikut.

RAW SCORE (Jumlah jawaban benar)	Score per section		
	Section I	Section II	Section III
50	68		67
49	66		66
48	64		65
47	63		63
46	62		61
45	61		60
44	60		59
43	59		58
42	58		57
41	57		56
40	56	67	55
39	56	66	54
38	55	64	53
37	54	63	52

36	53	61	51
35	52	59	50
34	52	58	49
33	51	57	49
32	50	55	48
31	50	54	47
30	49	53	47
29	49	52	46
28	48	51	45
27	48	50	45
26	47	49	44
25	46	48	43
24	46	47	42
23	45	46	41
22	44	45	41
21	44	44	41
20	43	43	40
19	43	42	39
18	42	41	38
17	41	40	37
16	41	39	36
15	40	38	35
14	39	37	34
13	37	36	33
12	36	35	32
11	34	34	31
10	33	33	30
9	33	32	29

8	32	30	28
7	31	29	28
6	30	28	27
5	29	26	26
4	28	25	25
3	27	24	24
2	26	22	23
1	25	20	22

Contoh cara menghitung skor TOEFL

Berikut adalah tabel konversi untuk mendapatkan gambaran nilai TOEFL.

Soal	Jumlah soal	Jumlah jawaban benar	Hasil konversi
<i>Section I</i>	50	33	51
<i>Section II</i>	40	26	49
<i>Section III</i>	50	38	53
Jumlah soal	140		153

Cara menghitung berdasarkan tabel konversi tersebut adalah sebagai berikut.

RUMUS: Jumlah skor setelah konversi $\times 10 \div 3$

Contoh: $153 \times 10 \div 3 = 510$.

Dengan perhitungan di atas, bisa disimpulkan bahwa nilai yang dicapai untuk tes tersebut adalah 510.

Sebagai tambahan informasi, standar skor TOEFL untuk program S-1 biasanya sekitar 475–550, sedangkan untuk S-2 dan S-3 sekitar 550–600.

CHAPTER II

FREQUENTLY ASKED QUESTION

TOEFL



1. Apa Beda Antara TOEFL dan IELTS?

TOEFL	IELTS
a. TOEFL adalah singkatan dari <i>Test of English as a Foreign Language</i> (Tes Bahasa Inggris sebagai Bahasa Asing). Awalnya, TOEFL diperuntukkan bagi para pelajar di negara-negara yang bahasa utamanya bukan bahasa Inggris, tetapi ingin melanjutkan studi ke negara-negara yang bahasa resminya bahasa Inggris, seperti Amerika Serikat, Kanada, dan negara-negara Eropa Barat.	a. IELTS adalah singkatan dari <i>International English Language Testing System</i> . Tes tersebut adalah sistem uji yang didesain untuk mengukur kemampuan berbahasa Inggris seseorang yang ingin belajar atau bekerja di suatu negara yang alat komunikasinya memakai bahasa Inggris, terutama di Inggris atau negara-negara persemakmurnya, seperti Australia dan Selandia Baru.
b. Penyelenggaraan TOEFL dilaksanakan oleh sebuah lembaga di Amerika Serikat yang bernama ETS (Educational Testing Service).	b. Penyelenggaraan IELTS dilaksanakan di berbagai pusat latihan (<i>test center</i>) di seluruh dunia. Untuk daftar lengkapnya ada di laman resmi IELTS: www.ielts.org . Di Indonesia, ada tiga lembaga penyelenggara tes IELTS resmi, yaitu IALF (Indonesia Australia Language Foundation), IDP Education, dan British Council (Kedutaan Besar Inggris).
c. Secara umum ada dua jenis tes TOEFL yang masih berlaku, PBT (<i>Paper-Based Test</i>) dan iBT (<i>internet Based Test</i>).	c. Ada dua jenis tes IELTS, yaitu <i>Academic</i> (untuk keperluan melanjutkan studi) dan <i>General Training</i> (untuk keperluan umum seperti pekerjaan atau imigrasi).

d. Lebih dari 9.000 institusi di lebih dari 130 negara menggunakan tes TOEFL.	d. Nilai tes IELTS kebanyakan berlaku di negara-negara persemakmuran Inggris seperti Australia, Kanada, dan Selandia Baru.
e. Penilaian dalam tes TOEFL diukur dengan skala skor. Pada PBT, skornya 310–677, sedangkan untuk iBT 1–120.	e. Penilaian IELTS diukur dengan skala <i>band</i> dari 1 (<i>non-user</i>) sampai 9 (<i>expert user</i>).
f. Pada tes TOEFL iBT, bagian <i>Speaking</i> dilaksanakan dengan menjawab pertanyaan yang ada, kemudian direkam secara digital.	f. Bagian <i>Speaking</i> pada tes IELTS dilakukan dengan sistem wawancara.

2. Bagaimana Penggunaan TOEFL di Indonesia?

Di Indonesia, TOEFL digunakan untuk beragam kepentingan, antara lain sebagai berikut.

- a. Persyaratan ujian pendadaran untuk jenjang S-1 maupun S-2. Beberapa universitas mensyaratkan nilai TOEFL tertentu sebelum mahasiswanya menempuh ujian pendadaran karya tulis mereka. Standar nilai TOEFL yang dibutuhkan bervariasi, begitu pun jenis TOEFL yang dipersyaratkan, meski kebanyakan berupa TOEFL *Like-Test*.
- b. Syarat melamar kerja di instansi pemerintah, BUMN, ataupun swasta. Beberapa perusahaan maupun instansi pemerintah mensyaratkan nilai TOEFL tertentu bagi pelamar kerja di instansi atau perusahaan mereka.
- c. Syarat penerimaan mahasiswa baru untuk jenjang S-2 dan S-3.
- d. Syarat pengajuan beasiswa, baik dari pemerintah maupun swasta. Nilai TOEFL sejak lama digunakan sebagai salah satu syarat pengajuan beasiswa baik dalam negeri maupun luar negeri. Untuk beasiswa dalam negeri seperti LPDP misalnya, salah satu persyaratannya adalah nilai TOEFL ITP, sedangkan untuk beasiswa luar negeri, jenis TOEFL yang digunakan adalah TOEFL iBT yang nilainya berlaku secara internasional.

3. TOEFL ITP, PBT, atau iBT, Mana yang Harus Saya Ikuti?

Cari tahu terlebih dahulu jenis tes yang dipersyaratkan. Setiap institusi memiliki persyaratan khusus mengenai jenis tes TOEFL yang dibutuhkan. Sebagai contoh, jika kebutuhan Anda mengikuti tes TOEFL untuk melamar pekerjaan, perhatikan jenis TOEFL yang dibutuhkan perusahaan yang akan Anda lamar. Beberapa perusahaan mensyaratkan TOEFL ITP, sedangkan perusahaan lain cukup dengan TOEFL *Like-Test*.

4. Apa Jenis Tes TOEFL yang Digunakan untuk Program Pertukaran Pelajar dan Beasiswa?

Perlu dipahami bahwa jenis tes TOEFL yang dipersyaratkan sebuah institusi bisa saja berbeda dari institusi lainnya meski tujuannya sama, untuk pengajuan beasiswa, misalnya. Namun, secara umum TOEFL ITP bisa diterima di sekitar 47 negara, sedangkan TOEFL iBT bisa diterima di seluruh dunia. Oleh karena itu, penting sekali untuk mencermati apa jenis TOEFL yang dipersyaratkan lembaga beasiswa yang akan Anda lamar.

5. Apa Perbedaan Antara TOEFL *Like-Test*, TOEFL ITP, dan TOEFL iBT?

Perbedaan	TOEFL <i>Like-Test</i>	TOEFL ITP	TOEFL iBT
Pengertian	Jenis tes TOEFL yang hanya diadakan di Indonesia sebagai sarana menguji kemampuan berbahasa Inggris. Jenis tes TOEFL itu umumnya juga digunakan sebagai ajang latihan sebelum mengambil tes TOEFL iBT atau TOEFL ITP.	Salah satu jenis tes yang diselenggarakan oleh ETS (Educational Testing Service) melalui perwakilannya di Indonesia, yaitu IIEF (International Indonesian Education Foundation).	Salah satu jenis tes yang langsung diselenggarakan oleh ETS.
Format tes	<i>Paper-Based Test</i>	<i>Paper-Based Test</i>	<i>Internet-Based Test</i>
Kemampuan yang diuji	<ul style="list-style-type: none">- <i>Listening</i>- <i>Structure and Written Expression</i>- <i>Reading</i>	<ul style="list-style-type: none">- <i>Listening</i>- <i>Structure and Written Expression</i>- <i>Reading</i>	<ul style="list-style-type: none">- <i>Reading</i>- <i>Listening</i>- <i>Speaking</i>- <i>Writing</i>
Soal yang diujikan	Soal bersumber pada tes-tes sebelumnya.	Soal berasal dari soal-soal tahun sebelumnya.	Soal selalu baru.
Masa berlaku sertifikat	Enam bulan	Dua tahun	Dua tahun

Penggunaan	Hanya bisa digunakan di Indonesia untuk keperluan internal institusi atau melamar pekerjaan di Indonesia.	Bisa digunakan untuk melamar beasiswa atau kerja, tergantung pada persyaratannya. Namun, hasil tes jenis ini diterima di 47 negara di dunia.	Diterima secara luas di seluruh dunia.
Biaya	Sekitar Rp200.000,00	Sekitar Rp500.000,00	\$190

6. Bagaimana Cara Memilih Lembaga Bahasa yang Baik untuk Berlatih Menghadapi Tes TOEFL?

TOEFL diselenggarakan oleh ETS (Educational Testing Service) yang berpusat di Princeton, Amerika Serikat. Dalam penyelenggaraan TOEFL, ETS menunjuk perwakilannya di berbagai negara. Di Indonesia, perwakilan ETS adalah IIEF (International Indonesian Education Foundation) yang berpusat di Jakarta. IIEF juga bekerja sama dengan berbagai lembaga bahasa di berbagai daerah dalam penyelenggaraan tes TOEFL ITP. Daftar lembaga bahasa ini bisa dilihat di situs resmi IIEF.

Saat akan memilih lembaga bahasa untuk belajar dan berlatih TOEFL, penting untuk memperhatikan **rekam jejak** dan **kredibilitasnya**. Lembaga bahasa yang kredibel akan sangat membantu dalam menghadapi tes TOEFL. Perlu diingat bahwa lembaga mana pun yang dipilih, keyakinan, semangat, dan ketekunan belajar menjadi kunci utama kesuksesan belajar TOEFL.

7. Apakah TOEFL ITP Hanya Dilaksanakan di Jakarta?

TOEFL ITP tidak hanya diadakan di Jakarta. IIEF bekerja sama dengan berbagai lembaga bahasa untuk menyelenggarakan TOEFL ITP di berbagai daerah di Indonesia, misalnya Bandung, Batam, Malang, dan sebagainya.

8. Bagaimana Cara Mendaftar TOEFL ITP?

Untuk mengikuti TOEFL ITP, Anda bisa mendaftar di lembaga-lembaga bahasa yang sudah bekerja sama dengan IIEF. Daftar lembaga bahasa itu bisa dilihat pada situs resmi IIEF, <http://www.iief.or.id/>.

9. Apakah Ada Jadwal Khusus untuk Pelaksanaan TOEFL ITP?

Ya. TOEFL ITP dan iBT hanya diselenggarakan pada waktu-waktu tertentu sesuai jadwal yang sudah ditentukan oleh lembaga penyelenggara yang bekerja sama dengan IIEF. Jadwal tes beserta penyelenggaranya bisa dilihat di situs resmi IIEF.

10. Apakah Ada Syarat Khusus untuk Mengikuti Tes TOEFL ITP?

Tidak ada syarat khusus untuk mengikuti tes TOEFL ITP.

11. Berapa Batas Terendah Nilai TOEFL ITP?

Batas terendah nilai TOEFL ITP adalah 310. Meskipun demikian, institusi yang menggunakan nilai TOEFL ITP biasanya memiliki persyaratan nilai terendah yang bervariasi. Nilai yang dipersyaratkan itulah yang sebaiknya dijadikan target nilai yang ingin dicapai.

12. Bagaimana Jika Saya Tidak Mencapai Nilai TOEFL ITP yang Diperyaratkan? Apakah Saya Bisa Mengulanginya Kapan Saja?

Tidak ada batasan untuk mengulang tes TOEFL. Oleh karena itu, peserta yang belum bisa mencapai nilai yang diharapkan bisa mengulang berapa kali pun. Namun, waktu pelaksanaan tes tetap harus sesuai dengan jadwal yang sudah ditetapkan lembaga bahasa penyelenggaranya. IIEF telah menetapkan jadwal selama satu tahun. Jadi, peserta yang ingin mengulang tes TOEFL bisa mempersiapkan diri dengan lebih baik pada tes selanjutnya.

13. Apa Keuntungan Mengikuti TOEFL *Like-Test/Prediction Test*?

Keuntungan utama mengikuti TOEFL *Like-Test/Prediction Test* adalah bisa mengetahui kemampuan awal karena peserta TOEFL *Like-Test/Prediction Test* bisa berlatih ragam soal yang diujikan dalam TOEFL ITP, PBT, ataupun iBT. Dengan mengetahui kemampuan awal, peserta bisa mempersiapkan diri lebih baik sebelum memutuskan mengikuti tes TOEFL ITP, PBT, ataupun iBT.

14. Di Mana Saya Bisa Mengikuti TOEFL *Like-Test/Prediction Test*?

TOEFL *Like-Test/Prediction Test* umumnya diselenggarakan oleh berbagai lembaga bahasa di Indonesia. Oleh karena itu, siapa pun yang akan mengikuti TOEFL *Like-Test/Prediction Test* memiliki banyak pilihan.

15. Berapa Biaya untuk Mengikuti TOEFL *Like-Test/Prediction Test*?

Biaya TOEFL *Like-Test/Prediction Test* bervariasi bergantung pada lembaga penyelenggaranya. Biayanya berkisar antara Rp100.000,00–Rp200.000,00.

16. Bagaimana Jika Saya Tidak Mencapai Nilai Tes TOEFL *Like-Test/Prediction Test* yang Disyaratkan? Bisakah Saya Mengulanginya?

Peserta yang nilainya belum memenuhi persyaratan yang dibutuhkan bisa mengulang mengikuti tes berapa kali pun hingga mencapai nilai yang dibutuhkan. Meskipun demikian, untuk mengikuti tes selanjutnya, peserta harus memperhatikan jadwal tes yang ada. Jadwal pelaksanaan TOEFL *Like-Test/Prediction Test* cenderung lebih fleksibel sehingga peserta yang ingin mengulang, bisa mengulang kapan saja.

17. Bagian Tes TOEFL Mana yang Paling Sulit?

Setiap bagian dalam tes TOEFL memiliki tingkat kesulitannya sendiri-sendiri. Namun, pada umumnya bagian yang dianggap paling sulit adalah *Listening Comprehension*. Hal itu terbukti dari rendahnya nilai bagian *Listening* dibandingkan dengan bagian tes yang lain.

18. Bagaimana Cara Belajar agar Mendapatkan Nilai TOEFL yang Tinggi?

Tidak ada cara belajar lain untuk mendapatkan nilai TOEFL tinggi selain dengan tekun berlatih, baik dengan menggunakan buku ini maupun dengan berlatih secara *online*.

19. Apa Saja Latihan Khusus untuk Mempertajam Kemampuan yang Diujikan dalam Tes TOEFL?

Kemampuan yang diuji	Latihan
<i>Listening</i>	Mendengarkan lagu dan menonton film berbahasa Inggris.
<i>Structure & Written Expression</i>	Membaca buku-buku tata bahasa dan berlatih soal-soal.
<i>Reading</i>	<ul style="list-style-type: none">- Membaca koran, majalah, dan buku berbahasa Inggris.- Menambah wawasan tentang berbagai hal, baik bertema keilmuan maupun umum sesuai dengan tema-tema pada soal-soal TOEFL.
<i>Writing</i>	<ul style="list-style-type: none">- Berlatih menulis secara ilmiah.- Menambah kosakata bahasa Inggris.

20. Bisakah Saya Berlatih untuk Menghadapi Tes TOEFL secara *Online* dan Gratis?

Ya. Beberapa lembaga maupun situs web menyediakan latihan tes TOEFL *online* gratis. Berlatih secara *online* bisa membantu mematangkan persiapan menghadapi tes TOEFL.

21. Di Mana Saya Bisa Berlatih untuk Mengikuti Tes TOEFL secara *Online* dan Gratis?

Berikut adalah beberapa situs web yang bisa diakses untuk berlatih tes TOEFL *online* gratis.

- a. <http://www.eslprintables.com>
- b. <http://www.examenglish.com>
- c. <http://www.eslprintables.com>
- d. http://www.learn4good.com/languages/spec_english_toefl.htm
- e. <http://www.toeflgoanywhere.org/toefl-practice>

Berikut alamat situs web yang bisa diakses untuk memperdalam kemampuan yang diujikan dalam tes TOEFL.

a. *Listening*

- 1) http://www.eslprintables.com/listening_worksheets/listening_comprehension/
- 2) <https://archive.org/details/EnglishListeningSkillTest>
- 3) <http://www.english-test.net/toefl/listening/>
- 4) http://www.examenglish.com/TOEFL/toefl_listening.htm

b. *Structure & Written Expression*

- 1) <http://www.learn4good.com/languages/toefl/structure.htm>
- 2) <http://www.toeflskill.com/2011/09/structure-and-written-expression-post.html>
- 3) <http://www.grammarbank.com/structure-and-written-expression.html>
- 4) http://www.examenglish.com/TOEFL/toefl_structure_1.htm

c. *Reading*

- 1) <http://www.eslprintables.com/languages/toefl/structure.htm>
- 2) http://www.examenglish.com/TOEFL/TOEFL_reading1.htm
- 3) <http://www.graduateshotline.com/toefl/reading-comprehension-test-1.html#.Vu-EmbECebCM>
- 4) <http://www.testpreppractice.net/TOEFL/Reading-Comprehension-TOEFL-Practice-Tests.aspx>

CHAPTER III

TOEFL

**PREPARATION
GUIDE**



1. Menyiapkan Diri Menghadapi TOEFL

a. Kumpulkan informasi sebanyak mungkin

Saat memutuskan untuk mengikuti tes TOEFL, kumpulkan informasi sebanyak mungkin. Informasi itu meliputi dua hal umum, yaitu tentang tes TOEFL sendiri dan informasi yang berkaitan dengan tujuan penggunaannya. Informasi mengenai tes TOEFL yang akan diambil berkaitan dengan jenis tes TOEFL yang akan diambil, bagian-bagiannya, dan materi apa aja yang perlu disiapkan. Adapun informasi yang berkaitan dengan tujuan penggunaannya meliputi batas nilai minimum yang dibutuhkan, juga jenis tes yang harus diambil. Institusi yang berbeda memiliki standar jenis tes dan nilai yang berbeda pula. Informasi yang cukup mengenai tes TOEFL yang akan diambil akan membantu dalam menentukan langkah persiapan selanjutnya.

b. Pelajari *academic English*

Tes TOEFL mengukur kemampuan berbahasa Inggris yang berkaitan dengan penggunaannya di lingkungan akademis sehingga materi-materi yang digunakan dalam tesnya berkaitan erat dengan penggunaan bahasa Inggris dalam konteks akademis, seperti jurnal, ensiklopedia, atau artikel laporan riset. Membiasakan diri membaca jurnal atau ensiklopedia dalam bahasa Inggris akan sangat membantu meningkatkan kosakata yang dibutuhkan untuk sukses menghadapi TOEFL.

c. Analisis kemampuan

Setelah memahami jenis keterampilan berbahasa Inggris yang akan diujikan dalam tes TOEFL, analisislah kemampuan Anda di setiap jenis keterampilan. Cari tahu kelemahan dan kekuatan Anda, lalu perbaiki bagian yang menurut Anda lemah. Misalnya, jika menurut

analisis kemampuan, *writing* yang paling lemah, berlatihlah *writing* lebih banyak. Analisis kemampuan akan membantu agar proses persiapan TOEFL lebih fokus sehingga lebih tepat sasaran.

d. Buatlah program belajar

Persiapan yang terbaik dalam menghadapi tes TOEFL adalah persiapan yang terencana dan memiliki progres yang jelas. Persiapan yang terencana akan membantu mendapatkan hasil semaksimal mungkin dalam rentang waktu yang singkat. Sesuaikan program belajar dengan analisis kemampuan yang sebelumnya dilakukan.

e. Per kaya kosakata

Penguasaan kosakata menjadi salah satu kunci keberhasilan dalam tes TOEFL, juga dalam studi di luar negeri. Tambahkan kosakata baru secara sistematis. Cobalah menghafalkannya, dan yang lebih penting, gunakan saat berbicara dan menulis dalam bahasa Inggris.

f. Membiasakan diri dengan bahasa Inggris

Menonton film, mendengarkan siaran radio, dan membaca buku atau koran berbahasa Inggris akan membantu untuk membiasakan diri dengan bahasa Inggris. Proses pembiasaan ini akan membantu dalam penguasaan kosakata bahasa Inggris.

g. Berlatih dan berlatih

Banyak-banyak berlatih mengerjakan tes TOEFL penting dalam persiapan tes TOEFL. Dengan berlatih simulasi tes pula, Anda bisa mengetahui perkembangan proses belajar Anda.

2. Sukses Mengikuti Tes TOEFL

a. Persiapkan peralatan

Siapkan beberapa pensil cadangan yang sudah diraut, pulpen, dan beberapa penghapus. Saat tes TOEFL, Anda tidak akan memiliki waktu untuk meraut pensil jika pensil Anda patah. Selain itu, jangan lupa membawa kartu identitas yang dibutuhkan, juga bukti pendaftaran atau keterangan lain yang akan dibutuhkan saat tes. Pastikan Anda mempersiapkan hal-hal tersebut sebelum berangkat ke tempat tes.

Selain peralatan tes, benda lain yang tak kalah penting adalah jam tangan. Pakai jam tangan Anda untuk memonitor waktu karena terkadang tidak ada jam di ruang tes.

b. Persiapkan fisik Anda

Pastikan untuk mengisi perut sebelum mengikuti tes. Tes TOEFL PBT bisa berlangsung selama dua setengah jam, sedangkan tes TOEFL iBT bisa sampai empat jam. Jangan sampai konsentrasi Anda terganggu hanya karena merasa kelaparan.

c. Kenakan pakaian yang nyaman

Tes TOEFL berlangsung cukup lama, maka akan sangat mengganggu jika Anda memakai pakaian yang tidak nyaman. Tak ada salahnya Anda mencari tahu mengenai ruangan tes sebelum tes berlangsung untuk mengetahui kondisi ruangan sehingga Anda bisa menyesuaikan pakaian yang akan Anda pakai.

d. Jangan sampai terlambat

Jangan sampai Anda terlambat ke tempat tes. Datanglah setidaknya 30 menit sebelum tes dimulai. Hal ini penting agar Anda benar-benar siap dan tidak gugup menjelang tes. Sisa waktu menjelang tes dimulai ini juga akan memberi Anda waktu untuk menyesuaikan diri dengan ruang tes.

e. Konsentrasi pada bagian tes yang dikerjakan

Saat mengerjakan tes, konsentrasilah pada bagian yang sedang Anda kerjakan. Saat mengerjakan bagian *Listening*, tak perlu memikirkan bagian *Writing* atau *Reading*. Jangan sampai Anda membuang waktu tes untuk mencemaskan bagian tes sebelum atau sesudah bagian tes yang tengah Anda hadapi.

f. Jawab tiap pertanyaan

Jangan pernah membiarkan jawaban kosong. Tebaklah atau perkirakan jawaban untuk pertanyaan yang menurut Anda sulit. Jawaban yang salah tidak akan mengurangi skor akhir. Oleh karena itu, tebaklah jawaban karena Anda bisa jadi benar.

g. Perhatikan waktu

Perhatikan berjalannya waktu tes saat menjawab. Jangan menghabiskan waktu terlalu lama untuk menjawab satu nomor yang dirasa sulit. Jangan pula tergoda untuk mengganti jawaban karena akan membuang waktu, terutama pada bagian *Listening*. Jika Anda ragu dengan jawaban Anda, ubahlah hanya jika ada sisa waktu.

h. Jangan panik

Jika sudah mempersiapkan diri sebaik mungkin sebelum tes, Anda tidak perlu panik. Percaya dirilah karena kepercayaan diri akan sangat membantu dalam menghadapi ujian apa pun. Gugup atau panik hanya akan membuyarkan konsentrasi dan pada akhirnya bisa jadi membuat Anda gagal dalam tes.

3. Kesalahan Umum dalam Persiapan dan Menghadapi Tes TOEFL

a. Mempelajari semua materi sekaligus

Tidak sedikit calon peserta tes TOEFL yang hanya memiliki waktu singkat untuk menyiapkan diri menghadapi tes. Namun, mempelajari semua materi sekaligus tanpa

strategi belajar justru akan membuat materi yang dipelajari sulit diserap dan dipahami. Akibatnya, hasil belajar tidak akan maksimal, atau yang lebih buruk, Anda akan panik menghadapi tes.

b. Hanya mempelajari satu keterampilan tes

Mempelajari semua keterampilan tes yang diujikan tetap penting meski Anda merasa kurang mampu pada salah satu keterampilan tes. Hal ini penting untuk memastikan kesiapan Anda dalam menghadapi tes secara keseluruhan. Sekaligus, memastikan bahwa Anda bisa mendapatkan hasil yang maksimal untuk semua keterampilan yang diujikan.

c. Mengikuti tes tanpa simulasi

Melakukan simulasi tes sebelum mengikuti tes yang sesungguhnya akan memberikan gambaran tentang bagaimana jalannya tes. Simulasi tes ini juga penting untuk mengetahui kemampuan awal Anda. Oleh karena itu, penting untuk mengikuti tes simulasi sebelum mengikuti tes yang sesungguhnya. Tes simulasi semacam ini bisa dilakukan dengan mengambil tes TOEFL *Like* atau berlatih secara *online*.

d. Menyepelkan persiapan tes

Peralatan tes dan persiapan fisik, sepiantas terlihat sepele. Namun, jika tidak dipersiapkan dengan baik, bisa jadi Anda akan mengalami kesulitan saat menghadapi tes. Persiapkan peralatan tes dan fisik agar Anda dapat mengerjakan tes dengan baik.

e. Kehilangan fokus saat mengerjakan tes

Jangan sampai Anda kehilangan konsentrasi saat mengerjakan tes, misalnya karena memikirkan bagian tes sebelum atau sesudah bagian tes yang tengah Anda kerjakan. Atau, bahkan kehilangan konsentrasi karena melihat sesuatu yang dilakukan peserta tes lain. Selalu fokus pada hal yang tengah Anda kerjakan agar Anda mendapatkan hasil yang maksimal.

CHAPTER IV

TOEFL

**STRATEGIES &
SUCCESS TIPS**



1. Section 1: Listening Comprehension

Sesi pertama dalam tes TOEFL adalah *Listening Comprehension Section*. Bagian ini terdiri atas 50 pertanyaan dengan waktu pelaksanaan 30–40 menit. Dalam sesi ini peserta ujian diminta mendengarkan sebuah rekaman audio yang berisi dialog, pernyataan, dan pertanyaan.

Listening Comprehension dibagi menjadi tiga bagian, yaitu

- a. *Part A* (30 soal berisi percakapan pendek);
- b. *Part B* (7–8 soal berisi percakapan panjang, yang tiap percakapannya untuk beberapa pertanyaan);
- c. *Part C* (11–13 soal, terdiri atas ceramah pendek diikuti beberapa pertanyaan).

Rekaman audio dalam *Listening Comprehension* hanya diperdengarkan sekali dan tidak dicetak di lembar soal. Peserta tes kemudian diminta menjawab beberapa pertanyaan dan pernyataan yang tidak dicetak dalam buklet soal tes.

Strategi Umum

- a. Pahami tentang pengucapan/*pronunciation* baik bergaya *American* maupun *British*.
- b. Petunjuk mengenai TOEFL selalu sama sehingga peserta tidak perlu memperhatikan secara detail. Pada saat dibacakan petunjuk-petunjuk mengenai bagian A, B, dan C, lihat pilihan-pilihan jawaban yang ada. Langkah ini akan membantu untuk menghemat waktu dan mempersiapkan diri dengan dialog yang akan diperdengarkan. Dengan demikian, ketika audio diperdengarkan, peserta sudah mempunyai gambaran isi rekaman audio dan soalnya.
- c. Perhatikan baik-baik setiap kalimat dalam percakapan. Pahami kesantunan berbahasa yang digunakan karena kesantunan bahasa bisa

memberikan gambaran siapa yang tengah berbicara. Tak kalah penting, perhatikan pula tema yang dibicarakan dalam dialog atau monolog dan pertanyaan-pertanyaan yang diperdengarkan.

- d. Pahami model soalnya. Dalam bagian *Listening Comprehension*, model pertanyaan yang sering muncul berupa pertanyaan tentang detail isi percakapan atau monolog. Selain itu, ada juga pertanyaan tentang hal yang bersifat umum seperti tema dialog atau monolognya.
- e. Pilihlah satu jawaban yang tepat meski hanya menebak. Jawaban yang salah tidak akan membuat skor dikurangi. Meskipun demikian, strategi *guessing*/menebak bisa diterapkan, misalnya dengan menghafal pola pertanyaannya.
- f. Gunakan sisa waktu yang ada untuk melihat kembali jawaban yang sudah dipilih saat audio belum berhenti. Jika jawaban sebelumnya masih meragukan, bisa diteliti ulang, atau bahkan diganti dengan menggunakan waktu yang masih tersisa.

a. Strategi Menaklukkan *Listening Comprehension Part A*

Bagian ini terdiri atas 30 percakapan singkat. Pernyataan maupun pertanyaan hanya diperdengarkan satu kali dalam rekaman audio. Peserta kemudian diminta memilih jawaban yang paling cocok dengan pertanyaan yang diperdengarkan. Dialog maupun pertanyaan tidak dicetak di buklet soal.

Hal-hal yang perlu diperhatikan dalam mengerjakan bagian ini ialah sebagai berikut.

- 1) Berhati-hati terhadap pernyataan yang bersifat negatif.

Apa yang diungkapkan dalam kalimat negatif pada audio, mungkin akan diungkapkan secara positif dalam empat pilihan jawaban yang ada.

Contoh:

a) Man : "Oh I cannot open this cupboard."

Woman : "I think **this isn't the right key** to open the cupboard."

Narrator : "What does the woman imply?"

(A) Can you write a message on the cupboard?

(B) This is the wrong key.

(C) Do not put the drawer.

(D) The right key isn't the drawer.

Pembahasan:

Jawaban yang benar adalah B karena *isn't the right key* (negatif karena ada kata *not*) mempunyai arti yang sama dengan *wrong* (positif).

b) Man : "What does the new teacher look like?"

Woman : "She is not old, but beautiful."

Narrator : "What does the woman mean?"

- (A) *The teacher is young.*
- (B) *She is new teacher.*
- (C) *She is looking for new teacher.*
- (D) *The new lecturer is his favorite one.*

Pembahasan:

Jawaban yang benar adalah A karena *is not old* (negatif) sama dengan bentuk positifnya (*young*) dalam pilihan jawaban.

2) Perhatikan maksud dan penggunaan *modals* seperti *may, can, should*, dan sebagainya.

a) *Can* digunakan untuk menunjukkan kemampuan dan izin untuk melakukan sesuatu.

Contoh:

-Kemampuan → *I **can** type 500 words in ten minutes.* (Saya **bisa** menetik 500 kata dalam 10 menit.)

-Izin → *I **can** use my brother's computer when he is at school.* (Saya **boleh** menggunakan komputer kakak saat ia di sekolah.) Contoh dalam dialog:

Man : "Can you tell me about your skill in typing?"

Woman : "I can type 500 words in ten minutes."

Narrator : "What does the woman imply?"

- (A) *The man knows her ability in typing.*
- (B) *Typing is one of her special skill.*
- (C) *The woman is skillfull in typing.*
- (D) *The woman is the best candidate for the position.*

Pembahasan:

Jawaban yang benar sesuai dengan kalimat yang diucapkan wanita adalah C, bahwa ia sangat terampil (*skillfull*) dalam menetik.

b) *Must* digunakan untuk menunjukkan keharusan.

Contoh:

Students must come at 06.45 p.m. (Para siswa harus tiba pukul 06.45.)

Contoh dalam dialog:

Man : "Do you feel like going with us to the cinema this evening?"

Woman : "I don't think I can. I must finish my paper so that I can submit it tomorrow."

Narrator : "What will the woman probably do later?"

- (A) watching movie
- (B) going to the library
- (C) working on her paper
- (D) help the man to finish his paper

Pembahasan:

Jawaban yang benar untuk pertanyaan ini adalah C, yang sesuai dengan kalimat si wanita, "I must finish my paper so that I can submit it tomorrow."

- c) *May* atau *might* digunakan untuk menunjukkan adanya kemungkinan terjadinya sesuatu dan izin untuk melakukan sesuatu.

Contoh:

- Kemungkinan → My mother said it **might** rain today. (Kata ibuku **mungkin** akan hujan hari ini.)

- Izin → **May** I take the glass? (**Bolehkah** saya mengambil gelasnya?)

Contoh dalam dialog:

Man : "How will you go to the party?"

Woman : "By car. I may ride my brother's car this evening."

Narrator : "How did the woman go to the party?"

- (A) by car
- (B) The man picked her up.
- (C) (by taxi)
- (D) by motorcycle

Pembahasan:

Jawaban yang benar adalah A.

- d) *Should* digunakan untuk menyatakan kemungkinan atau saran.

Contoh:

The shop **should** be open at 07.30. (Toko **harus** buka pukul 07.30.)

Man : "I should have come earlier for Mr. Robinson's class."

Woman : "Yes. In fact, you must not late even just for a second. Mr. Robinson is very punctual."

Narrator : "What should the man do in the future?"

- (A) come on time for the class
- (B) attend Mr. Robinson's class

- (C) *meet Mr. Robinson*
- (D) *come on time to pick the woman up*

Pembahasan:

Jawaban yang benar adalah A. Pada dialog, si wanita tersebut mengatakan bahwa si pria tak boleh terlambat barang sedetik pun (*you must not late even just for a second*).

- 3) Perhatikan pelaku suatu pekerjaan dan apa yang dikerjakannya.

Berikut adalah hal-hal yang harus diperhatikan berhubungan dengan pelaku suatu pekerjaan.

- a) Kata-kata seperti *name*, *appoint*, *call*, dan *elect* dapat memiliki dua kata benda di belakangnya. Hal ini kadang membuat bingung dalam menentukan siapa pelaku pekerjaan tersebut.

Contoh:

Woman : "Congratulations. The board named the idea you proposed as the brightest of the year."

Man : "Wow, what a surprise."

Narrator : "Who thinks the idea good?"

- (A) *the woman*
- (B) *the man*
- (C) *the board*
- (D) *both the man and the woman*

Pembahasan:

Jawaban yang benar adalah C, yang sesuai dengan pernyataan si wanita, "*The board named the idea you proposed as the brightest of the year.*"

- b) Kalimat kausatif yang menggunakan *had + a noun*, *made + a noun*, atau *let + a noun*, biasanya digunakan untuk menjebak peserta dalam menentukan siapa pelaku pekerjaan yang sebenarnya.

Contoh:

Man : "Is your car new?"

Woman : "No. I had my brother paint it."

Narrator : "Who did paint the car?"

- (A) *the man's brother*
- (B) *the woman's brother*
- (C) *the man*
- (D) *the woman*

Pembahasan:

Dialog ini berisi kalimat kausatif yang berarti si wanita menyuruh saudara lakilakinya untuk mengecat mobil miliknya (*I had my brother paint it*).

- 4) Perhatikan penggunaan waktu dalam kata kerja (*past, present, future*).

Perhatikan jenis kata kerja yang digunakan dalam kalimat.

- a) Kata seperti *as, while, dan every time* menunjukkan kata kerja/tindakan yang bersamaan.

Contoh:

While mother was cooking, I took a bath. (Ketika ibu memasak saya sedang mandi.)

Contoh dalam dialog:

Woman : *"I called you last night."*

Man : *"Did you?"*

Woman : *"Yes, I called you twice at 7, but you didn't answered."*

Man : *"I am sorry. I think I was sleeping when you called me."*

Narrator : *"Why didn't the man pick the telephone up?"*

- (A) *He was busy.*
- (B) *He was having a meeting.*
- (C) *He was with the girl.*
- (D) *He was sleeping.*

Pembahasan:

Jawaban yang benar adalah D.

- b) Kata seperti, *when, before, dan after*, menunjukkan adanya kejadian yang mendahului kejadian lainnya.

Contoh:

Before taking TOEFL test, you should prepare yourself well. (Sebelum mengikuti tes TOEFL, Anda harus mempersiapkan diri dengan baik.)

Contoh dalam dialog:

Man : *"Before living in Semarang, Andy's family lived in Bandung."*

Woman : *"And now they live in Malang. How long did they live in Semarang?"*

Narrator : *"Where did Andy's family live before now?"*

- (A) *Semarang*
- (B) *Malang*
- (C) *Bandung*

(D) *Jakarta*

Pembahasan:

Sekarang keluarga Andy tinggal di Malang setelah sebelumnya di Semarang. Perhatikan kalimat si pria, "*Before living in Semarang, Andy's family lived in Bandung.*"

- 5) Perhatikan kata yang mempunyai beberapa arti. Kata semacam itu sering kali disajikan berbeda dalam pilihan jawaban dengan yang ada pada soal. Beberapa kalimat tanya untuk model pertanyaan semacam itu antara lain sebagai berikut.
- *What does the woman mean?* (menanyakan makna/arti kata-kata pembicara)
 - *What does the man suggest they do?* (menanyakan saran yang diberikan oleh pembicara)
 - *What does the woman imply?* (menanyakan maksud ucapan pembicara)

Contoh:

Man : "*Tell about some different point of views between old people and young people?*"

Woman : "*Many years ago people were much more aware of class distinction.*"

Narrator : "*What does the woman mean?*"

- (A) *class school*
- (B) *high quality*
- (C) *category*
- (D) *social rank*

Pembahasan:

Jawaban yang paling sesuai dengan "*class distinction*" yang disebutkan si wanita adalah D (*social rank*). Dalam pertanyaan seperti itu, penting sekali memahami konteks kalimatnya.

b. Strategi Menaklukkan *Listening Comprehension Part B*

Bagian ini berisi percakapan agak panjang antara seorang laki-laki dan wanita atau antara dua orang laki-laki. Masing-masing dialog diikuti pertanyaan yang diucapkan oleh orang ketiga (*narrator*). Peserta kemudian diminta menjawab pertanyaan yang berhubungan dengan percakapan. Satu dialog pada *part* ini diperdengarkan untuk beberapa pertanyaan. Oleh karena itu, perhatikan baik-baik dialognya.

Isi dialog meliputi berbagai topik, biasanya mengenai peristiwa sehari-hari dan kehidupan di sekolah/kampus, misalnya antara guru dan murid. Pertanyaan yang diajukan di bagian ini kebanyakan berupa detail isi dialog. Meski secara umum sama dengan *Part A*, berikut adalah hal-hal yang perlu diperhatikan saat mengerjakan bagian ini.

- 1) Persiapkan diri dengan membaca pilihan jawaban yang ada, jika ada waktu lebih.
- 2) Baris pertama atau kalimat pertama dalam dialog biasanya merupakan hal-hal penting seperti ide pokok, subjek, atau topik yang akan ditanyakan dalam soal.
- 3) Mulailah memilah jawaban saat dialog diperdengarkan.
- 4) Periksa ulang jawaban jika masih ada waktu tersisa.

c. Strategi Menaklukkan *Listening Comprehension Part C*

Bagian ini terdiri atas tiga atau empat ceramah, instruksi, atau kuliah singkat yang diikuti oleh beberapa pertanyaan. Pada sesi ini peserta diminta menjawab pertanyaan-pertanyaan berdasarkan pada ceramah, instruksi, atau kuliah singkat yang diperdengarkan dari rekaman audio. Berikut adalah hal-hal yang perlu diperhatikan dalam menjawab *part* ini.

- 1) Fokus pada bagian awal ceramah karena bagian awal ceramah memuat ide pokok, subjek, atau topik dengan pertanyaan-pertanyaan yang diberikan adalah tentang hal ini (topik).
- 2) Sambil mendengarkan audio, tentukan ide utama dari audio yang diperdengarkan.
- 3) Simak dengan cermat sembari menandai calon jawaban. Tak jarang kalimat dalam pilihan jawaban sama dengan yang ada dalam teks.

Secara umum, pertanyaan pada bagian ini berupa pertanyaan tentang detail dan ide umum ceramah, instruksi, atau kuliah singkat yang diperdengarkan. Ada beberapa jenis topik untuk bagian ini.

- 1) Berbagai aspek mengenai perkuliahan, misalnya:
 - bagaimana sulitnya suatu mata kuliah;
 - bagaimana menulis sebuah *paper*/makalah;
 - bagaimana memanfaatkan liburan musim panas (biasanya dengan bekerja paruh waktu);
 - cara masuk atau mendaftar suatu mata kuliah tertentu;
 - cara menjual buku teks yang sudah tidak terpakai pada akhir semester;
 - penjelasan singkat kepada mahasiswa baru mengenai suatu mata kuliah tertentu.
- 2) Topik umum dan khusus di Amerika Serikat
 - pengelolaan sampah;
 - desalinasi air minum;
 - tentang kebudayaan Amerika, kesenian, atau objek wisata.

d. Contoh Soal dan Pembahasan Section 1: Listening Comprehension

Part A

1) *Teacher* : "In formal education, there are many stages of class. Your mind?"

Student : "Actually, there are elementary and higher stages or level in formal education."

Narrator : "What kind of education is it after elementary school?"

(A) *In the foreign country, elementary school is ended by exam.*

(B) *They go into junior high school (secondary school) and study there for three years.*

(C) *The school after elementary school is high school.*

(D) *Before high school, student must go to prepare for high school.*

Jawaban: B

Pembahasan:

Dari pertanyaan tersebut, jawaban B paling sesuai. Dialog tersebut membicarakan pendidikan formal dan tahapannya.

2) *Man* : "Jenifer's grades in English are low. Maybe she need a tutor."

Woman : "I believe that we should talk to her first."

Narrator : "What are these people probably going to do?"

(A) *grade of Jenifer's English test*

(B) *study English with Jenifer*

(C) *discuss the problem with Jenifer*

(D) *take English course*

Jawaban: C

Pembahasan:

Jawaban yang paling benar untuk pertanyaan tersebut adalah C. Kalimat kunci untuk menjawab pertanyaan dalam dialog tersebut adalah "I believe that we should talk to her first", yang sesuai dengan pilihan jawaban C.

Part B

1) *Robert* : "Why are there so many people buying imported fruits?"

Nancy : "Perhaps it is because we don't produce sufficient fruits in Indonesia."

Robert : "Maybe, but how it occurred?"

Nancy : "You can compare to other countries, such as Thailand that produces so much fruit because they have invested money in the fruit bussiness."

Robert : "Most of oranges in Indonesian supermarket comes from Thailand. What do you think about it?"

Narrator : *"Why does Robert ask about Thailand fruits in Indonesia?"*

- (A) *because it is has nationality*
- (B) *because it is national era*
- (C) *because Indonesian fruit product cannot be found in the market*
- (D) *because Thailand fruits are known for having super quality*

Jawaban: C

Pembahasan:

Jawaban yang paling sesuai dengan pertanyaan tersebut adalah C. Dialog tersebut membicarakan alasan mengapa di supermarket Indonesia banyak terdapat buah dari Thailand padahal buah lokal terkadang tidak terdapat di supermarket Indonesia.

2) Narrator: *"What is the topic of the dialog?"*

- (A) *imported fruits*
- (B) *fruits*
- (C) *fruit prices*
- (D) *comparison between fruit products from Indonesia and Thailand*

Jawaban: A

Pembahasan:

Jawaban yang paling sesuai untuk pertanyaan tersebut adalah A yang menyebutkan topik dari percakapan yang diperdengarkan.

Part C

Questions number 1–3 listen to the following lecture!

Technical writing because it conveys complex information, must be organized, precise, and clear. Otherwise, your reader may misinterpret, devalue, or completely miss your point. Because a reader may should never have to struggle, to figure out what you are saying you must employ a writing strategy than ensure the efficient, accurate flow of information.

1) Narrator : *"What does a good technical writing look like?"*

- (A) *It should must be organized, precise, and clear.*
- (B) *It conveys complex ideas.*
- (C) *It must be long enough.*
- (D) *It necessitates one idea at a time.*

Jawaban: A

Pembahasan:

Pertanyaan ini meminta peserta tes untuk menyimpulkan dari apa yang diperdengarkan. Pengetahuan kita tentang bagaimana teknik membaca yang baik akan membantu dalam menjawab pertanyaan semacam ini. Jawaban yang benar adalah A yang sesuai dengan kalimat teks tersebut.

2. *Narrator: "Why should we employ a writing strategy?"*

(A) *to develop first paragraph*

(B) *to prevent a reader from struggling to figure out what you are saying*

(C) *to be able to have clear plan in mind*

(D) *to be efficient in writing*

Jawaban: B

Pembahasan:

Jawaban yang benar untuk pertanyaan ini adalah B, yang sesuai dengan kalimat terakhir monolog tersebut.

2. **Section 2: Structure and Written Expression**

Sesi kedua dalam tes TOEFL adalah soal *Structure and Written Expression*. Bagian itu terdiri atas 40 pertanyaan mengenai bahasa Inggris formal atau ungkapan yang menggunakan kaidah-kaidah tata bahasa. Beberapa hal yang biasa dalam bahasa Inggris lisan, bisa jadi merupakan sesuatu yang salah dalam bahasa Inggris formal. Pada sesi ini, peserta diminta melengkapi dan menentukan kesalahan yang ada.

Strategi umum:

- a. Gunakan waktu seefisien mungkin tanpa menghilangkan ketelitian dengan menemukan kata kunci. Kata kunci dalam kalimat bisa berupa kata benda yang berperan sebagai subjek, objek, kata kerja, dan juga kata keterangan.
- b. Pada bagian ini, soal nomor 1–5 biasanya lebih mudah. Kerjakan terlebih dahulu soal yang mudah.
- c. Apabila belum menemukan jawaban dari kata atau frasa tertentu dalam kalimat, baca keseluruhan kalimat tersebut.
- d. Semua pertanyaan sebaiknya dijawab. Gunakan pengetahuan tentang macam-macam pola struktur dalam tes TOEFL untuk menjawab semua pertanyaan.
- e. Kerjakan semua soal hingga batas waktu berakhir. Jika masih ada waktu gunakan untuk meneliti kembali.

a. Strategi Menaklukkan *Structure*

Bagian ini terdiri atas 15 pertanyaan tentang tata bahasa Inggris. Dalam bagian ini, peserta diminta memilih kata atau frasa yang benar untuk melengkapi sebuah kalimat. Untuk bisa menjawab soal bagian ini, peserta harus tahu *parts of speech* (kata benda, kata kerja, kata sifat, kata keterangan, anak kalimat, dan seterusnya).

1) **Sentence with one clause**

- a) Pembentukan sebuah kalimat bahasa Inggris setidaknya memerlukan satu subjek dan satu predikat.

Contoh:

... *were ringing continuously for hours.*

- (A) *horrible*
- (B) *the cell-phones*
- (C) *loudly*
- (D) *the bell*

Jawaban: B

Pembahasan:

Predikat kalimat ini adalah "*were*" sehingga subjek yang paling tepat adalah subjek jamak, yaitu "*the cell-phones*".

- b) Perhatikan keberadaan **objek preposisi** dalam kalimat.

Contoh:

To Sandra and Mila ... was a big surprise.

- (A) *really*
- (B) *the party*
- (C) *funny*
- (D) *when*

Jawaban: B

Pembahasan:

Frasa "*To Sandra and Mila*" bukanlah subjek dari kalimat tersebut, melainkan objek dari preposisi "*to*" sehingga dengan predikat "*was*" kalimat di atas memerlukan subjek tunggal, yaitu "*the party*".

- c) Keberadaan **Present Participle** dan **Past Participle** yang memengaruhi kalimat.

Contoh:

The pizza ... served in the cafe is the tastiest in town.

- (A) *now*
- (B) *is*
- (C) *it*
- (D) *was*

Jawaban: A

Pembahasan:

Kalimat ini memiliki subjek "*the pizza*" dan predikat "*is*" sehingga kata "*served*" tidak perlu mendapatkan *to be* karena akan membentuk predikat baru yang menimbulkan dobel predikat.

2) ***Sentences with multiple clauses***

Klausa yang kompleks memerlukan *connector* untuk menghubungkan satu klausa dengan yang lain.

Contoh:

The ear is a flexible organ, ... was simply not designed to withstand the noise of modern living.

- (A) *but it*
- (B) *it*
- (C) *but*
- (D) *its*

Jawaban: A

Pembahasan:

Dua klausa tersebut tepat dihubungkan dengan *connector* "*but*" dan subjek "*it*".

3) ***Sentences with reduced clauses***

Dalam struktur kalimat bahasa Inggris, salah satu klausa dalam kalimat majemuk bisa mengalami pengurangan atau reduksi. Pengurangan ini bisa berupa *adjective clause* (menggunakan *active participle* maupun *passive participle*) maupun *adverb clause*.

Contoh:

When ... something, the buyer gets a bill to keep.

- (A) *purchased*
- (B) *was purchasing*
- (C) *purchasing*
- (D) *now purchase*

Jawaban: C

Pembahasan:

Kalimat lengkap tanpa *reduced clause* adalah "When the buyer is purchasing something, the buyer gets a bill to keep". Subjek "the buyer" yang terulang ditiadakan pada klausa pertama sehingga kalimat menjadi "When purchasing something, the buyer gets a bill to keep."

4) **Sentences with inverted subjects and verbs**

Inversi atau disebut juga susun balik adalah sebuah variasi berbahasa dalam bahasa Inggris. Pada umumnya, yang disusun balik adalah posisi antara subjek dan predikat. Inversi terjadi pada kalimat *Wh/H questions*, setelah *place expression*, *negatives*, *conditionals*, dan *comparison*.

Contoh:

At Chinese restaurants ... the food that I like most.

(A) *on*

(B) *were*

(C) *is*

(D) *can*

Jawaban: C

Pembahasan:

Subjek dan predikat pada kalimat tersebut adalah "the food" dan "is" yang diinversi susunannya setelah *place expression*, "at Chinese restaurant".

b. Strategi Menaklukkan Written Expression

Bagian ini terdiri atas 25 pertanyaan. Peserta diminta memilih kata atau frasa yang tidak sesuai dalam satu kalimat.

1) **Problems with subject or verb agreement**

Perhatikan kesesuaian antara subjek dan predikat dalam sebuah kalimat.

Contoh:

The buildings destroyed during the fire is being rebuilt by the government.

A

B

C

D

Jawaban: C

Pembahasan:

Subjek kalimat tersebut adalah "the buildings" (jamak) sehingga "to be" yang tepat untuk kalimat ini adalah C (*are*).

2) **Problems with parallel structure**

Parallel structure adalah soal *written expression* yang menguji kemampuan peserta dalam menggunakan konjungsi atau kata hubung, juga preposisi atau kata depan. Kata hubung yang sering digunakan berupa *paired conjunction* atau kata hubung yang berpasangan.

Contoh:

The skin protects the human body from infectious, injury, and harmful sunlight.

A

B

C

D

Jawaban: B

Pembahasan:

Struktur paralel yang diperlukan pada kalimat ini adalah *noun* bukan *adjective* (*infectious*) sehingga kata yang diperlukan adalah bentuk *noun* dari *adjective* "infectious", yaitu "infection".

3) **Problems with comparatives and superlatives**

Pada soal tes TOEFL jenis ini, peserta diminta menganalisis kesalahan berbahasa yang berkaitan dengan aturan perubahan bentuk *adjective* serta penggunaan *the* dan *than* dalam kalimat perbandingan dan superlatif.

Contoh:

They bought the more powerful air conditioner that they could purchase.

A

B

C

D

Jawaban: B

Pembahasan:

Klausa pembandingan yang muncul adalah klausa "that they could purchase" maka perbandingan yang dibutuhkan kalimat ini adalah *superlative* (*the most*) sehingga jawaban yang benar adalah B.

4) **Problems with the form of the verb**

Pada bagian ini peserta diminta menganalisis kesesuaian subjek dan predikat, bentuk kata kerja (V1 atau V3), juga penggunaan kata bantu *have*, *had*, *will*, atau *would*.

Contoh:

The popular board games chess, checkers, and backgammon have all exist for many

A

B

C D

centuries.

Jawaban: D

Pembahasan:

Predikat yang menggunakan kata "have" harus diikuti *verb* bentuk ketiga atau disebut *past participle* sehingga pada kalimat di atas kata "exist" seharusnya menjadi "existed".

5) **Noun**

Peserta diminta menganalisis penggunaan kata benda bentuk *singular* dan *plural*, termasuk *countable* dan *uncountable noun*, serta membedakan benda yang berupa *person* dan *thing*.

Contoh:

Professor Marlan has edited several influential anthology.

A B C D

Jawaban: D

Pembahasan:

Kata *several* seharusnya diikuti oleh bentuk plural, yaitu "anthologies".

6) **Problems with passive verbs**

Pola kalimat pasif dalam bahasa Inggris adalah

Subject + To Be + Past Participle

Contoh:

Particular issues that concern teenagers were covering in this program.

A B C D

Jawaban: D

Pembahasan:

Kalimat di atas seharusnya dalam bentuk pasif sehingga kata yang harus diganti adalah D (*covering*) menjadi "covered".

7) **Problems with nouns**

Kata benda dalam bahasa Inggris terdiri atas dua jenis, yaitu yang bisa dihitung (*countable*) dan yang tidak bisa dihitung (*uncountable*) yang sering kali menimbulkan kebingungan saat akan menentukan kata sifat atau kata kerja dalam kalimatnya.

Contoh:

Great amount of cells of many kinds form the bodies of such creatures as insects
A B C D
and mammals.

Jawaban: B

Pembahasan:

"Cells" adalah jenis benda yang *countable* atau bisa dihitung sehingga kata "amount" tidak tepat digunakan untuk mendefinisikan jumlah sel yang banyak. Kata "amount" digunakan untuk *uncountable noun* atau kata benda yang tidak dapat dihitung.

8) **Problems with pronouns**

Bahasa Inggris mengenal berbagai macam kata benda yang disesuaikan dengan posisi dan perannya dalam kalimat.

Contoh:

When a bighorn sheep ewe is about to give birth, her leaves the band for a secluded ledge.

A B C D

Jawaban: B

Pembahasan:

Pronoun/kata ganti yang tepat untuk frasa benda "a bighorn sheep ewe" sebagai subjek klausa adalah "she" bukan "her".

9) **Problems with adjectives and adverbs**

Pada soal jenis ini, peserta diminta menganalisis penggunaan *adjective* (kata sifat) dan *adverb* (kata keterangan).

Jenis Adjective	Jenis Adverb
<i>Demonstrative/definitive adjective</i> Contoh: <i>this, that</i>	<i>Manner (cara)</i> Contoh: <i>carefully, slowly</i>
<i>Distributive</i> Contoh: <i>much, any</i>	<i>Place (tempat)</i> Contoh: <i>here, there</i>
<i>Numeral</i> Contoh: <i>first, second</i>	<i>Time (waktu)</i> Contoh: <i>now, then</i>
<i>Descriptive</i> Contoh: <i>smart, happy</i>	<i>Frequency</i> Contoh: <i>always, occasionally</i>

Contoh:

The children finished their homework quick so they could watch television.

A B C D

Jawaban: C

Pembahasan:

Salah satu fungsi dari *adverb* adalah sebagai penjelas *verb*. Pada kalimat ini kata "quick" berfungsi sebagai *adverb* yang menjelaskan kata kerja "finished" sehingga kata "quick" seharusnya berupa *adverb*, yaitu "quickly".

10) **More problems with adjective**

Penggunaan kata sifat dalam kalimat sering kali membingungkan. Pada bagian ini peserta diminta untuk bisa menentukan permasalahan tentang kata sifat yang tepat.

Contoh:

No matter what job she has, she always makes her best.

A B C D

Jawaban: D

Pembahasan:

Penting untuk memahami perbedaan penggunaan “do” dan “make”, yaitu “do” bila ide berhubungan dengan “completing” atau “performing”. Sementara, “make” digunakan untuk ide yang berhubungan dengan “creating” atau “constructing”. Jawaban yang benar adalah “does”.

c. Contoh Soal dan Pembahasan Section 2: Structure and Written Expression Structure

1) *... in cases where special oxidants are used, fires are the result of a fuel rapidly combining with the oxygen in the air.*

- (A) *how*
- (B) *except*
- (C) *there are*
- (D) *even though*

Jawaban: B

Pembahasan:

Kata kunci kalimat ini adalah “*special oxidants are used, fires are the result of a fuel*”. Kalimat rumpang pada soal menekankan pengecualian (*not including*). Konjungsi yang tepat adalah *except*.

2) *The operating principles of the telephone are ... they were in the nineteenth century.*

- (A) *today what the same*
- (B) *the same as today*
- (C) *today what they are same*
- (D) *the same today as*

Jawaban: D

Pembahasan:

Pola: “*the same ... as ...*” (sama seperti)

Dari empat pilihan jawaban yang ada, yang berpola “*the same ... as ...*” dengan arti sama seperti adalah “*the same today as*”.

3) ... planes in flight between airports, air traffic controllers rely on radar.

- (A) of tracking
- (B) tracked
- (C) to track
- (D) track of

Jawaban: C

Pembahasan:

Kalimat tersebut menunjukkan suatu tujuan atau maksud maka *to infinitive phrase* menjadi pilihan yang tepat. Salah satu fungsi dari *to infinitive phrase* adalah untuk menyatakan maksud.

Written Expression

1) Yogurt contains a higher percentage of lactic acid than another fermented milks, and it

A B C D

is rich in B-complex vitamins.

Jawaban: C

Pembahasan:

Penggunaan *another* tidak tepat karena kata benda yang ditunjukkan sudah diketahui jelas, yaitu *fermented milks*. Kata yang lebih tepat adalah *the other*.

2) In many areas of the world, people need clothing for protection from weather.

A B C D

Jawaban: D

Pembahasan:

Kata *protection* setelah preposisi "for" tidak tepat. Kata yang tepat seharusnya *protecting* karena menjelaskan fungsi dari (*clothing/berpakaian*).

3) *Sawfish are sharklike fish* have "saws" of cartilage set with two rows of teeth on their snouts.

A B C D

Jawaban: A

Pembahasan:

Penggunaan kata "have" pada soal tersebut tidak tepat karena sudah ada predikat "are". Koreksi untuk kalimat tersebut adalah dengan menggunakan *relative pronoun "which"* sehingga membentuk frasa "which have".

3. Section 3: Reading Comprehension

Sesi ketiga tes TOEFL ini bertujuan untuk menguji kemampuan membaca cepat dan pemahaman peserta terhadap isi bacaan yang membahas berbagai topik akademis. Tes sesi ini dilaksanakan selama 55 menit dengan 5–6 bacaan untuk beberapa nomor soal sekaligus. Tantangan utama sesi ini adalah menyelesaikan satu bacaan dalam jangka waktu 8–11 menit sekaligus menjawab pertanyaannya.

Ada beberapa jenis soal pada sesi ini.

a. *Reading to find information*

Jenis soal ini menguji keterampilan

- membaca teks dengan cepat secara efektif untuk mencari fakta-fakta kunci dan informasi yang penting;
- kefasihan dalam membaca dan memahami isi bacaan.

b. *Basic comprehension*

Jenis soal ini menguji keterampilan

- memahami topik dan pikiran utama secara umum, poin-poin, fakta, dan detail yang penting, kosakata dalam konteks, serta referensi kata ganti;
- membuat kesimpulan-kesimpulan (*inferences*) tentang hal yang tersirat dalam bacaan.

c. *Reading to learn*

Jenis soal ini menguji keterampilan

- mengenal susunan dan tujuan penulisan sebuah bacaan;
- memahami hubungan antaride dalam bacaan;
- menyimpulkan bagaimana keseluruhan ide pada bacaan saling berhubungan satu dengan yang lain.

Strategi Umum

- Baca kalimat pertama dan terakhir pada tiap paragraf. Topik dan ide pokok paragraf biasanya terletak pada kalimat pertama dan terakhir sebuah paragraf.
- Skim* bacaan dengan membaca cepat untuk mencari makna secara umum, topik, pokok pikiran utama, susunan bacaan secara umum, dan kosakata.
- Bacalah pertanyaan terlebih dahulu untuk memastikan informasi yang dibutuhkan.
- Bacalah teks sambil mengingat-ingat pertanyaan yang tadi telah dibaca.
- Jawablah pertanyaan dengan menggunakan kata-kata kunci dan frasa-frasa dari pertanyaan yang telah di-*scan* untuk mengetahui informasi yang dibutuhkan sebelum membaca pertanyaan dan menemukan jawabannya.

- f. Jawab semua pertanyaan meski hanya dengan menebak. Gunakan beberapa petunjuk pada bacaan dan jawaban untuk mendapatkan tebakan yang terbaik.
- g. Cek kembali jawaban yang masih meragukan jika masih ada sisa waktu mengerjakan tes.

a. Keterampilan Membaca untuk Menaklukkan *Reading Comprehension*

Untuk menaklukkan sesi *Reading Comprehension*, peserta wajib memiliki keterampilan membaca dan memahami bacaan. Berikut adalah beberapa keterampilan membaca yang akan membantu peserta menaklukkan sesi *Reading Comprehension*.

1) *Surveying*

Menyurvei teks adalah memeriksa terlebih dahulu simpulan dan abstraksi untuk mencari gambaran isi dan tujuan bacaan.

Contoh:

Line (5)	<i>The administration of a college or university provides the governing structure of the institution. Although each institution organizes its administration differently, nearly all colleges and universities have a board of trustees, a president, deans of various divisions, and a number of academic departments.</i>	<p>Cara identifikasi: Baca dengan cepat seluruh teks kemudian baca pertanyaan pada bacaan dan pilihan jawaban. Bentuk pertanyaan ini biasanya berupa pertanyaan yang meminta kita mengidentifikasi tujuan bacaan.</p>
	<p>Contoh soal: <i>What is the purpose of the text?</i> (A) <i>tell a president university</i> (B) <i>describe the administrator of a college</i> (C) <i>tell deans of various divisions</i> (D) <i>a number of academic departments</i></p>	<p>Jawaban: B Pembahasan: Baca secara saksama dengan melakukan survei isi bacaan. Pada baris pertama (<i>line 1</i>) disebutkan gambaran umum yang akan dibahas dalam teks, lalu baris kelima adalah perinciannya.</p>

2) *Skimming*

Skimming berarti membaca keseluruhan teks secara cepat. Cari kata kunci, pokok-pokok bahasan, tabel, dan ilustrasi untuk mendapatkan inti sari dari bacaan. *Skimming* dengan cepat dilakukan untuk mendapatkan ide apa yang ada dalam teks tersebut. Metode *skimming* merupakan jenis keterampilan membaca yang bisa digunakan untuk menjawab pertanyaan tentang kata ganti (*reference question*).

Contoh:

<p>Line (5)</p>	<p><i>The administration of a college or university provides the governing structure of the institution. Although each institution organizes its administration differently, nearly all collages and universities have a board of trustees, a president, deans of various divisions, and a number of academic departments.</i></p>	<p>Cara identifikasi: Selalu lakukan <i>skimming</i> sebelum membaca pertanyaan. Temukan <i>content word</i>, yaitu kata yang menentukan makna atau maksud suatu kalimat, yang bisa berupa <i>noun, verb</i>, atau <i>adjective</i>.</p>
	<p>Soal: <i>The word "its" in line 4 refers to</i> (A) a president (B) institution (C) deans of various divisions (D) academic departments</p>	<p>Jawaban: B Pembahasan: Kata "<i>its</i>" mengacu pada "<i>institution</i>".</p>

3) **Scanning**

Scanning berarti membaca cepat keseluruhan teks untuk mendapatkan informasi yang spesifik dan detail. Jika dalam soal peserta diminta menemukan satu informasi spesifik seperti angka tahun atau nama seseorang, metode ini bisa diterapkan untuk menemukan jawabannya sehingga tidak perlu membaca seluruh teks dengan detail.

Contoh:

<p>Line (5)</p>	<p><i>The administration of a collage or university provides the govering structure of the institution. Although each institution organizes its administration differently, nearly all collages and universities have a board of trustees, a president, deans of various divisions, and a number of academic departements.</i></p>	<p>Cara identifikasi: Baca dengan cepat seluruh teks dan pertanyaan pada bacaan ini secara umum dapat ditemukan jawaban pada paragraf pertama.</p>
	<p>Contoh soal: <i>What is the main idea of this passage?</i> (A) a president university (B) the administrator of a college (C) deans of various divisions (D) a number of academic departements</p>	<p>Jawaban: B Pembahasan: Sekilas dengan melihat kalimat pertama pada paragraf tersebut sudah kita temukan jawabannya.</p>

b. Strategi Menaklukkan *Reading Comprehension*

1) Menaklukkan soal tentang *main idea*

Topik utama atau tema merupakan inti isi bacaan. Kata tanya yang digunakan biasanya

- *What is the main idea of the passage?*
- *What is the passage about?*

Contoh:

Line *The most thoroughly studied cases of deception strategies employed by groundnesting birds involve plovers, small birds that typically nest on beaches or in open fields, their nests merely scrapes in the sand of earth. Plovers also have an effective repertoire of tricks for distracting nest predators from exposed and defenseless eggs or chicks.*

(5)

What the main idea of this passage?

- (A) *the strategies used by plovers to deceive predators*
- (B) *how predators search plover*
- (C) *about the plover*
- (D) *why plover lives*

Jawaban: A

Pembahasan:

Untuk menjawab pertanyaan ini, baca dengan cepat seluruh teks dan pertanyaan secara umum dapat ditemukan jawaban pada paragraf pertama. Kata kunci dari soal ini adalah hal-hal yang dilakukan oleh burung *plover* untuk mengelabui mangsanya.

2) Menaklukkan soal tentang kosakata/*vocabulary*

Jenis soal ini biasanya menemukan sinonim sebuah kata pada bacaan. Semakin banyak dan kaya kosakata yang dimiliki akan membantu dalam memahami isi teks. Oleh karena itu, sangat dianjurkan untuk mempelajari kosakata/*vocabulary*. Kalimat tanya yang digunakan biasanya:

- *The word "...” has the closest meaning to*

Contoh:

Line *The most thoroughly studied cases of deception strategies employed by groundnesting birds involve plovers, small birds that typically nest on beaches or in open fields, their nests merely scrapes in the sand of earth. Plovers also have an effective repertoire of tricks for distracting nest predators from exposed and defenseless eggs or chicks.*

(5)

The word "strategies" in line 1 is closest in meaning to

- (A) *attract*
- (B) *bring*
- (C) *open*
- (D) *way*

Jawaban: D

Pembahasan:

Kata "*strategies*" bersinonim dengan "*way*".

3) Menaklukkan soal tentang *specific fact or detail*

Jenis pertanyaan ini merupakan jenis pertanyaan yang paling banyak dalam sesi tes ini. Kata tanya dalam jenis soal ini biasanya menggunakan *Wh/H questions* untuk menanyakan fakta-fakta mengenai siapa (*who*), kapan (*when*), apa (*what*), di mana (*where*), dan bagaimana (*how*).

Contoh:

Line
(5) *In 1950 to mid 1960's vitamin therapy began to fall into disrepute. Concomitant with us, nutrition education in medical schools also became less popular. It was just decade before this that many drug companies had found their vitamin sales skyrocketing and were quick to supply practicing physicians with generous samples of vitamins and literature extolling the virtue of supplementations as to the success of vitamins in disease control were exaggerated.*

Why vitamins began losing favor in the 1950's?

- (A) *It is needed by our body.*
- (B) *Medical school stopped this research.*
- (C) *Claims for the effectiveness of vitamin therapy were seen to be exaggerated.*
- (D) *Nutritious substance is researched,*

Jawaban: C

Pembahasan:

Perhatikan klausa "*... the virtue of supplementations as to the success of vitamins in disease control were exaggerated*". Klausa ini menunjukkan jawaban dari pertanyaan tersebut tentang alasan penurunan penggunaan vitamin sebagai terapi.

4) Menaklukkan soal tentang *exceptions*

Soal jenis ini menanyakan pengecualian (*exception*) kesimpulan umum bacaan atau informasi spesifik dalam bacaan. Kalimat tanya yang digunakan biasanya diakhiri dengan "*EXCEPT*", seperti "*The passage describes the negative effects of fungi on all the following, except*"

Contoh:

Fungi, of which there are over 100,000 species, including yeasts and other single-celled organisms as well as the common molds and mushrooms, were formerly classified as members of the plant kingdom. However, in reality they are very different from plants and today they are placed in a separate group altogether. The principal reason for this that none of them possesses chlorophyll, and since they cannot synthesize their own carbohydrates, they obtain their supplies either from the breakdown of dead organic matter or from other living organisms. Furthermore, the walls of fungal cell are not made of cellulose as those of plants are, but of another complex sugar-like polymer called chitin, the material from which the hard outer skeletons of shrimps, spiders and insects are made.

The passage describes the negative effects of fungi on all the following EXCEPT ...

- (A) food
- (B) soil
- (C) animals
- (D) buildings

Jawaban: B

Pembahasan:

Pada bacaan dijelaskan jamur dapat bersifat merusak untuk bangunan, hewan, dan manusia, juga pada hasil panen. Meskipun demikian, jamur dapat memberikan dampak positif pada tanah.

5) Menaklukkan soal tentang *location of information*

Pada jenis pertanyaan ini, peserta diminta mencari jawaban pertanyaan pada teks yang menuntut kejelian membaca kalimat per kalimat dari teks yang tersedia. Kalimat tanya yang digunakan biasanya, "*the first paragraph tells about*"

Contoh:

Fungi, of which there are over 100,000 species, including yeasts and other single-celled organisms as well as the common molds and mushrooms, were formerly classified as members of the plant kingdom. However, in reality they are very different from plants and today they are placed in a separate group altogether. The principal reason for this that none of them possesses chlorophyll, and since they cannot synthesize their own carbohydrates, they obtain their supplies either from the breakdown of dead organic matter or from other living organisms. Furthermore, the walls of fungal cell are not made of cellulose as those of plants are, but of another complex sugar-like polymer called chitin, the material from which the hard outer skeletons of shrimps, spiders and insects are made.

The first paragraph tells us about

- (A) *plant*
- (B) *fungi*
- (C) *rose*
- (D) *flower*

Jawaban: B

Pembahasan:

Jawaban bisa ditemukan pada kalimat pertama paragraf tersebut yang menyebutkan ide utama paragraf ini.

6) Menaklukkan soal tentang *inference*

Salah satu cara untuk menaklukkan jenis soal ini adalah dengan membaca cepat seluruh teks dan memahami isinya karena soal ini menanyakan kesimpulan.

Kata tanya yang digunakan dalam jenis soal ini biasanya adalah

- *The author infers that*
- *What can we infer from the text?*
- *What can be inferred from the passage?*

Contoh:

Line (1) Krill, which are the main diet of whales, have been cited as one of the world's biggest unexploited food resources.

The author infers that

- (A) *The world has a number of unexploited food resources.*
- (B) *Whales eat more krill than anything else.*
- (C) *The author believes about krill.*
- (D) *Whales are the biggest food resources.*

Jawaban: A

Pembahasan:

Kesimpulan yang bisa ditarik dari bacaan tersebut adalah dunia memiliki beberapa jenis sumber makanan yang belum dieksploitasi lebih lanjut.

7) Menaklukkan soal tentang *references*

Pada pertanyaan seperti ini, peserta dituntut memahami konteks kata dalam teks, kemudian menganalisis referensinya sesuai dengan teks. Beberapa kata tanya yang digunakan, antara lain,

- *In line 8, the word ... is closet in meaning to*
- *In line 14, the word "they" refers to*

- The word *he* in line 9 refers to....

Contoh:

Line
(5) *Fungi, of which there are over 100,000 species, including yeasts and other single-celled organisms as well as the common molds and mushrooms, were formerly classified as members of the plant kingdom. However, in reality they are very different from plants and today they are placed in a separate group altogether. The principal reason for this is that none of them possesses chlorophyll, and since they cannot synthesize their own carbohydrates, they obtain their supplies either from the breakdown of dead organic matter or from other living organisms. Furthermore, the walls of fungal cells are not made of cellulose as those of plants are, but of another complex sugar-like polymer called chitin, the material from which the hard outer skeletons of shrimps, spiders and insects are made.*

The word "they" in line 3 refers to

- (A) *organisms*
- (B) *plants*
- (C) *molds*
- (D) *fungi*

Jawaban: D

Pembahasan:

Kata "they" mengacu pada kata *fungi* yang menjadi subjek kalimat sebelumnya.

c. Contoh Soal dan Pembahasan Section 3: Reading Comprehension

Line
(5) *The largest of the giant gas planets, Jupiter, with a volume 1,300 times greater than Earth's, contains more than twice the mass of all the other planets combined. It is thought to be a gaseous and fluid planet without solid surfaces. Had it been somewhat more massive, Jupiter might have attained internal temperatures as high as the ignition point for nuclear reactions, and it would have flamed as a star in its own right. Jupiter and the other giant planets are of a low-density type quite distinct from the terrestrial planets: they are composed predominantly of such substances as hydrogen, helium, ammonia, and methane, unlike terrestrial planets. Much of Jupiter's interior might be in the form of liquid, metallic hydrogen. Normally, hydrogen is a gas, but under pressures of millions of kilograms per square centimeter, which exist in the deep interior of Jupiter, the hydrogen atoms might lock together to form a liquid with the properties of a metal.*

(10) *Some scientists believe that the innermost core of Jupiter might be rocky, or metallic like the core of Earth.*

(20) *Jupiter rotates very fast, once every 9.8 hours. As a result, its clouds, which are composed largely of frozen and liquid ammonia, have been whipped into alternating dark and bright bands that circle the planet at different speeds in different latitudes. Jupiter's puzzling Great Red Spot changes size as it hovers in the Southern Hemisphere. Scientists speculate it might be a gigantic hurricane, which because of its large size (the Earth could easily fit inside it), lasts for hundreds of years.*

(25) *Jupiter gives off twice as much heat as it receives from the Sun. Perhaps this is primeval heat or heat generated by the continued gravitational contraction of the planet. Another star-like characteristic of Jupiter is its sixteen natural satellites, which, like a miniature model of the Solar System, decrease in density with distance—from rocky moons close to Jupiter to icy moons farther away. If Jupiter were about 70 times more massive, it would have become a star. Jupiter is the best-preserved sample of the early solar nebula, and with its satellites, might contain the most important clues about the origin of the Solar System.*

1) The word "massive" in line 4 is closest in meaning to

- (A) fiery
- (B) enormous
- (C) tiny
- (D) ingenious

Jawaban: B

Pembahasan:

Kata "massive" memiliki arti yang sama dengan "enormous". Keduanya sama-sama berarti sangat besar.

2) The word "it" in line 21 refers to

- (A) Great Red Spot
- (B) Jupiter
- (C) Jupiter's satellite
- (D) scientist

Jawaban: A

Pembahasan:

Kata "it" mengacu pada *Great Red Spot* yang menjadi subjek pada kalimat sebelumnya (*Jupiter's puzzling Great Red Spot changes size as it hovers in the Southern Hemisphere*).

3) These statements are true based on the text, EXCEPT

- (A) Jupiter is bigger than earth.

- (B) *Jupiter's rotation is faster than earth's.*
- (C) *Jupiter has no solid surface.*
- (D) *Jupiter's interior may consist of rocks and oxygen.*

Jawaban: D

Pembahasan:

Pernyataan yang tidak sesuai adalah jawaban D. Pada teks disebutkan, "*Much of Jupiter's interior might be in the form of liquid, metallic hydrogen.*"

4. TWE (*Test of Written English*)

Tes ini hampir tidak pernah diadakan di Indonesia. Meskipun demikian, mengetahui informasi mengenai tes itu juga penting bagi peserta TOEFL. Model tes tersebut menguji kemampuan peserta dalam menulis teks bahasa Inggris dalam bentuk esai pendek. Skor diberikan secara terpisah dari bagian tes lain dengan skala penilaian 1–6. TWE hanya diujikan untuk jenis tes TOEFL tertentu, seperti TOEFL PBT. Bila TWE diujikan, biasanya dilaksanakan sebelum sesi *Listening Comprehension*.

Strategi Khusus

- a. Persiapkan diri dengan banyak-banyak membaca isu aktual, terutama tentang pendidikan dan sosial di Amerika Serikat.
- b. Gunakan waktu dengan efektif dan efisien saat mengerjakan bagian ini.
- c. Pahami penggunaan tata bahasa Inggris agar menghasilkan kalimat yang efektif.
Perkaya kosakata agar diksi yang digunakan dalam tes ini bervariasi.
Buatlah struktur esai yang padat, berbobot, dimulai dari paragraf pembukaan, isi esai, dan kesimpulan.
Jangan lupa menuliskan *general statement* dari seluruh esai di bagian awal dan kesimpulan esai.
- d. Tulis kata-kata kunci selama membaca teks dan mendengarkan informasi untuk esai pertama.
- e. Untuk bagian *independent writing*, masukkan contoh dan opini pribadi dengan disertai argumen yang kuat.
- f. Gunakan waktu yang tersisa untuk membaca ulang esai yang sudah selesai dikerjakan guna memeriksa kesalahan seperti salah ejaan dan tanda baca.

a. Jenis Soal dalam TWE

Dalam sesi ini ada dua jenis soal *writing*, yaitu

1) *Integrated*

Pada jenis tes *writing* ini, peserta akan mendapatkan bacaan pendek dan diminta mendengarkan audio dengan topik yang masih berhubungan dengan bacaan tersebut. Selama membaca atau mendengarkan, peserta diperbolehkan mencatat hal-hal penting. Peserta kemudian akan diberi waktu selama 20 menit untuk membuat esai berisi sekitar 150–225 kata. Isi esai adalah penjelasan, baik tentang bagaimana audio yang diperdengarkan mendukung pernyataan yang terdapat dalam bacaan maupun kontradiksi antara bacaan dan audio.

2) *Independent*

Pada bagian *independent writing*, peserta diberi waktu selama 30 menit untuk membuat esai sepanjang 4–5 paragraf atau sekitar 300–500 kata. Pada bagian ini tidak ada bacaan seperti pada bagian sebelumnya. Peserta akan diberi beberapa topik yang harus dikembangkan menjadi esai sesuai dengan pengalaman pribadi peserta.

b. Contoh Soal Esai Kedua (Esai Independen) pada TOEFL Writing Section

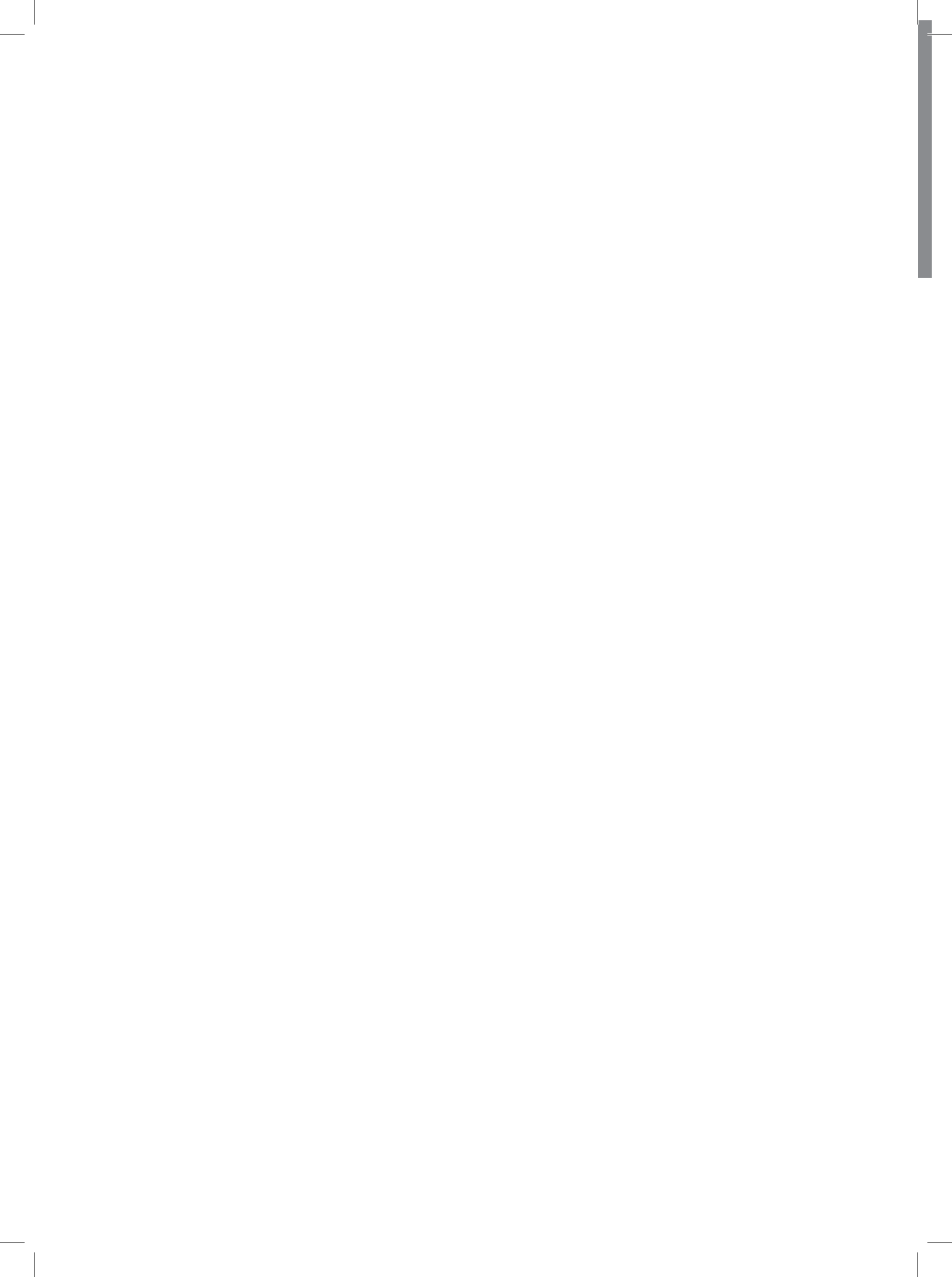
- 1) *People attend college or university for many different reasons (for example, new experiences, career preparation, and increased knowledge). Why do you think people attend college or university? Use specific reasons and examples to support your answer.*
- 2) *Do you agree or disagree with the following statement? Parents are the best teachers. Use specific reasons and examples to support your answer.*
- 3) *In some countries, teenagers have jobs while they are still students. Do you think this is a good idea? Support your opinion by using specific reasons and details.*
- 4) *How do movies or television influence people's behaviour? Use reasons and specific examples to support your answer.*
- 5) *Do you agree or disagree that progress is always good? Use specific reasons and examples to support your answer.*

Sumber dan daftar contoh pertanyaan lain dapat diakses pada situs ETS, <https://www.ets.org/>.

CHAPTER V

PRACTICE

EXAM



TOEFL PRACTICE

1

SECTION 1

LISTENING COMPREHENSION

Time—35 minutes

(Including the reading of the directions)

Now set your clock for 35 minutes

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversation and talks in English. There are three parts in this section. Answer all the questions on the basis of what is stated or implied by the speakers you hear. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

Part A

Directions: In this part you will hear short conversations between two people. You will hear a question about the conversation. The conversation and questions will not be repeated. After you hear a question, read the four answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. (A) apologize to his roommate
(B) give the notes to the woman
(C) call the woman tonight
(D) take the woman's notes to his roommate

2. (A) Johnny may prefer something else.
(B) Johnny already has too many toy trains.
(C) Johnny said he wants a toy train.
(D) Johnny loves toy trains.
3. (A) Las Vegas
(B) the marriage of Tracey and Bob
(C) marriage of Bob
(D) honeymoon
4. (A) Who can get accepted to the most schools
(B) The University of Texas
(C) schools with Doctorate programs
(D) Where the woman will go to school
5. (A) congratulate the man
(B) believe the mark
(C) okay with the mark
(D) wonder the mark
6. (A) Her concerns were expressed.
(B) She wonders if the concert was good.
(C) The music was fantastic.
(D) He only invited four people.
7. (A) The woman minds if the man turn on some music.
(B) The woman doesn't matter if the man turn on some music.
(C) The woman turns the music off.
(D) The man turns the music on.
8. (A) to call the Cliff Side Inn
(B) visit weekend
(C) check hotel
(D) got vacancies
9. (A) looking someone
(B) pick up mail
(C) help to pick up the mail while away at the conference
(D) go to conference
10. (A) Go to the library
(B) wait until the classes begin
(C) go campus bookstore
(D) book sold out

11. (A) She is very likeable.
(B) She does not put much effort into her homework.
(C) She goes to the mall everyday.
(D) She has a lot of homework.
12. (A) go to Room 54
(B) go to Room 45
(C) buy a ticket
(D) go home
13. (A) walk out of the store
(B) come back later
(C) buy the shampoo
(D) go to another store
14. (A) She occasionally takes a nap.
(B) She always takes a nap.
(C) She never takes a nap.
(D) She used to take a nap.
15. (A) She has excellent hearing.
(B) She has heard the man talked about this frequently.
(C) She understands his point of view.
(D) She needs to have her ears checked.
16. (A) The interview went very well.
(B) The woman did not like the interview.
(C) The interview was cancelled.
(D) The interview went terrible.
17. (A) see the ball game
(B) not go to watch the ball game
(C) does not see the ball game
(D) doesn't like ball game
18. (A) He agrees with the woman.
(B) He thinks the shoes is expensive.
(C) He likes the shoes too.
(D) The woman looks gorgeous with the shoes.
19. (A) California
(B) Maine
(C) Las Vegas
(D) Australia

20. (A) making mistakes
(B) Her boss does not go there.
(C) The boss came.
(D) She was busy.
21. (A) spicy food
(B) sour food
(C) salty food
(D) food
22. (A) want to go to the reunion
(B) bored stiff
(C) go to the reunion
(D) miss the reunion
23. (A) beautiful new stereo
(B) It is an expensive new stereo.
(C) The new stereo is cheap.
(D) The new stereo is bad.
24. (A) helping the woman
(B) offering help
(C) buying historical book
(D) taking society book
25. (A) The situation was fine.
(B) The situation was bad.
(C) He is fond of walking.
(D) He likes running.
26. (A) the life of Erica
(B) They don't know where Erica lives.
(C) They know where Erica lives.
(D) They live in London.
27. (A) will leave his car in woman house
(B) will go by car
(C) want to go by car
(D) want to go home now
28. (A) the illustration
(B) all about the book
(C) super book
(D) historical book

29. (A) The situation was good.
(B) The certainty is ninety percent.
(C) He wants to know about the situation.
(D) The situation is bad.
30. (A) The concert was successful.
(B) The concert could have been better.
(C) He doesn't like the concert.
(D) The concert was boring.

Part B

Directions: In this part of the test, you will hear longer conversation. After each conversation, you will hear several questions. The conversation and the questions will not be repeated. After you hear a question, read the four possible answer in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

31. (A) Emily's semester average
(B) Emily's mid term project
(C) Emily's final exam
(D) Emily's participation
32. (A) grocery store
(B) Dr. Miller's office
(C) Emily's office
(D) swimming pool
33. (A) A
(B) B
(C) C
(D) D
34. (A) Dr. Miller did not like her.
(B) She was late to class.
(C) She never did her assignments.
(D) She did not participate in the class discussions.
35. (A) dangerous killers
(B) carnivores
(C) TV and movie stars
(D) gentle animals

36. (A) because people keep hunting them
(B) because they eat too much
(C) because forests get too much rain
(D) because their food supply is being destroyed
37. (A) becoming lively
(B) dying out
(C) growing wild
(D) getting sick
38. (A) because forests are being cut down
(B) because they are hunted
(C) because they are vegetarian
(D) because the fruits and plants are becoming extinct

Part C

Directions: In this part of the test, you will hear several talks. After each talk, you will hear some question. The talks and questions will not be repeated. After you hear a question, read the four possible answer in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

39. (A) the study of birds
(B) reactional use of shorebirds foraging areas
(C) ecology class
(D) behaviour class
40. (A) more than 70 percent
(B) more than 80 percent
(C) less than 60 percent
(D) less than 90 percent
41. (A) Enforcement of leash laws would be effective.
(B) Observe *Calidris Alba* daily.
(C) People should maintain a minimum distance of 30 meters from shorebirds.
(D) Coastal development has dramatically reduced the beach.
42. (A) Humans passing once every 15 minutes.
(B) Humans disturb the sand.
(C) Sanderlings running or flying.
(D) Free running dogs

43. (A) Gross Domestic Product
(B) Indicators of the business cycle
(C) National Bureau of Economic Research
(D) Employment
44. (A) Personal Income
(B) Employment
(C) Gross Domestic Product
(D) Industrial Production
45. (A) two consecutive quarters of negative growth
(B) two consecutive quarters of positive growth
(C) four non consecutive quarters of negative growth
(D) four non consecutive quarters of positive growth
46. (A) employment, income
(B) industry, production
(C) personal income, employment
(D) trade, people
47. (A) the teacher
(B) professor
(C) the girl
(D) the students
48. (A) literary class
(B) social class
(C) math class
(D) science class
49. (A) language
(B) literary style
(C) phsysic
(D) sport
50. (A) The realist objectively reports on events, with accuracy of the description as the rime motive.
(B) psychology of human action
(C) faithfulness to actual experience
(D) styles

SECTION 2

STRUCTURE AND WRITTEN EXPRESSION

Time–25 minutes

(Including the reading of the directions)

Now set your clock for 25 minutes

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

Structure

Directions: Question 1–15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentences. Then on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. Sandy ... going to the movies with a friend of him.
(A) will be
(B) he always
(C) is the
(D) is relaxing
2. Here ... notebook and report that I promised you last week.
(A) is the
(B) are the
(C) was the
(D) has been a
3. Neither Jane nor her brothers ... a consent from for tomorrow's field trip.
(A) need
(B) needs
(C) is needing
(D) has need
4. Cuba is ... sugar-growing areas in the world
(A) one of the larger

- (B) one of largest
 - (C) one of the largest
 - (D) largest
5. The skiers would rather ... through the mountains than go by bus.
- (A) to travel on train
 - (B) traveled by train
 - (C) travel by train
 - (D) travelling by the train
6. That magnificent ... temple was constructed by the Chinese.
- (A) eight centuries old
 - (B) eight centuries's-old
 - (C) old eight centuries
 - (D) eight century old
7. There were two small rooms in the beach house, ... served as a kitchen.
- (A) the smaller of which
 - (B) the smallest of which
 - (C) the smaller of them
 - (D) smallest of that
8. Pioneer men and women endured terrible hardships, and
- (A) so do their children
 - (B) neither did the children
 - (C) also the childs
 - (D) so did their children
9. When studying serology, medical students ... about the properties of blood.
- (A) learn
 - (B) to learn
 - (C) learning
 - (D) with learning
10. ..., he would have been able to pass the exam.
- (A) if he studied more
 - (B) if he were studying to a greater degree
 - (C) studying more
 - (D) had he studied more
11. Mr. Duncan does not know ... the lawn mower after they had finished using it.
- (A) when did they put
 - (B) when they did put

18. During the 1960s the Berkeley campus of the University of California came to national
 A B
 attention as a result its radical political activity.
 C D
19. Artist Gutzon Borglum designed the Mount Rushmore Memorial and worked on project.
 A B
 from 1925 until his death in 1941.
 C D
20. It is proving less costly and more profitably for drug makers to market directly to patients.
 A B C D
21. In early days, hydrochloric acid was done by heating a mixture of Sodium Chloride and
 A B C
with iron sulfate.
 D
22. Like snakes, lizards can be found on all others continents except Antarctica.
 A B C D
23. Never in the history of humanity has there been more people living on this relatively
 A B C D
 small planet.
24. The first recorded use of natural gas to light street lamps it was in the town of Frederick,
 A B C D
 New York, in 1825.
25. The French Quarter is the most famous and the most old section of New Orleans.
 A B C D
26. Every cell in the body are continually renewing itself.
 A B C D
27. The New York stock exchange was began by brokers who were meeting under a tree
 A B C
located on what is now Wall Street.
 D
28. The hammerhead shark is usual found in warm, temperate waters.
 A B C D

29. The research for the book *Roots* taking Alex Haley twelve years.

A B C D

30. When Pierre L'Enfant designed the national capital in 1971, her envisioned a broad

A B C

boulevard linking the White House and the Capitol.

D

31. Major advertising companies have traditionally volunteered its time to public services.

A B C D

32. After the yolk is separated from the white, it must be boil immediately.

A B C D

33. An huge winter storm has brought snow to Northern California's mountain countries.

A B C D

34. The development of motor skills in babies begins with the head and progress downward

A B C

through other parts of the body.

D

35. Of the two Diomed Islands, only one belongs the Unites States.

A B C D

36. Physical therapists help patients relearn how to use their bodies after disease or injure.

A B C D

37. In spite of her physician handicaps, Helen Keller graduated from Radcliffe with honor.

A B C D

38. As a protective molecule, an antibody can combines with a foreign virus protein.

A B C D

39. More than 80 percent of the labors at the construction site are temporary workers.

A B C D

40. The sand dollars are a distinctive group of sea urchins that have adapt especially to life on

A B C D

sandy shores.

SECTION 3

READING COMPREHENSION

Time—55 minutes

(Including the reading of the directions)

Now set your clock for 55 minutes

This section is designed to measure your ability to read and understand short passages similar in topic and style that students are likely to encounter in North American universities and colleges.

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

Question 1–9.

Line
(5) The canopy, the upper level of the trees in the rain forest, holds a plethora of climbing mammals of moderately large size, which may include monkeys, cats, civets, and porcupines. Smaller species, including such rodents as mice and small squirrels, are not as prevalent overall in high tropical canopies as they are in most habitats globally.

(10) Small mammals, being warm blooded, suffer hardship in the exposed and turbulent environment of the uppermost trees. Because a small body has more surface area per unit of weight than a large one of similar shape, it gains or loses heat more swiftly. Thus, in the trees, where shelter from heat and cold may be scarce and conditions may fluctuate, a small mammal may have trouble maintaining its body temperature.

(15) Small size makes it easy to scramble among twigs and branches in the canopy for insects, flowers, or fruit, but small mammals are surpassed, in the competition for food by large one that have their own tactics for browsing among food-rich twigs. The weight of a gibbon (a small ape) hanging below a branch arches the terminal leaves down so that fruit-bearing foliage drops toward the gibbon's face. Walking or leaping species of a similar or even larger size access the outer

twigs either by snapping off and retrieving the whole branch or by clutching stiff branches with the feet or tail and plucking food with their hands.

- (20) Small climbing animals may reach twigs readily, but it is harder for them than for large climbing animals to cross the wide gaps from one tree crown to the next that typify the high canopy. A macaque or gibbon can hurl itself farther than a mouse can: it can achieve a running start, and it can more effectively use a branch as a springboard, even bouncing on a climb several times before
- (25) jumping. The forward movement of a small animal is seriously reduced by the air friction against the relatively large surface area of its body.

Finally, for the many small mammals that supplement their insect diet with fruits or seeds an inability to span open gaps between tree crowns may be problematic, since trees that yield these foods can be sparse.

1. The passage answers which of the following questions?
 - (A) How is the rain forest different from other habitats?
 - (B) How does an animal's body size influence an animal's need for food?
 - (C) Why does the rain forest provide an unusual variety of food for animals?
 - (D) Why do large animals tend to dominate the upper canopy of the rain forest?
2. Which of the following animals is less common in the upper canopy than in other environments?
 - (A) monkeys
 - (B) cats
 - (C) porcupines
 - (D) mice
3. The word "they" in line 5 refers to
 - (A) trees
 - (B) climbing mammals of moderately large size
 - (C) smaller species
 - (D) high tropical canopies
4. According to paragraph 3, which of the following is true about the small mammals in the rain forest?
 - (A) They have body shapes that are adapted to live in the canopy.
 - (B) They prefer the temperature and climate of the canopy to that of other environments.
 - (C) They have difficulty with the changing conditions in the canopy.
 - (D) They use the trees of the canopy for shelter from heat and cold.
5. In discussing animal size in paragraph 4, the author indicates that
 - (A) Small animals require proportionately more food than larger animals do.
 - (B) Large animal size is an advantage in obtaining food in the canopy.

- (C) Small animals are often attacked by large animals in the rain forest.
(D) Small animals and large animals are equally adept at obtaining food in the canopy.
6. The word “typify” in line 22 is closest in meaning to
(A) resemble
(B) protect
(C) characterize
(D) divide
7. According to paragraph 4, what makes jumping from one tree crown to another difficult for small mammals?
(A) air friction against the body surface
(B) the thickness of the branches
(C) the dense leaves of the tree crown
(D) the inability to use the front feet as hands
8. The word “supplement” in line 27 is closest in meaning to
(A) control
(B) replace
(C) look for
(D) add to
9. Which of the following terms is defined in the passage?
(A) canopy (line 1)
(B) warm blooded (line 6)
(C) terminal leaves (line 16)
(D) springboard (line 24)

Question 10–19.

Line During the seventeenth and eighteenth centuries, almost nothing was written about the contributions of women during the colonial period and the early history of the newly formed United States. Lacking the right to vote and absent from the seats of power, women were not considered an important force in history. Anne
(5) Bradstreet wrote some significant poetry in the seventeenth century, Mercy Otis Warren produced the best contemporary history of the American Revolution, and Abigail Adams penned important letters showing she exercised great political influence over her husband, John, the second President of the United States. But little or no notice was taken of these contributions. During these centuries,
(10) women remained invisible in history books.

Throughout the nineteenth century, this lack of visibility continued, despite the efforts of female authors writing about women. These writers, like most of their male counterparts, were amateur historians. Their writings were celebratory in nature, and they were uncritical in their selection and use of sources.

- (15) During the nineteenth century, however, certain feminists showed a keen sense of history by keeping records of activities in which women were engaged. National, regional, and local women's organizations compiled accounts of their doings. Personal correspondence, newspaper clippings, and souvenirs were saved and stored. These sources from the core of the two greatest collections of women's history in the United States one at the Elizabeth and Arthur Schlesinger Library at Radcliffe College, and the other, the Sophia Smith Collection at Smith College. Such sources have provided valuable materials for later generations of historians.

- Despite the gathering of more information about ordinary women during the nineteenth Century, most of the writing about women conformed to the "great women" theory of History, just as much of mainstream American history concentrated on "great men." To demonstrate that women were making significant contributions to American life, female authors singled out women leaders and wrote biographies, or else important women produced their autobiographies. Most of these leaders were involved in public life as reformers, activists working for women's right to vote, or authors, and were not representative at all of the great of ordinary woman. The lives of ordinary people continued, generally, to be untold in the American histories being published.

10. What does the passage mainly discuss?
- (A) the role of literature in early American histories
 - (B) the place of American women in written histories
 - (C) the keen sense of history shown by American women
 - (D) the "great women" approach to history used by American historians
11. The word "contemporary" in line 6 means that the history was
- (A) informative
 - (B) written at that time
 - (C) thoughtful
 - (D) fault finding
12. In the first paragraph, Bradstreet, Warren, and Adams are mentioned to show that
- (A) A woman's status was changed by marriage.
 - (B) Even the contributions of outstanding women were ignored.
 - (C) Only three women were able to get their writing published.
 - (D) Poetry produced by women was more readily accepted than other writing by women.
13. The word "celebratory" in line 13 means that the writings referred to were
- (A) related to parties
 - (B) religious
 - (C) serious
 - (D) full of praise

14. The word "they" in line 14 refers to
- (A) efforts
 - (B) authors
 - (C) counterparts
 - (D) sources
15. In the second paragraph, what weakness in nineteenth-century histories does the author point out?
- (A) They put too much emphasis on daily activities.
 - (B) They left out discussion of the influence of money on politics.
 - (C) The sources of the information they were based on were not necessarily accurate.
 - (D) They were printed on poor-quality paper.
16. On the basis of information in the third paragraph, which of the following would most likely have been collected by nineteenth century feminist organizations?
- (A) newspaper accounts of presidential election results
 - (B) biographies of John Adams
 - (C) letters from a mother to a daughter advising her how to handle a family problem
 - (D) books about famous graduates of the country's first college
17. What use was made of the nineteenth century women's history materials in the Schlesinger Library and the Sophia Smith Collection?
- (A) They were combined and published in a multivolume encyclopedia.
 - (B) They formed the basis of college courses in the nineteenth century.
 - (C) They provided valuable information for twentieth century historical researchers.
 - (D) They were shared among women's colleges throughout the United States.
18. In the last paragraph, the author mentions all of the following as possible roles of nineteenth century "great women" EXCEPT
- (A) authors
 - (B) reformers
 - (C) activists for women's rights
 - (D) politicians
19. The word "representative" in line 30 is closest in meaning to
- (A) typical
 - (B) satisfied
 - (C) supportive
 - (D) distinctive

Question 20–29.

Line The end of the nineteenth century and the early years of the twentieth century were marked by the development of an international Art Nouveau style, characterized by sinuous lines, floral and vegetable motifs, and soft evanescent coloration. The Art Nouveau style was an eclectic one, bringing together elements of Japanese art, motifs of ancient cultures, and natural forms. The glass objects of this style were elegant in outline, although often deliberately distorted, with pale or iridescent surfaces. A favored device of the style was to imitate the iridescent surface seen on ancient glass that had been buried. Much of the Art Nouveau glass produced during the years of its greatest popularity had been generically (5) termed “art glass.” Art glass was intended for decorative purposes and relied for its effect on carefully chosen color combinations and innovative techniques. (10)

France produced a number of outstanding exponents of the Art Nouveau style; among the most celebrated was Emile Galle (1846–1904). In the United States, Louis Comfort Tiffany (1843–1933) was the most noted exponent of this (15) style, producing a great variety of glass forms and surfaces, which were widely copied in their time and are highly prized today. Tiffany was a brilliant designer, successfully combining ancient Egyptian, Japanese, and Persian motifs.

The Art Nouveau style was a major force in the decorative arts from 1895 until 1915, although its influence continued throughout the mid 1920s. It was (20) eventually to be overtaken by a new school of thought known as Functionalism that had been present since the turn of the century. At first restricted to a small avant-garde group of architects and designers. Functionalism emerged as the dominant influence upon designers after the First World War. The basic tenet of the movement—that function should determine form—was not a new concept. (25) Soon a distinct aesthetic code evolved: form should be simple, surfaces plain, and any ornament should be based on geometric relationships. This new design concept, coupled with the sharp post war reactions to the styles and conventions of the preceding decades, created an entirely new public taste which caused Art Nouveau types of glass to fall out of favor. The new taste demanded dramatic effects of contrast, stark outline, and complex textural surfaces.

20. What does paragraph 1 mainly discuss?

- (A) design elements in the Art Nouveau style
- (B) the popularity of the Art Nouveau style
- (C) production techniques for art glass
- (D) color combinations typical of the Art Nouveau style

21. The word “one” in line 4 refers to

- (A) century
- (B) development

- (C) style
(D) coloration
22. Paragraph 1 mentions that Art Nouveau glass was sometimes similar to which aspect of ancient buried glass
(A) the distortion of the glass
(B) the appearance of the glass surface
(C) the shapes of the glass objects
(D) the size of the glass objects
23. What is the main purpose of paragraph 2?
(A) to compare different Art Nouveau styles
(B) to give examples of famous Art Nouveau artists
(C) to explain why Art Nouveau glass was so popular in the United States
(D) to show the impact Art Nouveau had on other cultures around the world
24. The word "prized" in line 16 is closest in meaning to
(A) valued
(B) universal
(C) uncommon
(D) preserved
25. The word "overtaken" in line 20 is closest in meaning to
(A) surpassed
(B) inclined
(C) expressed
(D) applied
26. What does the author mean by stating that "function should determine form" (line 24)?
(A) A useful object should not be attractive.
(B) The purpose of an object should influence its form.
(C) The design of an object is considered more significant than its function.
(D) The form of an object should not include decorative elements.
27. It can be inferred from the passage that one reason Functionalism became popular was that it
(A) clearly distinguished between art and design
(B) appealed to people who liked complex painted designs
(C) reflected a common desire to break from the past
(D) was easily interpreted by the general public
28. Paragraph 3 supports which of the following statements about Functionalism?
(A) Its design concept avoided geometric shapes.
(B) It started on a small scale and then spread gradually.
(C) It was a major force in the decorative arts before the First World War.
(D) It was not attractive to architects all designers.

29. According to the passage, an object made in the Art Nouveau style would most likely include

- (A) a flowered design
- (B) bright colors
- (C) modern symbols
- (D) a textured surface

Question 30–40.

Line
(5) During most of their lives, surge glaciers behave like normal glaciers, traveling perhaps only a couple of inches per day. However, at intervals of 10 to 100 years, these glaciers move forward up to 100 times faster than usual. The surge often progresses along a glacier like a great wave, proceeding from one section to another. Subglacial streams of meltwater pressure under the glacier might lift it off its bed, overcoming the friction between ice and rock, thus freeing the glacier, which rapidly slides downhill. Surge glaciers also might be influenced by the climate, volcanic heat, or earthquakes. However, many of these glaciers exist in the same area as normal glaciers, often almost side by side. Some 800 years ago, Alaska's Hubbard Glacier advanced toward the sea, retreated, and advanced again 500 years later. Since 1895, this seventy-mile-long river of ice has been flowing steadily toward the Gulf of Alaska at a rate of approximately 200 feet per year. In June 1986, however, the glacier surged ahead as much as 47 feet a day. Meanwhile, a Western tributary, called Valerie Glacier, advanced up to 112 feet a day. Hubbard's surge closed off Russell Fiord with a formidable ice dam, some 2,500 feet wide and up to 800 feet high, whose caged waters threatened the town of Yakutat to the south.

(20) About 20 similar glaciers around the Gulf of Alaska are heading toward the sea. If enough surge glaciers reach the ocean and raise sea levels, West Antarctic ice shelves could rise off the sea floor and become a drift. A flood of ice would then surge into the Southern Sea. With the continued rise in sea level, more ice would plunge into the ocean, causing sea levels to rise even higher, which in turn would release more ice and set in motion a vicious cycle. The additional sea ice floating toward the tropics would increase Earth's Albedo and lower global temperatures, perhaps enough to initiate a new ice age. This situation appears to have occurred at the end of the last warm interglacial (the time between glaciations), called the Sangamon, when sea ice cooled the ocean dramatically, spawning the beginning of the Ice Age.

30 What is the main topic of the passage?

- (A) the classification of different types of surge glaciers
- (B) the causes and consequences of surge glaciers
- (C) the definition of a surge glacier
- (D) the history of a particular surge glacier

31. The word "intervals" in line 2 is closest in meaning to
(A) records (C) distances
(B) speeds (D) periods
32. The author compares the surging motion of a surge glacier to the movement of a
(A) fish
(B) wave
(C) machine
(D) boat
33. Which of the following does the author mention as a possible cause of surging glaciers?
(A) the decline in sea levels
(B) the occurrence of unusually large ocean waves
(C) the shifting Antarctic ice shelves
(D) the pressure of melt water underneath the glacier
34. The word "freeing" in line 7 is closest in meaning to
(A) pushing
(B) releasing
(C) strengthening
(D) draining
35. According to the passage, the Hubbard Glacier
(A) moves more often than the Valerie Glacier
(B) began movement toward the sea in 1895
(C) is 800 feet wide
(D) has moved as fast as 47 feet per day
36. Yakutat is the name of
(A) an Alaskan town
(B) the last ice age
(C) a surge glacier
(D) an Antarctic ice shelf
37. The word "plunge" in line 22 is closest in meaning to
(A) drop
(B) extend
(C) melt
(D) drift
38. The term "vicious cycle" in lines 23 refers to the
(A) movement pattern of surge glaciers
(B) effect surge glaciers could have on the temperature of tropical areas

- (C) effect that repeated rising sea levels might have on glacial ice
- (D) constant threat surge glaciers could pose to the Gulf of Alaska

39. The author provides a definition for which of the following terms?

- (A) tributary (line 12)
- (B) ice dam (line 14)
- (C) albedo (line 21)
- (D) interglacial (line 23)

40. Which of the following statements is supported by the passage?

- (A) The movement of surge glaciers can be prevented.
- (B) The next ice age could be caused by surge glaciers.
- (C) Surge glaciers help to support Antarctic ice shelves.
- (D) Normal glaciers have little effect on Earth's climate.

Question 41–50.

Line According to sociologists, there are several different ways in which a person may become recognized as the leader of a social group in the United States. In the family, traditional cultural patterns confer leadership on one or both of the parents. In other cases, such as friendship groups, one or more persons may gradually emerge as leaders, although there is no formal process of selection. In larger groups, leaders are usually chosen formally through election or recruitment.

(5) Although leaders are often thought to be people with unusual personal ability, decades of research have failed to produce consistent evidence that there is any category of "natural leaders." It seems that there is no set of personal qualities that all leaders have in common; rather, virtually any person may be recognized as a leader if the person has qualities that meet the needs of that particular group.

(10) Furthermore, although it is commonly supposed that social groups have a single leader, research suggests that there are typically two different leadership roles that are held by different individuals. Instrumental leadership is leadership that emphasizes the completion of tasks by a social group. Group members look to instrumental leaders to "get things" done. Expressive leadership, on the other hand, is leadership that emphasizes the collective well-being of a social group's member. Expressive leader are less concerned with the overall goals of the group than with providing emotional support to group members and attempting to minimize tension and conflict among them. Group members expect expressive leaders to maintain stable relationships within the group and provide support to individual members. Instrumental leaders are likely to have a rather secondary relationship to other group members. They give orders and may discipline group members who inhibit attainment of the group's goals.

(25) Expressive leaders cultivate a more personal or primary relationship to others in the group. They offer sympathy when someone experiences difficulties or is subjected to discipline, are quick to lighten a serious moment with humor, and try to resolve issues that threaten to divide the group. As the differences in these two roles suggest, expressive leaders generally receive more personal affection from group members; instrumental leaders, if they are successful in promoting group goals, may enjoy a more distant respect.

41. What does the passage mainly discuss?
- (A) The problems faced by leaders
 - (B) How leadership differs in small and large groups
 - (C) How social groups determine who will lead them
 - (D) the role of leaders in social groups
42. The passage mentions all of the following ways by which people can become leaders EXCEPT
- (A) recruitment
 - (B) formal election process
 - (C) specific leadership training
 - (D) traditional cultural patterns
43. In mentioning "natural leaders" in lines 9, the author is making the point that ...
- (A) Few people qualify as "natural leaders".
 - (B) There is no proof that "natural leaders" exist.
 - (C) "Natural leaders" are easily accepted by the members of a social group.
 - (D) "Natural leaders" share a similar set of characteristics.
44. Which of the following statements about leadership can be inferred from paragraph 2?
- (A) A person who is an effective leader of a particular group may not be an effective leader in another group.
 - (B) Few people succeed in sharing a leadership role with another person.
 - (C) A person can best learn how to be an effective leader by studying research on leadership.
 - (D) Most people desire to be leaders but can produce little evidence of their qualifications.
45. The passage indicates that instrumental leaders generally focus on
- (A) ensuring harmonious relationships
 - (B) sharing responsibility with group members
 - (C) identifying new leaders
 - (D) achieving a goal

46. The word "collective" in line 17 is closest in meaning to
- (A) necessary
 - (B) typical
 - (C) group
 - (D) particular
47. The word "them" in line 20 refers to
- (A) expressive leaders
 - (B) goals of the group
 - (C) group members
 - (D) tension and conflict
48. A "secondary relationship" mentioned in line 22-23 between a leader and the members of a group could best be characterized as
- (A) distant
 - (B) enthusiastic
 - (C) unreliable
 - (D) personal
49. The word "resolve" in line 28 is closest in meaning to
- (A) avoid repeating
 - (B) talk about
 - (C) avoid thinking about
 - (D) find a solution for
50. Paragraph 3 organize the discussion of leadership primarily in term of
- (A) examples that illustrate a problem
 - (B) cause and effect analysis
 - (C) narration of events
 - (D) comparison and contrast

TOEFL PRACTICE

2

SECTION 1

LISTENING COMPREHENSION Time-35 minutes

(Including the reading of the directions)

Now set your clock for 35 minutes

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts in this section. Answer all the questions on the basis of what is stated or implied by the speakers you hear. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

Part A

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

1. (A) He has so much money.
(B) He is planning to work during spring break.
(C) He does not have enough money for the trip yet.
(D) The trip is very nice.

2. (A) She no longer resembles her sister.
(B) She is younger.
(C) She does not get along well with her sister.
(D) She does not get along well with her sister's children.
3. (A) Dishes break more easily than paper plates.
(B) Paper plates are cheaper than dishes.
(C) The woman's roommate will return.
(D) There is no need to wash any dishes now.
4. (A) ask to man to join the beach
(B) meet professor
(C) go to meet the professor
(D) go to the beach
5. (A) happy
(B) Janet is worried.
(C) Janet is quite smart.
(D) Janet could get better grades.
6. (A) He does not like the class.
(B) He takes a class.
(C) He will take exercise class.
(D) He feels so great about his life.
7. (A) He was angry with the woman.
(B) He was glad that the woman didn't wait.
(C) He cannot understand the woman's decision.
(D) He's done lunch.
8. (A) She did not apply for passport.
(B) She postponed her passport application.
(C) She succeeded applying for passport.
(D) Her passport application was granted.
9. (A) He's sorry for taking the course.
(B) The woman regrets her decision.
(C) He's glad not taking the course.
(D) The woman enjoy the course.
10. (A) She will stay during the winter vacation.
(B) She applied to be a research assistant.
(C) She is a lecturer.
(D) She planned to go home for the winter vacation.

11. (A) windy
(B) dry
(C) wet
(D) cloudy
12. (A) congratulate the woman
(B) inform about the scholarship to the woman
(C) convinced that he would get the scholarship
(D) disbelieve on winning the scholarship
13. (A) She dislikes her campus.
(B) She will study in the university next year.
(C) She dislikes the rule that freshmen should live in the dorm for the first year.
(D) She will be graduated next year.
14. (A) They will run out of ticket soon.
(B) The ticket sold at the door is more expensive.
(C) She didn't want to watch the concert.
(D) They'd better buy ticket in advance.
15. (A) write a summary
(B) the chance to review proposal
(C) discuss about the review
(D) discuss about the proposal
16. (A) He will wear the T shirt only for special occasion.
(B) He cannot wear the yellow T-shirt now.
(C) He has given the T-shirt to his brother.
(D) He agrees to wear the T-shirt.
17. (A) He will have three hour class today.
(B) He will have three class today.
(C) He dislikes the class.
(D) He planned to take more classes.
18. (A) The man does not need to tidy up his desk.
(B) The man should tidy up his desk.
(C) The man's desk is broken.
(D) She will help the man to tidy up his desk.
19. (A) The trees are not that beautiful.
(B) The wildflowers are also beautiful.
(C) The woman is beautiful.
(D) He dislikes walking through the park.

20. (A) the reason about the store's closing
(B) whether the man is laid off or not
(C) whether the man resigns or not
(D) whether they will go to the store or not
21. (A) It is boring.
(B) She wants to watch it at four.
(C) She can buy the ticket for the movie at two.
(D) She will watch the movie alone.
22. (A) He can come to the party.
(B) He cannot come to the party.
(C) He enjoyed the party.
(D) The woman talked to George.
23. (A) should not share the expense with Eric
(B) buying the food
(C) invite Eric to the picnic
(D) share the expense
24. (A) He suggests the woman to visit dr. Brown.
(B) Dr. Brown is a good doctor.
(C) He doesn't recommend dr. Brown.
(D) He will accompany her to visit dr. Brown.
25. (A) He lives in Chicago.
(B) He can recommended many things to do.
(C) He is going on business meeting.
(D) They met last month.
26. (A) He wants to buy sugar.
(B) He wants to buy milk.
(C) He wants to buy coffee.
(D) He wants to buy tea.
27. (A) She is very strict.
(B) She works very hard.
(C) Her classes fill up quickly.
(D) It's easy to get good grades in her courses.
28. (A) The office already mailed the man's birth certificate.
(B) The office no longer issues birth certificate.
(C) The man will have to send his request by mail.
(D) The man doesn't have sufficient identification.

29. (A) He has seen a doctor before.
(B) He has had worse colds in the past.
(C) He feels better after seeing a doctor.
(D) His cold will go away by itself.
30. (A) take the course next year
(B) find out if a place opens up in the course later
(C) decide whether to drop the course
(D) take the course next year

Part B

Directions: In this part of the test, you will hear longer conversation. After each conversation, you will hear several questions. The conversation and the questions will not be repeated. After you hear a question, read the four possible answer in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

31. (A) go to groceries
(B) get home with sally
(C) find a groceries
(D) carry his groceries home
32. (A) He had only one bag of groceries.
(B) He didn't intend to buy a lot at the beginning.
(C) The supermarket just down the block.
(D) He thought he'd get a ride.
33. (A) They invite him to the party.
(B) They let him live with them for free.
(C) They join in vocation.
(D) They come home that day.
34. (A) on the telephone
(B) in the woman's house
(C) on the shop
(D) on the street
35. (A) She did not like the topic.
(B) She had trouble finishing her assignment.
(C) She took a course.
(D) She likes the topic.

- 36. (A) write the story
(B) do a writing exercise
(C) do some work for another course
(D) write the ending
- 37. (A) to take a break from the work
(B) to do research for the story
(C) to go shopping
(D) to go with professor
- 38. (A) do a research
(B) to explain changes in the schedule
(C) a jewelry store robbery
(D) writing story

Part C

Directions: In this part of the test, you will hear several talks. After each talk, you will hear several questions. The talks and the questions will not be repeated. After you hear a question, read the four possible answer in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

- 39. (A) to discuss about class' future schedule
(B) to discuss the material for the midterm
(C) to present a paper
(D) to plan a conference
- 40. (A) at the beginning of the semester
(B) in the middle of the semester
(C) at the end of a semester
(D) during the midterm
- 41. (A) present a paper in the conference
(B) give optional review class
(C) administer the midterm
(D) attend a conference
- 42. (A) midterm
(B) optional review session
(C) conference
(B) regular class

43. (A) prehistoric people of Nevada Desert
(B) excavation techniques
(C) graduates in Anthropologies
(D) rock formations in Nevada
44. (A) They didn't travel far from their base.
(B) They planned an immigration.
(C) They travelled based on a series of carefully plan.
(D) They moved to hotter place.
45. (A) The cave was so small.
(B) It was not safe to live in a cave.
(C) Lack of light made it impossible.
(D) The cave was out of reach.
46. (A) plants
(B) migration animal
(C) food supplies and tools
(D) prehistoric people
47. (A) Earth
(B) moon
(C) weather
(D) season
48. (A) That the moon and Earth are composed of essentially the same minerals.
(B) The moon once was as big as Mars.
(C) The moon was somehow captured by Earth's gravitational force.
(D) Moon was once Mars' satellite.
49. (A) The moon and the Earth have no similarities.
(B) came together with moon
(C) The moon was composed of chunks of Earth's crust.
(D) When the Earth still molten, it was struck by planet about the size of Mars.
50. (A) because according to the theory the Earth was once struck by a planet about the size of Mars
(B) because it explains Mars origin
(C) because the theory suits the moon origin
(D) because earth once was as big as the Mars

SECTION 2

STRUCTURE AND WRITTEN EXPRESSION

Time–25 minutes

(Including the reading of the directions)

Now set your clock for 25 minutes

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

Structure

Directions: Question 1–15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentences. Then on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. The principal purpose of aviation medicine is ... by people abroad an air craft in flight.
(A) to study the stress experience
(B) to study the stress
(C) to study the experienced
(D) to study the stress experienced
2. Because the metal mercury ... in direct proportion to temperature, it was once used as the indicator in common thermometers.
(A) expands
(B) is expanding
(C) expand
(D) expanded
3. In the first few months of life, a baby learns how to lift its head, smile, and
(A) parents to recognize
(B) recognize its parents
(C) the recognize parents
(D) the recognizing of parents

4. In ... disk technology has made record albums almost obsolete.
(A) the past decade
(B) the last decade
(C) the time ago
(D) decade past
5. ... as a territory in 1854 and admitted as a state in 1861, Kansas is at the geographical centre of United States.
(A) organize
(B) be organized
(C) had organized
(D) organized
6. ... to study element 104 because only a few atoms of this substance can be isolated at one time.
(A) it is difficult
(B) even difficult
(C) are difficult
(D) why difficult
7. ... in cases where special oxidants are used, fires are the result of fuel rapidly combining with the oxygen in the air.
(A) how
(B) is
(C) are
(D) except
8. The operating principles of the telephone are ... they were in the nineteenth century.
(A) the same today as
(B) the same
(C) today same
(D) same as
9. ... planes in flight between airports, air traffic controllers, relies on radar.
(A) track
(B) tracking
(C) of tracking
(D) to track
10. ... lay eggs, but some give birth live young.
(A) insect
(B) most insects

- (C) of insect
- (D) because of

11. In 1864 Nevada entered the United States as ... thirty sixth state.

- (A) in the
- (B) the
- (C) a
- (D) in

12. Not until 1949 ... Canada's tenth province.

- (A) Newfoundland became
- (B) did Newfoundland become
- (C) became Newfoundland
- (D) is Newfoundland

13. Author Sarah established her literary reputation with Deephaven, a collection of sketches

....

- (A) about life in rural Maine
- (B) rural Maine is
- (C) rural Maine was
- (D) rural life in Maine

14. Bob Stephenson, a Biologist in Alaska who studies the Canadian Lynx, a type of wildcat has learned ... from studying their tracks in snow.

- (A) how lynx hunt
- (B) lynx hunt how
- (C) is lynx hunt
- (D) are lynx hunt

15. ... Jenifer has an excellent resume, she hasn't found a job yet.

- (A) and
- (B) is
- (C) without
- (D) although

Written Expression

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

16. Yogurt contains a higher percentage of lactic acid than another fermented milks,
 A B C
 and it is in B-complex vitamins.
 D
17. The term metabolism refers to the chemical changes which is living things transform
 A B C
 food into energy.
 D
18. Materials that of clay are among the most ancient manufactured artefacts and have
 A B C
 played a vital role in human civilization.
 D
19. To those who favorite free trade, the revival of barter can suggest nothing less than
 A B C
 a disaster.
 D
20. The smallest hummingbirds beat their wings 70 times a second and are about two
 A B C
inched long.
 D
21. Polluter is a topic of such importance today that even elementary school children are
 A B C
 well informed about its dangers.
 D
22. Together with his friend Little John, Robin Hood are fondly remembered today
 A B C
 by millions of people.
 D
23. In Vermont, the sap the maple tree is the primary ingredient in producing maple syrup.
 A B C D
24. The dwarf lemon tree, grown in many areas of the world, bears fruit when it is fewer
 A B
than six inches in high.
 C D

25. Price, quality, and located are often considered to be the primary concerns in buying a house.
A B C D
26. The name America comes of Amerigo Vespucci, who was a 16th century Italian explorer.
A B C D
27. Marie Curie won two Nobel Prizes for their discoveries of radioactivity and radioactive elements.
A B C D
28. It is imply in the Constitution of the United States that everyone has a right to their privacy.
A B C D
29. Those who have seen what is believed to be Noah's Ark say it is the largest than a modern battleship.
A B C D
30. Best represented in a famous oil painting by da Vinci, The Last Supper it is an important Part of the Christianity history.
A B C D
31. Although scientists have been successful about finding treatments for cancer, they haven't yet discovered a cure.
A B C D
32. In the 18th century, standart college curricullum included a heavy emphasis on classical, mathematics, and religion.
A B C D
33. There are much bird migrations above the equator, where the Pole star can be seen, than below the equator, where it cannot be seen.
A B C D
34. As a numbered of non-nativespeaker rises, the demand for teachers of English as a second language increases.
A B C D

35. Although usually living on or under rocks or on coral reefs, marine snails have
A B
been observed in a great various of habits.
C D
36. In the field of acting theory, controversy arises over the question of whether is acting a
A B C
behavioral or a mental process.
D
37. Shortwave radio that can receive and transmit signals are used by pilots, the police,
A B C
and amateur operators.
D
38. Sawfish are sharklike fish have saws of cartilage set with two rows of teeth on
A B C
their snouts.
D
39. If a glass lizard loses its tails, a new one grows to replace it.
A B C D
40. When a pearl is cut in half and examined under a microscope, but its layers can be seen.
A B C D

SECTION 3

READING COMPREHENSION

Time—55 minutes

(Including the reading of the directions)

Now set your clock for 55 minutes

This section is designed to measure your ability to read and understand short passages similar in topic and style that students are likely to encounter in North American universities and colleges.

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

Questions 1–8.

- Line Prehistoric mammoths have been preserved in the famous tar pits of
of Rancho La Brea (“*brea*” is the Spanish word for “tar”) in what now the heart
of Los Angeles, California. These tar pits have been known for centuries and
were formerly mined for their natural asphalt, a black or brown petroleum-
(5) like substance. Thousands of tons were extracted before 1875, when it was
first noticed that the tar contained fossil remains. Major excavations were
undertaken that established the significance of this remarkable site. The tar
pits were found to contain the remains of scores of species of animals from
the last 30,000 years of the Ice Age.
- (10) Since then, over 100 tons of fossils, 1.5 million from vertebrates, 2.5 million
from invertebrates, have been recovered, often in densely concentrated tangled
masses. The creatures found range from insects and birds to giant ground sloth’s,
but a total of 17 proboscides (animal with a proboscis or long nose)—including
mastodons and Columbian mammoths—have been recovered, most of them
(15) from Pit 9, the deepest bone-bearing deposit, which was excavated in 1914.
Most of the fossils date to between 40,000 and 10,000 years ago.

The asphalt at La Brea seeps to the surface, especially in the summer, and forms shallow puddles that would often have been concealed by leaves and dust. Unwary animals would become trapped on these thin sheets of liquid asphalt, which are extremely sticky in warm weather. Stuck, the unfortunate beasts would die of exhaustion and hunger or fall prey to predators that often also became stuck.

As the animals decayed, more scavengers would be attracted and caught in their turn. Carnivores greatly outnumber herbivores in the collection: for every large herbivore, there is one saber-tooth cat, a coyote, and four wolves. The fact that some bones are heavily weathered shows that some bodies remained above the surface for weeks or months. Bacteria in the asphalt would have consumed some of the tissues other than bones, and the asphalt itself would dissolve what was left, at the same time impregnating and beautifully preserving the saturated bones, rendering them dark brown and shiny.

1. What aspect of the La Brea tar pits does the passage mainly discuss?
(A) The amount of asphalt that was mined there.
(B) The chemical and biological interactions between asphalt and animals.
(C) The fossil remains that have been found there.
(D) Scientific methods of determining the age of tar pits.
2. In using the phrase “the heart of Los Angeles” in line 2–3, the author is talking about the city’s
(A) beautiful design
(B) central area
(C) basic needs
(D) supplies of natural asphalt
3. The word “noticed” in line 6 is closest in meaning to
(A) predicted
(B) announced
(C) corrected
(D) observed
4. The word “tangled” in line 11 is closest in meaning to
(A) buried beneath
(B) twisted together
(C) quickly formed
(D) easily dated
5. The word “them” in line 14 refers to
(A) insects
(B) birds
(C) cloths
(D) proboscideans
6. How many proboscideans have been found at the La Brea tar pits?
(A) 9
(B) 17
(C) 1.5 million
(D) 2.5 million
7. The word “concealed” in line 18 is closest in meaning to

- (A) highlighted (C) transformed
(B) covered (D) contaminated

8. Why does the author mention animals such as coyotes and wolves in paragraph 4?
(A) To give examples of animals that are classified as carnivores.
(B) To specify the animals found least commonly at La Brea.
(C) To argue that these animals were especially likely to avoid extinction.
(D) To define the term “scavengers”.

Questions 9–19.

Line The principal difference between urban growth in Europe and in the American colonies was the slow evolution of cities in the former and their rapid growth in the latter. In Europe, they grew over a period of centuries from town economies to their present urban structure. In North America, they started as wilderness communities and developed to mature urbanism’s in little more than a century.

(5) In the early colonial day in North America, small cities sprang up along the Atlantic Coastline, mostly in what are now New America, small cities sprang up along the Atlantic United States and in the lower Saint Lawrence valley in Canada. This was natural because these areas were nearest England and France, particularly England, from which most capital goods (assets such as equipment) and many consumer goods were imported. Merchandising establishments were, accordingly, advantageously located in port cities from which goods could be readily distributed to interior settlements. Here, too, were the favored locations for processing raw materials prior to export. Boston, Philadelphia, New York, Montreal, and other cities flourished, and as the colonies grew, these cities increased in importance.

(10) This was less true in the colonial South, where life centered around large farms, known as plantations, rather than around towns, as was the case in the areas further north along the Atlantic coastline. The local isolation and the economic self-sufficiency of the plantations were antagonistic to the development of the towns. The plantations maintained their independence because they were located on navigable streams and each had a wharf accessible to the small shipping of that day. In face, one of the strongest factors in the selection of plantation land was the desire to have it front on a water highway.

(15) When the United States became an independent nation in 1776, it did not have a single city as large as 50,000 inhabitants, but by 1820 it had a city of more than 10,000 people, and by 1880 it had recorded a city of over one million. It was not until after 1823, after the mechanization of the spinning had weaving industries, that cities started drawing young people away from farms. Such migration was particularly rapid following the Civil War (1861–1865).

9. What does the passage mainly discuss?
(A) factors that slowed the growth of cities in Europe
(B) the evolution of cities in North America
(C) trade between North American and European cities
(D) the effects of the United States' independence on urban growth in New England
10. The word "they" in line 3 refers to
(A) North American colonies (C) centuries
(B) cities (D) town economies
11. The passage compares early European and North American cities on the basis of which of the following?
(A) their economic success
(B) the type of merchandise they exported
(C) their ability to distribute goods to interior settlements
(D) the pace of their development
12. The word "accordingly" in line 13 is closest in meaning to
(A) as usual (C) to some degree
(B) in contrast (D) for that reason
13. According to the passage, early colonial cities were established along the Atlantic coastline of North America due to
(A) an abundance of natural resources
(B) financial support from colonial governments
(C) proximity to parts of Europe
(D) a favorable climate
14. The passage indicates that during colonial times, the Atlantic coastline cities prepared which of the following for shipment to Europe?
(A) manufacturing equipment (C) consumer goods
(B) capital goods (D) raw materials
15. According to the passage, all of the following aspects of the plantation system influenced the growth of southern cities, EXCEPT the
(A) location of the plantations
(B) access of plantation owners to shipping
(C) relationships between plantation residents and city residents
(D) economic self-sufficiency of the plantation
16. It can be inferred from the passage that, in comparison with northern cities, most southern cities were
(A) imagined (C) influenced
(B) discovered (D) planned

17. The word “recorded” in line 28 is closest in meaning to
(A) covered (B) studied (C) documented (D) observed
18. The word “drawing” in line 30 is closest in meaning to
(A) attracting (B) employing (C) instructing (D) representing
19. The passage mentions the period following the Civil War (line 31) because it was a time of
(A) significant obstacles to industrial growth
(B) decreased dependence on foreign trade
(C) increased numbers of people leaving employment on farms
(D) increased migration from northern states to southern states

Questions 20–28.

- Line During the second half of the nineteenth century, the production of food and feed crops in the United States rose at an extraordinarily rapid rate. Corn production increased by four and a half times, hay by five times, oats and wheat by seven times. The most crucial factor behind this phenomenal upsurge
- (5) in productivity was the widespread adoption of labor-saving machinery by northern farmers. By 1850 horse-drawn reaping machines that cut grain were being introduced into the major grain-growing regions of the country. Horse-powered threshing machines to separate the seeds from the plants were already in general use. However, it was the onset of the Civil War in 1861 that provided
- (10) the great stimulus for the mechanization of northern agriculture. With much of the labor force inducted into the army and with grain prices on the rise, northern farmers rushed to avail themselves of the new labor-saving equipment. In 1860, there were approximately 80,000 reapers in the country; five years later there were 350,000.
- (15) After the close of the war in 1865, machinery became ever more important in northern agriculture, and improved equipment was continually introduced. By 1880, a self-binding reaper had been perfected that not only cut the grain, but also gathered the stalks and bound them with twine. Threshing machines were also being improved and enlarged, and after 1870, they were increasingly
- (20) powered by steam engines rather than by horses. Since steam-powered threshing machines were costly items—running from \$1,000 to \$4,000,—they were usually owned by custom thresher owners who then worked their way from farm to farm during the harvest season. “Combines” were also coming into use on the great wheat ranches in California and the Pacific Northwest. These
- (25) ponderous machines—sometimes pulled by as many as 40 horses—reaped the grain, threshed it and bagged it, all in one simultaneous operation.

The adoption of labor-saving machinery had a profound effect upon the sale of agricultural operations in the northern states-allowing farmers to increase vastly their crop acreage. By the end of century, a farmer employing the new machinery could plant and harvest two and half times as much corn as a farmer had using hand methods 50 years before.

- (30) machinery could plant and harvest two and half times as much corn as a farmer had using hand methods 50 years before.
20. What aspect of farming in the United States in the nineteenth century does the passage mainly discuss?
- (A) how labor-saving machinery increased crop production
 - (B) why southern farms were not as successful as northern farms
 - (C) Farming practices before the Civil War
 - (D) the increase in the number of people farming
21. The word "crucial" in line 4 is closest in meaning to
- (A) obvious
 - (B) unbelievable
 - (C) important
 - (D) desirable
22. The phrase "avail themselves" in lines 12 is closest in meaning to
- (A) take care
 - (B) make use
 - (C) get rid
 - (D) do more
23. According to the passage, why was the Civil War a stimulus for mechanization?
- (A) The army needed more grain in order to feed the soldiers.
 - (B) Technology developed for the war could also be used by farmers.
 - (C) It was hoped that harvesting more grain would lower the price of grain.
 - (D) Machines were needed to replace a disappearing labor force.
24. The passage supports which of the following statements about machinery after the Civil War?
- (A) Many farmers preferred not to use the new machinery.
 - (B) Returning laborers replaced the use of machinery.
 - (C) The use of farm machinery continued to increase.
 - (D) Poor-quality machinery slowed the pace of crop production.
25. Combines and self-binding reapers were similar because each
- (A) could perform more than one function
 - (B) required relatively little power to operate
 - (C) was utilized mainly in California
 - (D) required two people to operate
26. The word "they" in line 21 refers to
- (A) grain stalks
 - (B) horses
 - (C) steam engines
 - (D) threshing machines

27. It can be inferred from the passage that most farmers did not own threshing machines because
- (A) Farmers did not know how to use the new machines.
 - (B) Farmers had no space to keep the machines.
 - (C) Thresher owner had chance to buy the machines before farmers did.
 - (D) The machines were too expensive for every farmer to own.
28. The word "ponderous" in line 25 is closest in meaning to
- (A) advanced
 - (B) heavy
 - (C) complex
 - (D) rapid

Questions 29–39.

The native American peoples of the north Pacific Coast created a highly complex maritime culture as they invented modes of production unique to their special environment. In addition to their sophisticated technical culture, they also attained one of the most complex social organizations of any nonagricultural people in the world. In a division of labor similar to that of the hunting peoples in the interior and among foraging peoples throughout the world, the men did most of the fishing, and the women processed the catch. Women also specialized in the gathering of the abundant shellfish that lived closer to shore. They collected oysters, crabs, sea urchins, mussels, abalone, and clams, which they could gather while remaining close to their children. The maritime life harvested by the women not only provided food, but also supplied more of the raw materials for making tools than did fish gathered by the men. Of particular importance for the native tool than did the fish gathered by the men. Of particular made from the larger mussel shells, and a variety of cutting edges that could be made from other marine shells.

The women used their tools to process all of the fish and marine mammals brought in by the men. They cleaned the fish and dried vast quantities of them for the winter. They sun-dried fish when practical, but in the rainy climate of the coastal area they also used smokehouses to preserve tons of fish and other seafood annually. Each product had its own peculiar characteristics that demanded a particular way of cutting or drying the meat, and each task required its own cutting blades and other utensils.

After drying the fish, the women pounded some of them into fish meal, which was an easily transported food used in soups, stews, or other dishes to provide protein and thickening in the absence of fresh fish or while on long trips. The women also made a cheese-like substance from a mixture of fish and roe by aging it in storehouses or by burying it in wooden boxes or pits lined with rocks and tree leaves.

29. Which aspect of the lives of the native Americans of the north Pacific Coast does the passage mainly discuss?
- (A) methods of food preservation
 - (B) how diet was restricted by the environment
 - (C) the contributions of women to the food supply
 - (D) difficulties in establishing successful farms
30. The word "unique" in line 2 is closest in meaning to
- (A) comprehensible
 - (B) productive
 - (C) intentional
 - (D) particular
31. The word "attained" in line 4 is closest in meaning to
- (A) achieved
 - (B) modified
 - (C) demanded
 - (D) spread
32. It can be inferred from paragraph 1 that the social organization of many agricultural people is
- (A) more complex than that of hunters and foragers
 - (B) less efficient than that of hunters and foragers
 - (C) more widespread than that of hunters and foragers
 - (D) better documented than that of hunters and foragers
33. According to the passage, what is true of the "division of labor" mentioned in line 5?
- (A) It was first developed by native Americans of the north Pacific Coast.
 - (B) It rarely existed among hunting.
 - (C) It was a structure that the native Americans of the north Pacific Coast shared with many other people.
 - (D) It provided a form of social organization that was found mainly among coastal peoples.
34. The word "abundant" in line 8 is closest in meaning to
- (A) prosperous
 - (B) plentiful
 - (C) acceptable
 - (D) fundamental
35. All of the following are true of the north Pacific coast women EXCEPT that they
- (A) were more likely to catch shellfish than other kinds of fish
 - (B) contributed more materials for tool making than the men did
 - (C) sometimes searched for food far inland from the coast
 - (D) prepared and preserved the fish
36. The word "they" in line 17 refers to
- (A) women
 - (B) tools
 - (C) mammals
 - (D) men

37. The native Americans of the north Pacific Coast used smokehouses in order to
- (A) store utensils used in food preparation
 - (B) prevent fish and shellfish from spoiling
 - (C) have a place to store fish and shellfish
 - (D) prepare elaborate meals
38. The word "peculiar" in line 20 is closest in meaning to
- (A) strange
 - (B) distinctive
 - (C) appealing
 - (D) biological
39. All of following are true of the cheese-like substance mentioned in paragraph 4, EXCEPT, that it was
- (A) made from fish
 - (B) not actually cheese
 - (C) useful on long journeys
 - (D) made in a short period of time

Question 40–50.

Line Archaeological literature is rich in descriptions of pot making. Unlike modern industrial potters, prehistoric artisans created each of their pieces individually, using the simplest technology but demonstrating remarkable skill in making and adorning their vessels.

(5) The clay used in prehistoric pot making was invariably selected with the utmost care: often it was traded over considerable distances. The consistency of the clay was crucial, it was pounded meticulously and mixed with water to make it entirely even in texture. By careful kneading, the potter removed the air bubbles and made the clay as plastic as possible, allowing it to be molded

(10) into shape as the pot was built up, when a pot is fired. It loses its water and can crack, so the potter added a temper to the clay, a substance that helped reduce shrinkage and cracking.

(15) Since surface finishes provided a pleasing appearance and also improved the durability in day-to-day use, the potter smoothed the exterior surface of the pot with wet hands. Often a wet clay solution, known as a slip, was applied to the smooth surface. Brightly colored slips were often used and formed painted decorations on the vessel. In later times, glazes came into use in some areas. A glaze is a form of slip that turns to a glasslike finish during high-temperature firing. When a slip was not applied, the vessel was allowed to dry slowly until

(20) the external surface was almost like leather in texture. It was then rubbed with a round stone or similar object to give it a shiny, hard surface. Some pots were adorned with incised or stamped decorations. Most early pottery was then fired over open hearths. The vessels were covered with fast-burning wood, as it burned, the ashes would all around the pots and bake them evenly over a few

(25) hours. Far higher temperatures were attained in special ovens, known as kilns,

which would not in special ovens, known as kilns, which would not only bake the clay and remove its plasticity, but also dissolve carbons and iron compounds. Kilns were also used for glazing, when two firings were needed. Once fired, the pots were allowed to cool slowly, and small cracks were repaired before they

(30) were ready for use.

40. What does the passage mainly discuss?
- (A) Why archaeologists study prehistoric pot making
 - (B) How early pottery was made and decorated
 - (C) The development of kilns used by early potters
 - (D) the variety of decorations on Prehistoric pottery
41. The word "meticulously" in line 7 is closest in meaning to
- (A) heavily
 - (B) initially
 - (C) carefully
 - (D) completely
42. Which of the following was a process used by prehistoric potters to improve the texture of the clay?
- (A) adding temper
 - (B) removing the water
 - (C) beating on the clay
 - (D) mixing the clay with plastic substances
43. The word "durability" in line 14 is closest in meaning to
- (A) quality
 - (B) endurance
 - (C) adaptability
 - (D) applicability
44. Prehistoric potters applied slips and glazes to their vessels in order to do which of the following?
- (A) improve the appearance of the vessels
 - (B) prevent the vessels from leaking
 - (C) help the vessels to retain heat
 - (D) give the vessels a leather like quality
45. Which of the following was a method used by some potters to give vessels a glossy finish?
- (A) smoothing them with wet hands
 - (B) mixing the clay with colored solutions
 - (C) baking them at a very high temperature
 - (D) rubbing them with a smooth hard object
46. The word "incised" in line 22 is closest in meaning to

- (A) designed
(B) carved
- (C) detailed
(D) painted
47. The word "they" in line 29 refers to
- (A) kilns
(B) firings
- (C) pots
(D) cracks
48. According to the passage, the advantage of kilns over open fires was that the kilns
- (A) required less wood for burning
(B) reached higher temperatures
(C) kept ashes away from the pots
(D) baked vessels without cracking them
49. Look at the terms "temper" (line 11), "glazes" (line 17), "kilns" (line 25), and "compounds" (line 27). Which of these terms is NOT defined in the passage?
- (A) temper
(B) glazes
- (C) kilns
(D) compounds
50. The passage mentions that when pottery is fired under burning wood, the ashes help
- (A) prevent the clay from cracking
(B) produce a more consistently baked pot
(C) attain a very high temperature
(D) give the vessel a glasslike finish

TOEFL PRACTICE

3

SECTION 1

LISTENING COMPREHENSION

Time-35 minutes

(Including the reading of the directions)

Now set your clock for 35 minutes

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts in this section. Answer all the questions on the basis of what is stated or implied by the speakers you hear. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

Part A

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

1. (A) do not sell the book
(B) sell the book
(C) give the book
(D) bring the book

2. (A) cancel the project
(B) start the project
(C) left the project
(D) speak about the project
3. (A) The photograph is bad.
(B) The photograph would win the contest.
(C) The photograph failed.
(D) They come to the contest.
4. (A) street
(B) phone
(C) dining room
(D) bedroom
5. (A) The meeting would be canceled.
(B) The man would come after finishing reading.
(C) The man is a slow reader.
(D) The woman was mad because the man canceled the meeting.
6. (A) ask for the man's driving license and credit card
(B) cash a check
(C) ask the man to check his driver license
(D) take the man's driver license for him
7. (A) He did not know why Sally and Mark did not speak to each other.
(B) He suggested the woman not to intervene Sally and Mark.
(C) He would make Sally and Mark speak to each other.
(D) He suggested an idea to make Sally and Mark speak to each other.
8. (A) The woman should meet the agent.
(B) The woman should stand in the line to get her passport.
(C) The woman should stand in the line and wait.
(D) The man will check the woman's passport.
9. (A) check passport application
(B) check passport
(C) apply for passport
(D) have finished her application
10. (A) The student needs to improve her writing quality.
(B) The student's writing is very good.
(C) She was late turning in the composition.
(D) The professor hasn't received the composition yet.

11. (A) the trip destination
(B) the purpose of the trip
(C) the location of Vancouver
(D) the man's holiday plan
12. (A) He has finished the assignment.
(B) He didn't finish his assignment.
(C) He did not go to the library.
(D) He worked in the library.
13. (A) It will rain.
(B) It is sunny.
(C) It is windy.
(D) It is winter time.
14. (A) help him to do the assignment
(B) submit the assignment
(C) to do the assignment by himself
(D) left the assignment
15. (A) dislike Julia
(B) is totally different with Julia
(C) do not get along with Julia
(D) is Julia's best friend
16. (A) All the lawyer's preparation was useless.
(B) The lawyer prepared nothing for the case.
(C) It wasn't the lawyer's job to prepare for the case.
(D) The lawyer didn't work to prepare for the case.
17. (A) The history class begins next week.
(B) He thinks the papers should be turned in next week.
(C) He has already done the paper for next week.
(D) The papers are not due next week.
18. (A) He likes the contractor's work.
(B) The contractor's work was a satisfactory.
(C) He feels dissatisfied with the contractor.
(D) He already contacted about the work.
19. (A) She likes living in the dorms.
(B) She dislikes living in the dorms.
(C) She is not a freshman.
(D) She does not live in the dorms.

20. (A) She'd like some pie.
(B) It is easy to do it.
(C) The task the man's working on is difficult.
(D) It's easier to prepare pie than do what the man is doing.
21. (A) Bob works very well in the office.
(B) She often helps Bob working on his budget.
(C) Bob rarely comes to the office.
(D) Bob does not work very well.
22. (A) The man always does the shopping.
(B) The man likes shopping.
(C) The man never does the shopping before.
(D) The man always helps the woman to shop.
23. (A) Betty worked exactly as instructed.
(B) The directions were given to Betty in a letter.
(C) Betty will follow the instructions later.
(D) Betty wrote the letter as directed.
24. (A) Walter failed in business.
(B) Walter had a lack of success with his business.
(C) Walter's new company is doing rather well.
(D) Walter hoped to succeed in business.
25. (A) The secretary's job is bad.
(B) The new secretary works well.
(C) The new secretary is kind.
(D) The woman dislikes the new secretary.
26. (A) He loves the children.
(B) He likes helping the woman with the children.
(C) The children are so kind.
(D) He didn't enjoy take care the children.
27. (A) He had done it earlier.
(B) He wishes the woman would help.
(C) He dislikes the task.
(D) He wishes he could do it.
28. (A) Sally finished her job well.
(B) The task was so easy for Sally.
(C) Sally didn't even try to finish the task.
(D) Sally enjoys doing the task.

29. (A) Peggy likes the man's job.
(B) Peggy dislikes the man's job.
(C) The man should find better job.
(D) The man needs to improve his job.
30. (A) It needs long time to repair the car.
(B) The repairs are quite simple.
(C) The auto mechanic could not handle the repair.
(D) The repair was expensive.

Part B

Directions: In this part of the test, you will hear longer conversation. After each conversation, you will hear several questions. The conversations and the questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

31. (A) She's a junior.
(B) She's a senior.
(C) She's a transferred student.
(D) She's a graduate student.
32. (A) How to transfer to a junior college.
(B) How to find his way around campus.
(C) What courses are required for a literature major.
(D) Who won the campus election.
33. (A) three
(B) five
(C) eight
(D) ten
34. (A) American Literature
(B) World Literature
(C) Literary Analysis
(D) Surveying
35. (A) in the zoo
(B) in the museum
(C) by traveling
(D) on campus

36. (A) to identify objects in the water
(B) to communicate with human
(C) to show their existence
(D) to attract humans
37. (A) 50
(B) 60
(C) 70
(D) 80
38. (A) Dolphins are not so intelligent.
(B) Human are just beginning to find out about dolphin's intelligence.
(C) Dolphins cannot learn human language.
(D) Dolphin do not understand human language.

Part C

Directions: In this part of the test, you will hear longer conversation. After each conversation, you will hear several questions. The conversations and the questions will not be repeated. After you hear a question, read the four possible answers in your test book. Choose the best answer. Then on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

39. (A) the tourists
(B) the freshman students
(C) the lecturers
(D) the members of sport clubs
40. (A) sport club membership
(B) valid student ID
(C) athletic team members
(D) for every freshman
41. (A) go straight
(B) to the right
(C) to the left
(D) go back
42. (A) go to the class
(B) go to the Art Center
(C) watch art performance
(D) join the athletic team

43. (A) to explain about a history
(B) to warn about the mistake historians of science often make
(C) to explain math history
(D) to explain how to be a historian of science
44. (A) The calculations look awful.
(B) The calculations were irrelevant.
(C) The Mesopotamians didn't know how to measure angles.
(D) The Mesopotamians learned from the Greeks.
45. (A) square numbers
(B) letters
(C) triangle
(D) formulas
46. (A) The Greek was the first who calculated triangle sides using square numbers.
(B) The Greek has more sophisticated ability than the Mesopotamians.
(C) Greek's calculation was much simpler.
(D) The Greek was not the first who calculated using square numbers.
47. (A) protecting forest
(B) protecting children
(C) protecting plants
(D) protecting environment
48. (A) 122 years
(B) 123 years
(C) 124 years
(D) 125 years
49. (A) conference
(B) natural beauty and harmony of Sierra Nevada
(C) films
(D) lecturers
50. (A) United States of America
(B) All over the world
(C) San Francisco
(D) California

SECTION 2

STRUCTURE AND WRITTEN EXPRESSION

Time—25 minutes

(Including the reading of the directions)

Now set your clock for 25 minutes

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

Structure

Directions: Questions 1–15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentences. Then on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

- ... several universities that have excellent engineering school.
(A) there
(B) there are
(C) that
(D) those
- Forests stabilize ... and retain precipitation, thereby helping to prevent erosion and regulate the flow of streams.
(A) is
(B) the soil are
(C) the soil
(D) are
- Like bacteria, protozoans ... by splitting in to two.
(A) reproduced
(B) reproduce
(C) is reproduce
(D) are reproduce

4. Most documentary filmmakers use neither actors ... studio setting.
 - (A) or else
 - (B) but not
 - (C) nor
 - (D) and

5. ... the evidence is inconclusive, it is thought that at least some seals have an echolocation system akin to that of bats, porpoises, and shrews.
 - (A) why
 - (B) because
 - (C) nor
 - (D) although

6. ... is present in the body in greater amounts than any other mineral.
 - (A) which
 - (B) there is
 - (C) calcium
 - (D) to calcium

7. Mr. Patrick is going on a long trip, so we must
 - (A) have check car
 - (B) is have check car
 - (C) to have check car
 - (D) have the car checked

8. Merry : "Sally, are you going to Nancy's birthday tommorow?"
Sally : "I don't think so. I ... the doctor."
 - (A) have to see
 - (B) am having to see
 - (C) would have to see
 - (D) will have to see

9. You have heard this
 - (A) and
 - (B) is
 - (C) too
 - (D) before

10. I haven't ... waiting for you since seven o'clock.
 - (A) be
 - (B) been
 - (C) is
 - (D) was

11. I ... if you invited me.
(A) should came
(B) should came
(C) will came
(D) would come
12. ... you buy a computer the ...?
(A) would, previous day
(B) did, previous day
(C) should, previous day
(D) did, next day
13. Mrs. Anna asked her why ... late.
(A) she came
(B) did come
(C) is came
(D) is come
14. When ..., Mark walks more quickly.
(A) is the fierce dog
(B) is the dog
(C) afraid of the dog
(D) ready with dog
15. The house ... visited is very large and beautiful.
(A) which we
(B) is
(C) are
(D) yet

Written Expression

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

16. The books that I read was interesting.
A B C D
17. The final delivery of the day is the important.
A B C D

18. The boy walk to school.
A B C D
19. Everybody are going to the theatre.
A B C D
20. I like to song and dancing.
A B C D
21. The homework was do early.
A B C D
22. The bus will leaving at 02.00.
A B C D
23. I knew that they will arrive soon.
A B C D
24. Sharry wants to tell me an unique story about her trip last night.
A B C D
25. The letter will be send today before noon.
A B C D
26. The principal of the school considers the problem to be serious and propose that to be rectified without delay.
A B C D
27. She said that she sees her brother with me the night before.
A B C D
28. My sister likes shop very much.
A B C D
29. Will you lend me some moneys?
A B C D
30. Shania was teach Arabic when she was a kid.
A B C D
31. I have any lesson to prepare.
A B C D
32. We have been waiting for you since four hours.
A B C D

33. If I was you, I would walk her home last night.

A B C D

34. You may come at every hour you like.

A B C D

35. The students will make a lot of mistake if the teacher does not assist him.

A B C D

36. Professor James has edited several influential anthology.

A B C D

37. All of the student's parents are invited to attend the annual meeting next week.

A B C D

38. The government must focused more on the economy problems in the country.

A B C D

39. Her team is the better soccer team in this season.

A B C D

40. This decision that my brother took depends to our parents.

A B C D

SECTION 3

READING COMPREHENSION

Time—55 minutes

(including the reading of the directions)

Now set your clock for 55 minutes

This section is designed to measure your ability to read and understand short passages similar in topic and style that students are likely to encounter in North American universities and colleges.

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

Questions 1–10.

- Line One area of paleoanthropological study involves the eating and dietary habits of hominids, erect bipedal primates—including early humans. It is clear that at some stages of history, humans began to carry their food to central places, called home bases, where it was shared and consumed with the
- (5) young and other adults. The use of home bases is a fundamental component of human social behavior; the common meal served at a common hearth is a powerful symbol, a mark of social unity. Home base behavior does not occur among nonhuman primates and is rare among mammals. It is unclear when humans began to use home bases, what kind of communications and social
- (10) relations were involved, and what the ecological and food-choice contexts of the shift were. Work on early tools, surveys of paleoanthropological sites, development and testing of broad ecological theories, and advances in comparative primatology are contributing to knowledge about this central chapter in human prehistory.
- (15) One innovative approach to these issues involves studying damage and wear on stone tools. Researchers make tools that replicate excavated specimens as closely as possible and then try to use them as the originals

- might have been used, in woodcutting, hunting, or cultivation. Depending on how the tool is used, characteristic chippage patterns and microscopically distinguishable polishes develop near the edges. The first application of this method of analysis to stone tools that are 1.5 million to 2 million years old indicates that, from the start, an important function of early stone tools was to extract highly nutritious food—meat and marrow—from large animal carcasses. Fossil bones with cut marks caused by stone tools have been discovered lying in the same 2-million-years-old layers that yielded the oldest such tools and the oldest hominid specimens (including humans) with larger than ape-sized brains. This discovery increases scientists' certainty about when human ancestors began to eat more meat than present-day nonhuman primates. But, several questions remain unanswered: how frequently meat eating occurred; what the social implications of meat eating were; and whether the increased use of meat coincides with the beginnings of the use of home bases.

1. The passage mainly discusses which of the following aspects of hominid behavior?
 - (A) changes in eating and dietary practices
 - (B) the creation of stone hunting tools
 - (C) social interactions at home bases
 - (D) methods of extracting nutritious food from carcasses
2. According to the passage, bringing a meal to a location to be shared by many individuals is
 - (A) an activity typical of nonhuman primates
 - (B) a common practice among animals that eat meat
 - (C) an indication of social unity
 - (D) a behavior that encourages better dietary habits
3. The word "consumed" in line 4 is closest in meaning to

(A) prepared	(C) distributed
(B) stored	(D) eaten
4. According to paragraph 2, researchers make copies of old stone tools in order to
 - (A) protect the old tools from being worn out
 - (B) display examples of the old tools in museums
 - (C) test theories about how old tools were used
 - (D) learn how to improve the design of modern tools
5. In paragraph 2, the author mentions all of the following as examples of ways in which early stone tools were used, EXCEPT to

(A) build home bases	(C) make weapons
(B) obtain food	(D) shape wood

6. The word “innovative” in line 15 is closest in meaning to
(A) good (C) simple
(B) new (D) costly
7. The word “them” in line 17 refers to
(A) issues (C) tools
(B) researchers (D) specimens
8. The author mentions “characteristic chippage patterns” in line 19 as an example of
(A) decorations cut into wooden objects
(B) differences among tools made of various substances
(C) impressions left on prehistoric animal bones
(D) indications of wear on stone tools
9. The word “extract” in line 23 is closest in meaning to
(A) identify (C) destroy
(B) remove (D) compare
10. The word “whether” in line 31 is closest in meaning to
(A) if (C) why
(B) how (D) when

Questions 11–20.

Line In seventeenth-century colonial North America, all day-to-day cooking
(5) was done in the fireplace. Generally large, fireplaces were planned for cooking
as well as for warmth. Those in the Northeast were usually four or five feet
high, and in the South, they were often high enough for a person to walk
into. A heavy timber called the mantel tree was used as a lintel to support
the stonework above the fireplace opening. This timber might be scorched
occasionally, but it was far enough in front of the rising column of heat to
be safe from catching fire.

(10) Two ledges were built across from each other on the inside of the
chimney. On these rested, the ends of a “lug pole” from which pots were
suspended when cooking. Wood from a freshly cut tree was used for the lug
pole, so it would resist heat, but it had to be replaced frequently because it
dried out and charred, and was thus weakened. Sometimes the pole broke
and the dinner fell into the fire. When iron became easier to obtain, it was
(15) used instead of wood for lug poles, and later fireplaces had pivoting metal
rods to hang pots from.

Beside the fireplace and built as part of it was the oven. It was made like a small, secondary fireplace with a flue leading into the main chimney to draw out smoke. Sometimes the door of the oven faced the room, but most

- (20) ovens were built with the opening facing into the fireplace. On baking days (usually once or twice a week) a roaring fire of “oven wood”, consisting of brown maple sticks, was maintained in the oven until its walls were extremely hot. The embers were later removed, bread dough was put into the oven, and the oven was sealed shut until the bread was fully baked.
- (25) Not all baking was done in a big oven, however. Also used was an iron “bake kettle”, which looked like a stewpot on legs and which had an iron lid. This is said to have worked well when it was placed in the fireplace, surrounded by glowing wood embers, with more embers piled on its lid.

11. Which of the following aspects of domestic life in colonial North America does the passage mainly discuss?
- (A) methods of baking bread
 - (B) fireplace cooking
 - (C) the use of iron kettles in a typical kitchen
 - (D) the types of wood used in preparing meals
12. The author mentions the fireplaces built in the South to illustrate
- (A) how the materials used were similar to the materials used in northeastern fireplaces
 - (B) that they served diverse functions
 - (C) that they were usually larger than northeastern fireplaces
 - (D) how they were safer than northeastern fireplaces
13. The word “scorched” in line 6 is closest in meaning to
- (A) burned
 - (B) cut
 - (C) enlarged
 - (D) bent
14. The word “it” in line 7 refers to
- (A) the stonework
 - (B) the fireplace opening
 - (C) the mantel tree
 - (D) the rising column of heat
15. According to the passage, how was food usually cooked in a pot in the seventeenth century?
- (A) by placing the pot directly into the fire
 - (B) by putting the pot in the oven
 - (C) by filling the pot with hot water
 - (D) by hanging the pot on a pole over the fire
16. The word “obtain” in line 14 is closest in meaning to

- (A) maintain
(B) reinforce
- (C) manufacture
(D) acquire

17. Which of the following is mentioned in paragraph 2 as a disadvantage of using a wooden lug pole?
- (A) It was made of wood not readily available.
(B) It was difficult to move or rotate.
(C) It occasionally broke.
(D) It became too hot to touch.
18. It can be inferred from paragraph 3 that, compared to other firewood, "oven wood" produced
- (A) less smoke
(B) more heat
- (C) fewer embers
(D) lower flames
19. According to paragraph 3, all of the following were true of a colonial oven, EXCEPT
- (A) It was used to heat the kitchen every day.
(B) It was built as part of the main fireplace.
(C) The smoke it generated went out through the main chimney.
(D) It was heated with maple sticks.
20. According to the passage, which of the following was an advantage of a "bake kettle"?
- (A) It did not take up a lot of space in the fireplace.
(B) It did not need to be tightly closed.
(C) It could be used in addition to or instead of the oven.
(D) It could be used to cook several foods at one time.

Questions 21–29.

Line Butterflies are among the most extensively studied insects—an estimated 90 percent of the world's species have scientific names. As a consequence, they are perhaps the best group of insects for examining patterns of terrestrial biotic diversity and distribution. Butterflies also have a favorable image with

(5) the general public. Hence, they are an excellent group for communicating information on science and conservation issues such as diversity.

(10) Perhaps the aspect of butterfly diversity that has received the most attention over the past century is the striking difference in species richness between tropical and temperate regions. For example, in 1875 one biologist pointed out the diversity of butterflies in the Amazon when he mentioned that about 700 species were found within an hour's walk, whereas the total number found on the British islands did not exceed 66, and the whole of Europe supported only 321. This early comparison of tropical and temperate butterfly richness has been well confirmed.

- (15) A general theory of diversity would have to predict not only this difference between temperate and tropical zones, but also patterns within each region, and how these patterns vary among different animal and plant groups. However, for butterflies, variation of species richness within temperate or tropical regions, rather than between them, is poorly understood. Indeed,
- (20) comparisons of numbers of species among the Amazon basin, tropical Asia, and Africa are still mostly “personal communication” citations, even for vertebrates. In other words, unlike comparison between temperate and tropical areas, these patterns are still in the documentation phase.

- In documenting geographical variation in butterfly diversity, some
- (25) arbitrary, practical decisions are made. Diversity, number of species, and species richness are used synonymously; little is known about the evenness of butterfly distribution. The New World butterflies make up the preponderance of examples because they are the most familiar species. It is hoped that by focusing on them, the errors generated by imperfect and incomplete
- (30) taxonomy will be minimized.

21. Which aspect of butterflies does the passage mainly discuss?
- (A) their physical characteristics
(B) their names
(C) their adaptation to different habitats
(D) their variety
22. The word “consequence” in line 2 is closest in meaning to...
- (A) result
(B) explanation
(C) analysis
(D) requirement
23. Butterflies are a good example for communicating information about conservation issues because they
- (A) are simple in structure
(B) are viewed positively by people
(C) have been given scientific names
(D) are found mainly in temperate climates
24. The word “striking” in line 8 is closest in meaning to
- (A) physical
(B) confusing
(C) noticeable
(D) successful
25. The word “exceed” in line 12 is closest in meaning to
- (A) locate
(B) allow
(C) go beyond
(D) come close to

26. All of the following are mentioned as being important parts of a general theory of diversity, EXCEPT
- (A) differences between temperate and tropical zones
 - (B) patterns of distribution of species in each region
 - (C) migration among temperate and tropical zones
 - (D) variation of patterns of distribution of species among different animals and plants
27. The author mentions "tropical Asia" in lines 20-21 as an example of a location where
- (A) butterfly behavior varies with climate
 - (B) a general theory of butterfly diversity has not yet been firmly established
 - (C) butterflies are affected by human populations
 - (D) documenting plant species is more difficult than documenting butterfly species
28. Which of the following is NOT well understood by biologists?
- (A) European butterfly habitats
 - (B) differences in species richness between temperate and tropical regions
 - (C) differences in species richness within a temperate or a tropical region
 - (D) comparisons of behavior patterns of butterflies and certain animal groups
29. The word "generated" in line 29 is closest in meaning to
- (A) requested
 - (B) caused
 - (C) assisted
 - (D) estimated

Questions 30–40.

Line According to anthropologists, people in preindustrial societies spent 3
 for life. Modern comparisons of the amount of work performed per week,
 (5) however, begin with the Industrial Revolution (1760–1840) when 10 to
 12-hour workdays with six workdays per week were the norm. Even with
 extensive time devoted to work, however, both incomes and standards of
 living were low. As incomes rose near the end of the Industrial Revolution,
 (10) it became increasingly common to treat Saturday afternoons as a half-day
 holiday. The half holiday had become standard practice in Britain by the 1870s,
 but did not become common in the United States until the 1920s. In the United
 States, the first third of the twentieth century saw the workweek move from
 60 hours per week to just under 50 hours by the start of the 1930's. In 1914,
 Henry Ford reduced daily work hours at his automobile plants from 9 to 8. In
 (15) 1926, he announced that henceforth his factories would close for the entire
 day on Saturday. At the time, Ford received criticism from other firms such as
 United States Steel and Westinghouse, but the idea was popular with workers.

The Depression years of the 1930s brought with them the notion of job sharing to spread available work around; the workweek dropped to a modem

- (20) low for the United States of 35 hours. In 1938, the Fair Labor Standards Act mandated a weekly maximum of 40 hours to begin in 1940, and since that time the 8-hour day, 5-day workweek has been the standard in the United States. Adjustments in various places, however, show that this standard is not immutable. In 1987, for example, German metalworkers struck for and received a 37.5-hour workweek; and in 1990 many workers in Britain won a 37-hour week. Since 1989, the Japanese government has moved from a 6- to a 5-day workweek and has set a national target of 1,800 work hours per year for the average worker. The average amount of work per year in Japan in 1989 was 2,088 hours per worker, compared to 1,957 for the United States and 1,646 for France.

30. What does the passage mainly discuss?
- (A) why people in preindustrial societies worked few hours per week
 - (B) changes that have occurred in the number of hours that people work per week
 - (C) a comparison of the number of hours worked per year in several industries
 - (D) working conditions during the Industrial Revolution
31. Compared to preindustrial times, the number of hours in the work week in the nineteenth century
- (A) remained constant
 - (B) decreased slightly
 - (C) decreased significantly
 - (D) increased significantly
32. The word "norm" in line 5 is closest in meaning to
- (A) minimum.
 - (B) example
 - (C) possibility
 - (D) standard
33. The word "henceforth" in line 14 is closest in meaning to
- (A) in the end
 - (B) for a brief period
 - (C) from that time on
 - (D) on occasion
34. The "idea" mentioned in line 16 refers to
- (A) the 60-hour workweek
 - (B) the reduction in the cost of automobiles
 - (C) the reduction in the workweek at some automobile factories
 - (D) the criticism of Ford by United States Steel and Westinghouse
35. What is one reason for the change in the length of the workweek for the average worker in the United States during the 1930s?
- (A) Several people sometimes shared a single job.
 - (B) Labor strikes in several countries influenced labor policy in the United States.
 - (C) Several corporations increased the length of the workweek.
 - (D) The United States government instituted a 35-hour workweek.

36. Which of the following is mentioned as one of the purposes of the Fair Labor Standards Act of 1938?
- (A) To discourage workers from asking for increased wages.
 - (B) To establish a limit on the number of hours in the workweek.
 - (C) To allow employers to set the length of the workweek for their workers.
 - (D) To restrict trade with countries that had a long workweek.
37. The word “mandated” in line 21 is closest in meaning to
- (A) required
 - (B) recommended
 - (C) eliminated
 - (D) considered
38. The word “immutable” in line 24 is closest in meaning to
- (A) unmatched
 - (B) irregular
 - (C) unnecessary
 - (D) unchangeable
39. Which of the following is NOT mentioned as evidence that the length of the workweek has been declining since the nineteenth century?
- (A) The half-day holiday (line 8–9)
 - (B) Henry Ford (lines 13)
 - (C) United States Steel and Westinghouse (line 16)
 - (D) German metalworkers (line 24)
40. According to the passage, one goal of the Japanese government is to reduce the average annual amount of work to
- (A) 1,646 hours
 - (B) 1,800 hours
 - (C) 1,957 hours
 - (D) 2,088 hours

Questions 41–50.

The Arts and Crafts Movement in the United States was responsible for sweeping changes in attitudes toward the decorative arts, then considered the minor or household arts. Its focus on decorative arts helped to induce United States museums and private collectors to begin collecting furniture, (5) glass, ceramics, metalwork, and textiles in the late nineteenth and early twentieth centuries. The fact that artisans, who were looked on as mechanics or skilled workers in the eighteenth century, are frequently considered artists today is directly attributable to the Arts and Crafts Movement of the nineteenth century. The importance now placed on attractive and (10) harmonious home decoration can also be traced to this period, when Victorian interior arrangements were revised to admit greater light and more freely flowing spaces.

The Arts and Crafts Movement reacted against mechanized processes that threatened handcrafts and resulted in cheapened, monotonous merchandise.

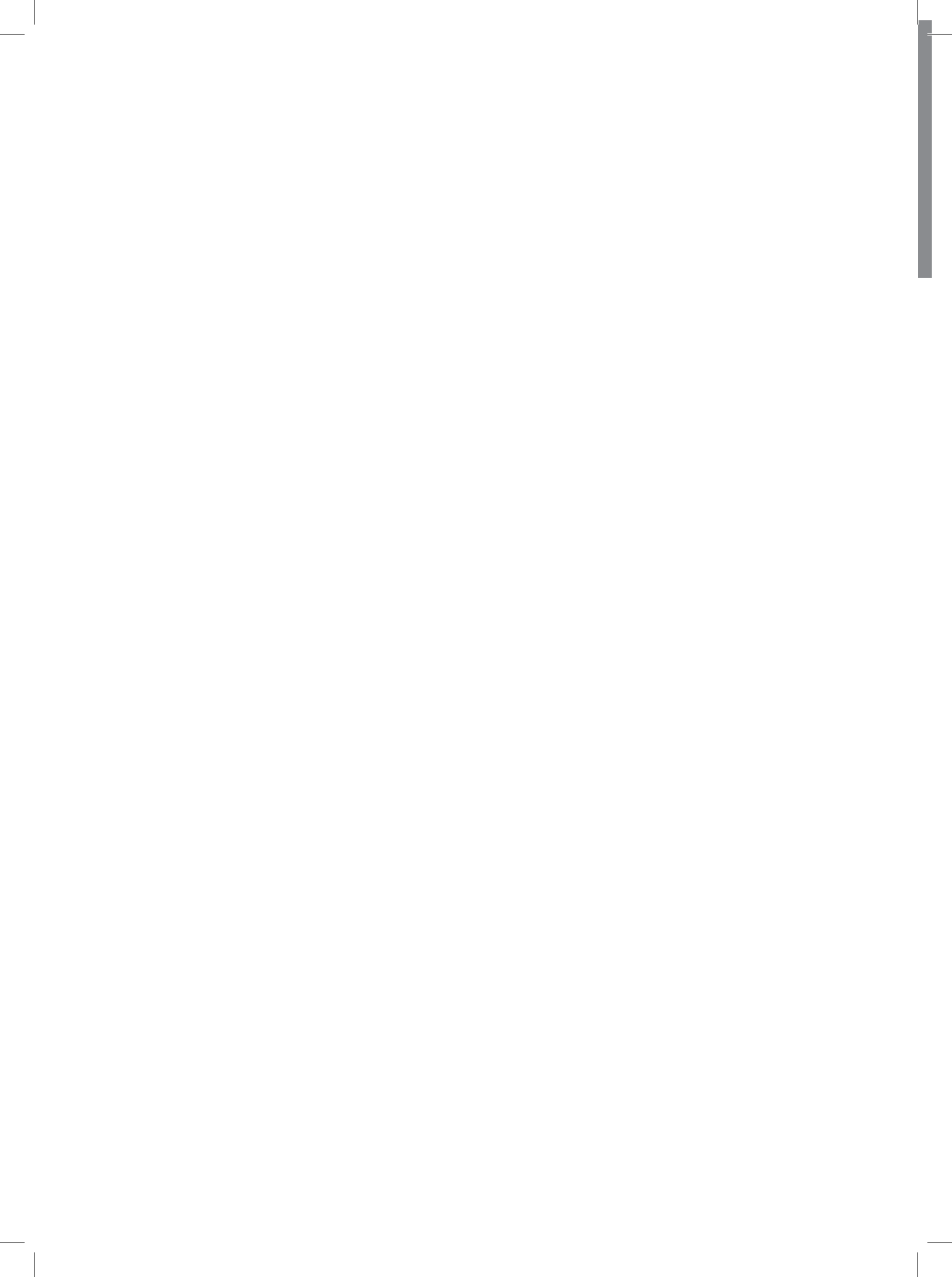
- (15) Founded in the late nineteenth century by British social critics John Ruskin and William Morris, the movement revered craft as a form of art. In a rapidly industrializing society, most Victorians agreed that art was an essential moral ingredient in the home environment, and in many middle- and working-class homes craft was the only form of art, Ruskin and his followers criticized not
- (20) only the degradation of artisans reduced to machine operators, but also the impending loss of daily contact with handcrafted objects, fashioned with pride, integrity, and attention to beauty.

In the United States as well as in Great Britain, reformers extolled the virtues of handcrafted objects: simple, straightforward design; solid materials of good quality; and sound, enduring construction techniques. These criteria were interpreted in a variety of styles, ranging from rational and geometric to romantic or naturalistic. Whether abstract, stylized, or realistically treated, the consistent theme in virtually all Arts and Crafts design is nature.

- (30) The Arts and Crafts Movement was much more than a particular style; it was a philosophy of domestic life. Proponents believed that if simple design, high-quality materials, and honest construction were realized in the home and its appointments, then the occupants would enjoy moral and therapeutic effects. For both artisan and consumer, the Arts and Crafts doctrine was seen as a magical force against the undesirable effects of industrialization.

41. The passage primarily focuses on nineteenth-century arts and crafts in terms of which of the following?
- (A) their naturalistic themes
 - (B) their importance in museum collections
 - (C) their British origin
 - (D) their role in an industrialized society
42. According to the passage, before the nineteenth century, artisans were thought to be
- (A) defenders of moral standards
 - (B) creators of cheap merchandise
 - (C) skilled workers
 - (D) artists
43. It can be inferred from the passage that the Arts and Crafts Movement would have considered all of the following to be artists EXCEPT
- (A) creators of textile designs
 - (B) people who produce handmade glass objects
 - (C) operators of machines that automatically cut legs, for furniture
 - (D) metalworkers who create unique pieces of jewelry

44. The word "revered" in line 16 is closest in meaning to
- (A) respected
 - (B) described
 - (C) avoided
 - (D) created
45. According to paragraph 2, the handcrafted objects in the homes of middle- and working-class families usually were
- (A) made by members of the family
 - (B) the least expensive objects in their homes
 - (C) regarded as being morally uplifting
 - (D) thought to symbolize progress
46. The word "extolled" in line 23 is closest in meaning to
- (A) exposed
 - (B) praised
 - (C) believed
 - (D) accepted
47. The author mentions all of the following as attributes of handcrafted objects, EXCEPT
- (A) the pride with which they were crafted
 - (B) the complexity of their design
 - (C) the long time that they lasted
 - (D) the quality of their materials
48. The word "consistent" in line 28 is closest in meaning to
- (A) conservative
 - (B) considerable
 - (C) constant
 - (D) concrete
49. According to the passage, which of the following changes occurred at the same time as the Arts and Crafts Movement?
- (A) the creation of brighter and more airy spaces inside homes
 - (B) the rejection of art that depicted nature in a realistic manner
 - (C) a decline of interest in art museum collections
 - (D) an increase in the buying of imported art objects
50. Which of the following statements is supported by the passage?
- (A) Private collectors in the nineteenth century concentrated on acquiring paintings.
 - (B) The Arts and Crafts Movement in the United States, unlike the one in Britain, did not react strongly against mechanized processes.
 - (C) Handcrafted objects in the United States and Britain in the nineteenth century did not use geometric designs.
 - (D) The Arts and Crafts Movement believed in the beneficial effect for people from being surrounded by beautiful objects.



TOEFL PRACTICE

4

SECTION 1

LISTENING COMPREHENSION Time-35 minutes

(Including the reading of the directions)

Now set your clock for 35 minutes

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts in this section. Answer all the questions on the basis of what is stated or implied by the speakers you hear. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

Part A

Directions: In this part you will hear short conversations between two people, you will hear a question about the conversation. The conversation and questions will not be repeated. After you hear a question, read the four answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. (A) meet the department secretary
(B) to gave department his number and address
(C) try to communicate with Janet
(D) enter medical school

2. (A) The two classes meet in an hour and a half.
(B) The class meets three hours per week.
(C) Each half of the class is an hour long.
(D) Two times a week the class meets for an hour.
3. (A) She will give the man a new map.
(B) They can go to the building together.
(C) She is a new student.
(D) She will show the location of the building on the map.
4. (A) The man needs to relax.
(B) The man's flight is delayed.
(C) The woman is in hurry too.
(D) Something is wrong with the man's flight.
5. (A) The coffee is much better this morning.
(B) The coffee tastes extremely sweet.
(C) The coffee isn't very good.
(D) This morning he definitely wants some coffee.
6. (A) She will go to California after Physics class.
(B) The man needs more money.
(C) The woman will lend him her money.
(D) She also plans to travel.
7. (A) He likes the lecture.
(B) He didn't enjoy the Biology lecture.
(C) The professor explains the lecture in an interesting way.
(D) The man is interested in the lecture.
8. (A) Housing within his budget is hard to locate.
(B) It's hard to find his house in New York.
(C) He can't afford to move his house to New York.
(D) Housing in New York is unavailable.
9. (A) The boss was working on the reports.
(B) He would have to finish the reports before the end of next month.
(C) He was directed to stay late and finish some works.
(D) He could finish the reports at home.
10. (A) The man cannot play tennis.
(B) The man got injury from tennis.
(C) The man has not played tennis for quite a long time.
(D) The does not have racket.

11. (A) The prices are expensive.
(B) The store is too far out of town.
(C) He would like the woman to repeat what she said.
(D) He agrees with the woman.
12. (A) She will use the book next time.
(B) She still uses the book.
(C) She does not like the lecture.
(D) She keeps the book in case she will need it in the future.
13. (A) Ms. Jones was angry because of her students.
(B) The man made Ms. Jones angry.
(C) She feels sorry about what has happened to Ms. Jones.
(D) She dislikes Ms. Jones.
14. (A) The man dislikes the topic.
(B) Politics has always been interesting topic.
(C) The woman enjoyed her lunch.
(D) The man majors in politics.
15. (A) It has been so long since the rain like that happened.
(B) The man dislikes the weather.
(C) They enjoyed the weather.
(D) Rainy season brings disadvantages.
16. (A) to put off his sunglasses
(B) to take alternative route
(C) to stay at home
(D) to take her home
17. (A) find someone to watch concert with her
(B) cancel her plan to watch concert
(C) go to the concert alone
(D) help the man to finish his assignment
18. (A) The foods at the Sullivan's are always delicious.
(B) The man dislikes the foods.
(C) The taste of the foods closely related with the chef's mood.
(D) The Sullivan's is the best restaurant in town.
19. (A) The woman dislikes working the chemistry lab.
(B) The man should have helped her in the chemistry lab.
(C) She has worked hard in the chemistry lab.
(D) The man will help the woman.

20. (A) She does not know the man's friends.
(B) The woman will go with the man.
(C) The woman rejects the man's invitation.
(D) The woman has planned a dinner with the man.
21. (A) introduce himself
(B) go home
(C) go around with the woman
(D) start working
22. (A) He will sell his computer to the woman.
(B) The woman should really buy computer.
(C) Computer is expensive.
(D) He needs computer in the college.
23. (A) The foods are not as good as its atmosphere.
(B) The foods are so delicious.
(C) The man dislikes the atmosphere in the new restaurant.
(D) The man recommends the restaurant.
24. (A) The woman is the man's classmate.
(B) The woman will join the class next year.
(C) The woman has Art-History class twice a week.
(D) The woman skipped the class several times.
25. (A) He needs his teeth removed.
(B) He has got some medicine from the dentist.
(C) He needs to see the dentist.
(D) His teeth are swelling.
26. (A) The man studies in the School of Business.
(B) Both the man and the woman studies in the School of Business.
(C) The man wants to enroll in the School of Business.
(D) The enrollment in the School of Business has been popular for several years now.
27. (A) He is late to go to the lab.
(B) He forgot to go to the lab.
(C) He works very hard the lab.
(D) His alarm is broken.
28. (A) The man cannot read the map.
(B) The man suggests her to go to the left.
(C) There is no stop sign in the directions.
(D) There is no instruction to turn on the left or right in the directions.

29. (A) The ticket is so expensive.
(B) There will be no ticket left.
(C) The tickets sold at the door will be more expensive.
(D) They should book the ticket now.
30. (A) It is so expensive.
(B) It suits the woman.
(C) It is not very good for severe winter.
(D) He likes it.

Part B

Directions: In this part of the test, you will hear longer conversation. After each conversation, you will hear several questions. The conversation and the questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

31. (A) camera
(B) Julia Margaret Cameron
(C) photographs of famous people
(D) photography technique
32. (A) the meaning of an event
(B) the popularity of its subject
(C) the composition of the photograph
(D) the personality of the subject
33. (A) photographing famous people
(B) using soft focus on the subject
(C) using silhouette technique
(D) using special composition technique
34. (A) famous scientists
(B) presidents of America
(C) landscapes
(D) famous people of her day
35. (A) an Anthropology
(B) Anthropology course the woman is taking
(C) how to study an Anthropology
(D) an Anthropology is studied

36. (A) It seems so boring.
(B) It scares her at first.
(C) It is so difficult.
(D) It is less challenging.
37. (A) She will like the course.
(B) The course is difficult.
(C) The course is beneficial for her study.
(D) She will enjoy it.
38. (A) her professor
(B) classmates
(C) lecturer
(D) her former boss

Part C

Directions: In this part of the test, you will hear several talks. After each talk, you will hear several questions. The conversation and the questions will not be repeated. After you hear a question, read the four possible answer in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

39. (A) New York
(B) India
(C) Japan
(D) Eropa
40. (A) the many forms of modern day Indonesian folklore
(B) the many forms of modern day American folklore
(C) the many forms of modern day Indian folklore
(D) the many forms of modern day Australian folklore
41. (A) Math class
(B) Social class
(C) Sociology class
(D) Phsych class
42. (A) deep spirit
(B) spirit of independence
(C) reggae
(D) American

43. (A) a pound of lobster for \$5.95
(B) a pound of spaghetti for \$5.95
(C) a pound of spaghetti for \$6.95
(D) a pound of lobster for \$12.95
44. (A) Italian food
(B) French food
(C) seafood
(D) Chinese food
45. (A) high class
(B) fun
(C) boring
(D) luxurious
46. (A) So that the students can observe it closely.
(B) It is so fragile.
(C) So that the students know the material.
(D) So that the students understand how precious it is.
47. (A) to describe amber's beauty
(B) to describe how easily amber can break
(C) to show the mosquito in it
(D) to show the material
48. (A) tree resin
(B) insect
(C) tropical insect
(D) gemstone
49. (A) because amber can only be found in Dominica.
(B) because Dominica is the only source for amber
(C) because the amber there is so precious
(D) because the amber there has many inclusions
50. (A) amber containing organic material
(B) amber mined from the Appalachian
(C) amber found in the United States
(D) amber with no inclusions

SECTION 2

STRUCTURE AND WRITTEN EXPRESSION

Time–25 minutes

(Including the reading of the directions)

Now set your clock for 25 minutes

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

Structure

Directions: Question 1–15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose one word or phrase that best completes the sentences. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. The importance of the hand, and more generally of the body, in children’s acquisition of the arithmetic
(A) exaggerated can be hardly
(B) is exaggerated hardly
(C) hardly exaggerated
(D) can be hardlyexaggerated
2. Salamanders are sometimes confused with lizards, but unlike lizards, ... no scales or claws.
(A) they have
(B) to have
(C) they have is
(D) are have
3. With his friend ... found the movie theater.
(A) he
(B) has
(C) who
(D) when

4. ..., Francis, is attending the lecture.
 - (A) my brother
 - (B) sad
 - (C) happily
 - (D) because the time

5. For people with mouth or gum problem, the dentist may prescribe ... twice a day as a partial treatment.
 - (A) irrigated
 - (B) irrigation
 - (C) irrigates
 - (D) irrigate

6. Less moderate members of congress are insisting that changes in the Social Security System ... made.
 - (A) be
 - (B) will be
 - (C) are
 - (D) being

7. It is necessary ... the approaches to a bridge, the road design, and the alignment in such a way as to best accommodate the expected traffic flow and under it.
 - (A) planning
 - (B) to the plan
 - (C) to plan
 - (D) the plan

8. Yeast are tiny ... plants.
 - (A) single-celled
 - (B) and small
 - (C) singled-celled
 - (D) small one-celled

9. ... colonial period, the great majority of Connecticut's settlers came from England.
 - (A) it since
 - (B) it was
 - (C) the time
 - (D) during the

10. A politician can make a legislative proposal more ... by giving specific examples of what its effect will be.
 - (A) more understand
 - (B) is understand

- (C) understandable
- (D) when understood

11. Before every presidential election in the United States, the statisticians try to guess the propotion of the population that ... for each candidate.

- (A) are voted
- (B) will vote
- (C) to be votes
- (D) is vote

12. If it ... so hot we would have picnic outside.

- (A) wasn't
- (B) weren't
- (C) hadn't
- (D) haven't

13. Not only ... to determine the depth of the ocean floor, but it is also used to locate oil.

- (A) use seismology
- (B) is seismology used
- (C) using seismology
- (D) will use seismology

14. Emily Dickinson's garden was a place ... great inspiration for her poems.

- (A) that she was
- (B) by drawing is
- (C) from which she drew
- (D) drawn is

15. The decimal numeral system is one of the ... ways of expressing numbers.

- (A) useful most
- (B) world's most useful
- (C) useful more
- (D) is useful

Written Expression

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

16. Work is often measure in units called food pounds.
A B C D
17. That is not my sister's cat but him.
A B C D
18. The sea otter is well adapted for its marine existence, with ears and nostrils that can be
A B C D
closed under water.
19. Pop Art was a movement of the 1960s whom imagery was based on readily recognized
A B C
American products and people.
D
20. Because the tachinid fly is a parasite of harmful insects, much species have been imported
A B C
the United States to combat the insect pests.
D
21. The surface conditions on the planet Mars are more like the Earth's than are those of
A B C
any other planet in the solar system.
D
22. When eggs of some species of insects hatch, the newly born insects look almost like its
A B C D
adult counterparts.
23. The capital of the United States, originally New York City, was moved to Philadelphia
A B C
where stayed until 1800.
D
24. Lawrence Robert Klein received the 1980 Nobel price in economics for pioneering the
A B
useful of computers to forecast economic activity.
C D
25. Realistic novels, in trying to present life as it actually is, have been writing many works
A B C
that are notable for their artistry of style.
D

26. Algae have been an extremely important link in the food chain after the beginning of life on Earth as we know it.
A B C D
27. Rice adapt better than other grain crops to areas with unfavorable saline, alkaline, or acid sulfate soils.
A B C D
28. When swollen by melting snow or heavy rain, some rivers routinely overflow its banks.
A B C D
29. The taller of all animals, a full grown giraffe may be eighteen feet or more high.
A B C D
30. Although complete paralysis is rare with neuritis, some degree of muscle weakness common.
A B C D
31. Probably not speech of so few words has ever been as celebrated as Lincoln's Gettysburg address.
A B C D
32. Generally, abstract expressionist art is without recognizable images and does not adhere limits of conventional form.
A B C D
33. The chorus plays a large part in any oratorio, linking areas were sung by soloists with segments of cholar music.
A B C D
34. Actually, I neglecting to service a patient.
A B C D
35. What do you propose for do tomorrow?
A B C D
36. Sherly will elected leader by them.
A B C D
37. There is something wrong, aren't there?
A B C D

38. They said they had gone to the cinema yesterday.

A B C D

39. When my mother was cooking, I watered the flowers.

A B C D

40. We don't make any agree with the company.

A B C D

SECTION 3

READING COMPREHENSION

Time—55 minutes

(Including the reading of the directions)

Now set your clock for 55 minutes

This section is designed to measure your ability to read and understand short passages similar in topic and style that students are likely to encounter in North American universities and colleges.

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

Questions 1–12.

Line
(5) Hot boning is an energy-saving technique for the meat processing industry. It has received significant attention in recent years when increased pressure for energy conservation has accentuated the need for more efficient methods of processing the bovine carcass. Cooling an entire carcass requires a considerable amount of refrigerated space, since bone and trimmable fat are cooled along with muscle. It is also necessary to space the carcasses adequately in the refrigerated room for better air movement and prevention of microbial contamination, thus adding to the volume requirements for carcass chillers.

(10) Conventional handling of meat involves holding the beef sides in the cooler for 24 to 36 hours before boning. Chilling in the traditional fashion is also associated with a loss of carcass weight ranging from 2 percent to 4 percent due to evaporation of moisture the meat tissue.

(15) Early excision or hot boning, of muscle pre-rigor followed by vacuum packaging has several potential advantages. By removing only the edible muscle and fat pre-rigor, refrigeration space and cost are minimized, boning labor is decreased, and storage yields increased. Because hot boning often result in the toughening of meat, a more recent approach, hot boning following electrical stimulation, has been used to reduce the necessary time of rigor mortis.

Some researchers have found this method beneficial in maintaining tender
(20) meat, while others have found that the meat also becomes tough after electrical stimulation.

1. The word "accentuated" in the line 3 is closest in meaning to ...
 - (A) de-emphasized
 - (B) speeded up
 - (C) caused
 - (D) highlighted
2. All of the followings are mentioned as drawbacks of the conventional method of boning, EXCEPT
 - (A) storage space requirements
 - (B) energy waste
 - (C) loss of carcass weight
 - (D) toughness of meat
3. In the line 3, the word "pressure" is closest in meaning to
 - (A) urgency
 - (B) weight
 - (C) flavor
 - (D) cooking texture
4. Hot boning is becoming very popular because
 - (A) it causes meat to be very tender
 - (B) it helps conserve energy and is less expensive than conventional methods
 - (C) meat tastes better when the bone is adequately seared along with the meat
 - (D) it reduces the weight of the carcass
5. In the line 8, "carcass chillers" is nearest in meaning to
 - (A) a refrigerator for the animal body
 - (B) a method of boning meat
 - (C) electrical stimulation of beef
 - (D) early excision
6. In the line 13, "early excision" is closest in meaning to
 - (A) vacuum packaging
 - (B) hot boning
 - (C) carcass chilling
 - (D) electrical stimulation
7. The toughening of meat during hot boning has been combatted by

- (A) following hot boning with electrical stimulation
 - (B) tenderizing the meat
 - (C) using electrical stimulation before hot boning
 - (D) removing only the edible muscle and fat prerigor
8. The word “bovine” in line 4 is nearest in meaning to
- (A) cold
 - (B) electrically stimulated
 - (C) beef
 - (D) pork
9. The word “this” in line 19 refers to
- (A) hot boning
 - (B) hot boning following electrical stimulation
 - (C) rigor mortis
 - (D) removing edible muscle and fat prerigor
10. In line 4, the word “carcass” is closest in meaning to
- (A) deboned meat
 - (B) body
 - (C) refrigerator
 - (D) fat
11. The word “considerable” in line 5 is closest in meaning to
- (A) frigid
 - (B) kind
 - (C) lesser
 - (D) substantial
12. One reason it is recommended to remove bones before refrigerating is that
- (A) it makes the meat more tender
 - (B) the bones are able to be used for other purposes
 - (C) it increases chilling time
 - (D) it saves cooling space by not refrigerating parts that will be discarded

Questions 13–22.

- In 776 B.C., the first Olympic Games were held at the foot of Mount Olympus to honor the Greeks’ chief god, Zeus. The warm climate for outdoor activities, the need for preparedness in war, and their lifestyle caused the Greeks to create competitive sports. Only the elite and military could participate at first, but later
- Line (5) the games were open to all free Greek males who had no criminal record. The

Greeks emphasized physical fitness and strength in their education of youth. Therefore, contest in running, jumping, discus and javelin throwing, boxing, and horse and chariot racing were held in individual cities, and the winners competed every four years at Mount Olympus. Winners were greatly honored (10) by having olive wreaths placed on their heads and having poems sung about their deeds. Originally, these contests were held as games of friendship, and any wars in progress were halted to allow the games to take place. They also helped to strengthen bonds among competitors and the different cities represented.

The Greeks attached so much importance to the games that they calculated (15) time in four-year cycles called "Olympiads", dating from 776 B.C. The contest coincided with religious festivities and constituted an all-out effort on the part of the participants to please the gods. Any who disobeyed the rules were dismissed and seriously punished. These athletes brought shame not only to themselves, but also to the cities they represented.

13. Which of the following is NOT true?
- (A) Winners placed olive wreaths on their own heads.
 - (B) The games were held in Greece every four years.
 - (C) Battles were interrupted to participate in the games.
 - (D) Poem glorified the winners in song.
14. The word "elite" in line 4 is closest in meaning to
- (A) aristocracy
 - (B) brave
 - (C) intellectuals
 - (D) muscular
15. Why were the Olympic Games held?
- (A) to stop wars
 - (B) to honor Zeus
 - (C) to crown the best athletes
 - (D) to sing songs about the athletes
16. Approximately how many years ago did these games originate?
- (A) 800 years
 - (B) 1,200 years
 - (C) 2,300 years
 - (D) 2,800 years
17. What conclusion can we draw about the ancient Greeks?
- (A) They were pacifists.
 - (B) They believed athletic events were important.
 - (C) They were very simple.
 - (D) They couldn't count, so they used "Olympiads" for dates.

18. What is the main idea of this passage?
- (A) Physical fitness was an integral part of the lives of the ancient Greeks.
 - (B) The Greeks severely punished those who did not participate in physical fitness programs.
 - (C) The Greeks had always encouraged everyone to participate in the games.
 - (D) The Greeks had the games coincide with religious festivities so that they could go back to war when the games were over.
19. In line 11, the word “deeds” is closest in meaning to
- (A) accomplishments
 - (B) ancestors
 - (C) documents
 - (D) property
20. Which of the following was ultimately required of all athletes competing in the Olympics?
- (A) They must have completed military service.
 - (B) They had to attend special training sessions.
 - (C) They had to be Greek males with no criminal record.
 - (D) They had to be very religious.
21. The word “halted” in line 12 means most nearly the same as
- (A) encourages
 - (B) started
 - (C) curtailed
 - (D) fixed
22. What is an “Olympiad”?
- (A) The time it took to finish the games.
 - (B) The time between games.
 - (C) The time it took to finish a war.
 - (D) The time it took the athletes to train.

Questions 23–33.

Line The locations of stars in the sky relative to one another do not appear to the naked eye to change, and as a result stars are often considered to be fixed in position. Many unaware stargazers falsely assume that each star has its own permanent home in the nighttime sky.

- (5) In reality, though, stars are always moving, but because of the tremendous distances between stars themselves and from stars to Earth, the changes are barely perceptible here. An example of a rather fast-moving star demonstrates why this misconception prevails; it takes approximately 200 years for a relatively rapid star like Bernard’s star to move a distance in the skies equal to the diameter
- (10) of the Earth’s moon. When the apparently negligible movement of the stars is contrasted with the movement of the planets, the stars are seemingly unmoving.

23. Which of the following is the best title for this passage?
- (A) What the Eye Can See in the Sky
 - (B) Bernard's Star
 - (C) Planetary Movement
 - (D) The Evermoving Stars
24. The expression "naked eye" in line 2 most probably refers to
- (A) a telescope
 - (B) a scientific method for observing stars
 - (C) unassisted vision
 - (D) a camera with a powerful lens
25. According to the passage, the distances between the stars and Earth are
- (A) barely perceptible
 - (B) huge
 - (C) fixed
 - (D) moderate
26. The word "perceptible" in line 7 is closest in meaning to which of the following?
- (A) noticeable
 - (B) persuasive
 - (C) conceivable
 - (D) astonishing
27. In line 8, a "misconception" is closest in meaning to a (n)
- (A) idea
 - (B) proven fact
 - (C) erroneous belief
 - (D) theory
28. The passage states that in 200 years Bernard's star can move
- (A) around Earth's moon
 - (B) next to the Earth's moon
 - (C) a distance equal to the distance from Earth to the moon
 - (D) a distance seemingly equal to the diameter of the moon
29. The passage implies that from Earth it appears that the planets
- (A) are fixed in the sky
 - (B) move more slowly than the stars
 - (C) show approximately the same amount of movement as the stars
 - (D) travel through the sky considerably more rapidly than the stars

30. The word "negligible" in line 10 could most easily be replaced by
- (A) negative
 - (B) insignificant
 - (C) rapid
 - (D) distant
31. Which of the following is NOT true according to the passage?
- (A) Stars do not appear to the eye to move.
 - (B) The large distances between stars and the earth tend to magnify movement to the eye.
 - (C) Bernard's star moves quickly in comparison with other stars.
 - (D) Although stars move, they seem to be fixed.
32. The paragraph following the passage most probably discusses
- (A) the movement of the planets
 - (B) Bernard's star
 - (C) the distance from Earth to the moon
 - (D) why stars are always moving
33. This passage would most probably be assigned reading in which course?
- (A) astrology
 - (B) geophysics
 - (C) astronomy
 - (D) geography

Questions 34–42.

Carbon tetrachloride is a colorless and inflammable liquid that can be produced by combining carbon disulfide and chlorine. This compound is widely used in industry today because of its effectiveness as a solvent as well as its use in the production of propellants. Despite its widespread use in industry, carbon

Line (5) tetrachloride has been banned for home use. In the past, carbon tetrachloride was a common ingredient in cleaning compounds that were used throughout the home, but it was found to be dangerous: when heated, it changes into a poisonous gas that can cause severe illness and even death if it is inhaled. Because of this dangerous characteristic, the United States revoked permission

(10) for the home use of carbon tetrachloride in 1970. The United States has taken similar action with various other chemical compounds.

34. The main point of this passage is that
- (A) Carbon tetrachloride can be very dangerous when it is heated.
 - (B) The government banned carbon tetrachloride in 1970.

- (C) Although carbon tetrachloride can legally be used in industry, it is not allowed in home products.
- (D) Carbon tetrachloride used to be a regular part of cleaning compounds.
35. The word "widely" in line 2 could most easily be replaced by
- (A) grandly
 - (B) extensively
 - (C) largely
 - (D) hugely
36. The word "banned" in line 5 is closest in meaning to
- (A) forbidden
 - (B) allowed
 - (C) suggested
 - (D) instituted
37. According to the passage, before 1970 carbon tetrachloride was
- (A) used by itself as a cleanser
 - (B) banned in industrial use
 - (C) often used as a component of cleaning products
 - (D) not allowed in home cleaning products
38. It is stated in the passage that when carbon tetrachloride is heated, it becomes
- (A) harmful
 - (B) colorless
 - (C) a cleaning compound
 - (D) inflammable
39. The word "inhaled" in line 8 is closest in meaning to
- (A) warmed
 - (B) breathed in
 - (C) carelessly used
 - (D) blown
40. The word "revoked" in line 9 could most easily be replaced by
- (A) gave
 - (B) granted
 - (C) instituted
 - (D) took away
41. It can be inferred from the passage that one role of the U.S. government is to
- (A) regulate product safety
 - (B) prohibit any use of carbon tetrachloride

- (C) instruct industry on cleaning methodologies
- (D) ban the use of any chemicals

42. The paragraph following the passage most likely discusses
- (A) additional uses of carbon tetrachloride
 - (B) the banning of various chemical compounds by the U.S. government
 - (C) further dangerous effects of carbon tetrachloride
 - (D) the major characteristic of carbon tetrachloride

Questions 43–50.

The next artist in this survey of American artist is James Whistler; he is included in this survey of American artist because he was born in the United States, although the majority of his artwork was completed in Europe. Whistler was born in Massachusetts in 1834, but nine years later his father moved the

Line

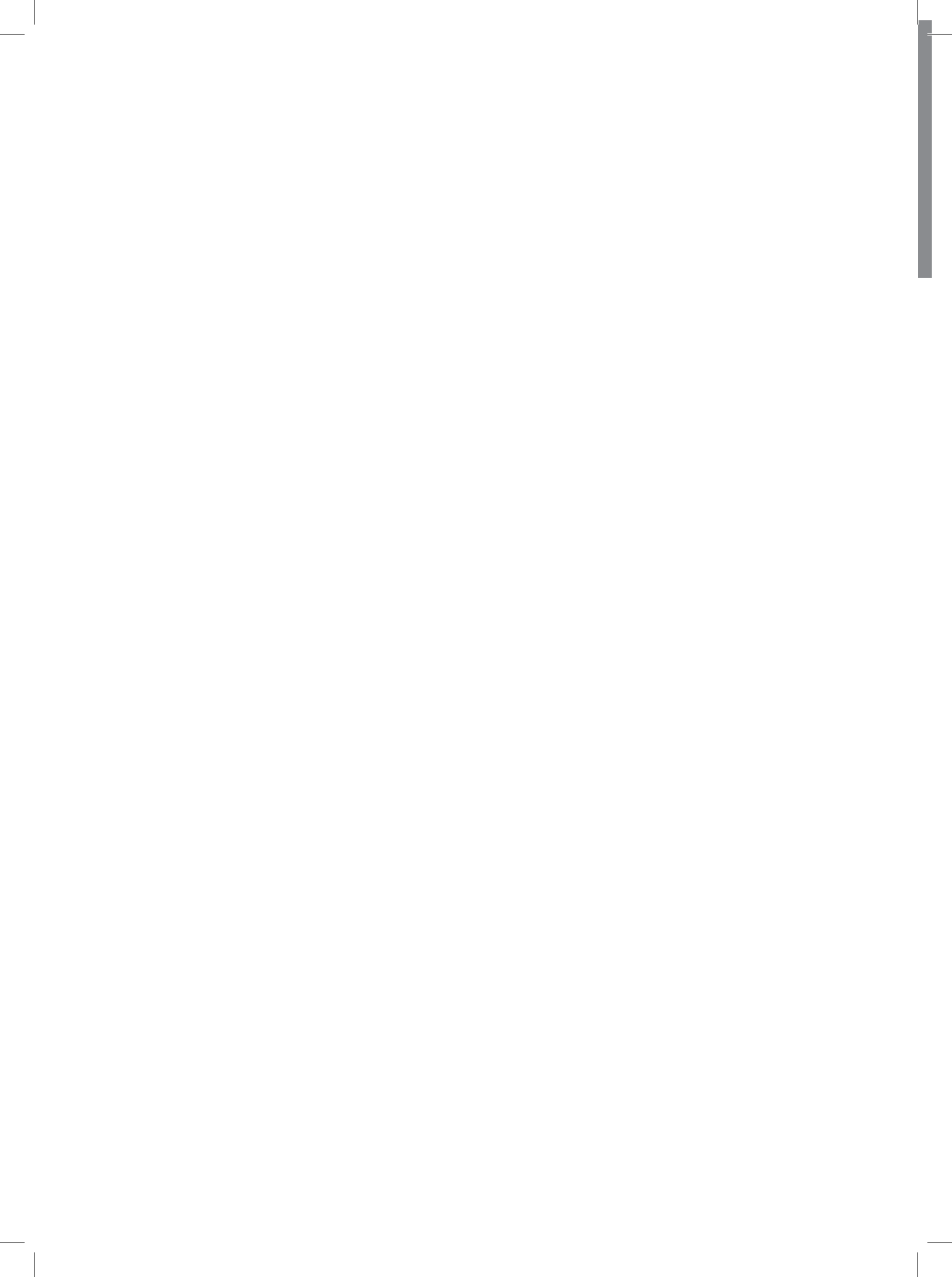
(5) family to St. Petersburg, Russia, to work on the construction of a railroad. The family returned to the United States in 1849. Two years later, Whistler entered the U.S. military academy at West Point, but he was unable to graduate. At the age of twenty-one Whistler went to Europe to study art despite familiar objections, and he remained in Europe until his death.

(10) Whistler worked in various art forms, including etchings and lithographs. However, he is most famous for his paintings, particularly *Arrangement in Gray and Black No. 1: Portrait of the Artist's Mother* or *Whistler's Mother*, as it is more commonly known. This painting shows a side view of Whistler's mother, dressed in black and posing against a gray wall. The asymmetrical nature of the portrait,

(15) with his mother seated off-center, is highly characteristic of Whistler's work.

43. The paragraph preceding this passage most likely discusses
- (A) a survey of eighteenth century artist
 - (B) a different American artist
 - (C) Whistler's other famous paintings
 - (D) European artists
44. Which of the following best describes the information in the passage?
- (A) Several artists are presented.
 - (B) One artist's life and works are described.
 - (C) Various paintings are contrasted.
 - (D) Whistler's family life is outlined.
45. Whistler is considered an American artist because
- (A) he was born in America
 - (B) he spent most of his life in America
 - (C) he served in the U.S. military
 - (D) he created most of his famous art in America

46. The word "majority" in line 3 is closest in meaning to
- (A) seniority
 - (B) maturity
 - (C) large pieces
 - (D) high percentage
47. It is implied in the passage that Whistler's family was
- (A) unable to find any work at all in Russia
 - (B) highly supportive of his desire to pursue art
 - (C) working class
 - (D) military
48. The word "objections" in line 9 is closest in meaning to
- (A) protests
 - (B) goals
 - (C) agreements
 - (D) battles
49. In line 10, the "etchings" are
- (A) a type of painting
 - (B) the same as a lithograph
 - (C) an art form introduced by Whistler
 - (D) an art form involving engraving
50. The word "asymmetrical" in line 14 is closest in meaning to
- (A) proportionate
 - (B) uneven
 - (C) balanced
 - (D) lyrical



TOEFL PRACTICE

5

SECTION 1

LISTENING COMPREHENSION

Time—35 minutes

(Including the reading of the directions)

Now set your clock for 35 minutes

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversation and talks in English. There are three parts in this section. Answer all the questions on the basis of what is stated or implied by the speakers you hear. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

Part A

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

1. (A) She cut herself while in the laboratory.
(B) She enjoys doing laboratory experiments.
(C) She has to quit her job in the laboratory.
(D) She feels that the man is dedicated to his work too.

2. (A) The jewelry store can probably repair the woman's watch.
(B) He knows that something is wrong with the watch.
(C) The woman needs a new watch.
(D) The woman needs to watch.
3. (A) Not everybody will go to the meeting.
(B) He will attend conference.
(C) He's available either day.
(D) It is time for meeting.
4. (A) find out when the bookstore opens
(B) inquire about job
(C) withdraw some cash
(D) spend extra money on books
5. (A) He will meet the woman briefly on Friday.
(B) He would like the woman to reschedule the meeting.
(C) The report will not be ready until Thursday.
(D) The report was finished last Friday.
6. (A) He has much money.
(B) He can afford to spend that much.
(C) He doesn't have three hundred dollars.
(D) Three hundred dollars is so much.
7. (A) She learned the names in the novel.
(B) He also found the book difficult.
(C) It is very interesting.
(D) There are 35 different characters in the novel.
8. (A) That's a long line.
(B) People have a ticket.
(C) They have waited for a long time.
(D) They'll have to go to the later show.
9. (A) She asked the man to take a trip to Vancouver.
(B) She has never heard about the trip plan.
(C) She planned a trip with the man to Vancouver.
(D) She did not know that her parents would go to Vancouver.
10. (A) He has not played tennis in a while.
(B) His racket is broken.
(C) He needs to rest before he plays.
(D) He doesn't know how to play.

11. (A) He was confused about the date of appointment.
(B) He waited for dr. Mark to call.
(C) He cannot come until 4.15.
(D) He change the schedule to meet dr. Mark
12. (A) Politics is a sensitive topic.
(B) The woman is not serious.
(C) No one was interested in the discussion.
(D) He does not like the subject.
13. (A) today
(B) last day
(C) the next day
(D) yesterday
14. (A) She feels sleepy because of the medicine she took.
(B) The nurse helped him.
(C) The nurse will come.
(D) She thinks she should ask the nurse for a pill.
15. (A) The school only offers business course.
(B) Business courses have become popular for years.
(C) The business school has a new program.
(D) The school has just started to offer business courses.
16. (A) He does not feel very well.
(B) He had several teeth taken.
(C) The dentist gave him some medication.
(D) The woman is mistaken.
17. (A) He has been late before.
(B) His alarm is broken.
(C) He prefers to study early in the morning.
(D) He worked in the lab last night.
18. (A) The team played poorly.
(B) The team won despite its poor play.
(C) The team was weak.
(D) The team lost.
19. (A) She feels warm.
(B) She feels summer.
(C) It was a hot summertime.
(D) She needed warmer clothing than in previous summer.

20. (A) go to the cafeteria
(B) go home
(C) go to the market
(D) go to the office
21. (A) The man should eat at the restaurant.
(B) The man has never eaten in the restaurant.
(C) The restaurant has the best food.
(D) The restaurant has excellent service.
22. (A) Ruth didn't like her job.
(B) Ruth has never joined a community service.
(C) Ruth works very well in the community service.
(D) The man initiated the community service.
23. (A) The shop is no longer in the downtown.
(B) She will come with him.
(C) She wants to buy something.
(D) She will go to Smithville.
24. (A) She used a newspaper.
(B) She has different work.
(C) She meets with her supervisor regularly.
(D) She'd like to have her supervisor's opinion of her work.
25. (A) Clara has not yet done with her writing.
(B) Clara has done reading the chapter.
(C) The chapter of the book is difficult to understand.
(D) Clara is a smart student.
26. (A) Frances does not like the book.
(B) She is a fast reader.
(C) She will have to return the book in two days.
(D) The man can finish the book in two days.
27. (A) The car is good.
(B) Someone famous is riding the car.
(C) There is something interesting behind the car.
(D) She collects pictures of car.
28. (A) The committee discussed it.
(B) It received a low grade.
(C) It hasn't been graded.
(D) The woman hasn't submitted it.

29. (A) The woman does not has any choice for early flight.
(B) The woman has a choice of early flight.
(C) The man does not know about the flight schedule.
(D) The man will fly with the woman.
30. (A) The meeting should be canceled.
(B) The meeting club needs some foods.
(C) There was too much food at the previous meeting.
(D) She would not attend the meeting.

Part B

Directions: In this part of the test, you will hear longer conversation. After each conversation, you will hear several questions. The conversation and the questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

31. (A) go to a class
(B) attend a meeting
(C) go picnic
(D) go to campuss
32. (A) made decoration
(B) use the students' parking
(C) make decoration
(D) sign a petition
33. (A) preserve an open space on campus
(B) secure the students' parking area
(C) get more funding for their group
(D) schedule a meeting with college administration
34. (A) She is a member of students' action coalition.
(B) She saw the demonstration.
(C) She read about them in the newspaper.
(D) Her roommate is a member.
35. (A) She was surprised by it.
(B) She was impressed by it.
(C) She didn't enjoy visiting the museum.
(D) She waste the money.

36. (A) He visited the museum.
(B) He wrote an article.
(C) He read about it.
(D) He worked there.
37. (A) They are similar in shape.
(B) They were designed with two triangles.
(C) They are made of concrete.
(D) They are mobile.
38. (A) The design was so expensive.
(B) It was too big.
(C) It was too heavy to put up.
(D) The design is impressive.

Part C

Directions: In this part of the test, you will hear several talks. After each talk, you will hear several questions. The conversation and the questions will not be repeated. After you hear a question, read the four possible answer in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

39. (A) its size
(B) its age
(C) its material
(D) its shape
40. (A) orally preserved teachings
(B) a collection of letters
(C) a diary
(D) a scholarly article
41. (A) recently discovered manuscripts
(B) similarities among religions
(C) methods of analyzing ancient manuscripts
(D) how ancient manuscripts are preserved
42. (A) ancient settlers in Asia
(B) how Buddhism is practiced today
(C) the spread of Buddhism in Asia
(D) why some languages disappear

43. (A) The language they are written in is not widely known.
(B) They cannot be moved from what they were found.
(C) The writing in them has faded.
(D) Many people wanted credit for the discovery.
44. (A) to describe ways pests can be damaged plants
(B) to examine the life cycle of caterpillars
(C) to explain how corn plants develop
(D) to describe how a natural pesticide works
45. (A) 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
46. (A) caterpillars chewing on its leaves
(B) wasps laying eggs on its leaves
(C) pesticides sprayed on its leaves
(D) knives cutting its stalk
47. (A) the different sea world
(B) how water has affected the development of fish
(C) the important of water
(D) how water is important to human
48. (A) It can't be compressed.
(B) It is polluted.
(C) its size
(D) its limit
49. (A) a frog
(B) a human
(C) a snake
(D) a cat
50. (A) its shape
(B) its skeleton
(C) its body
(D) a temperature

SECTION 2

STRUCTURE AND WRITTEN EXPRESSION

Time–25 minutes

(Including the reading of the directions)

Now set your clock for 25 minutes

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

Structure

Directions: Questions 1–15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentences. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. The total mass of all asteroids in the solar system is much less ... mass of Earth's moon.
(A) the
(B) is the
(C) than the
(D) than less than
2. ... main processes involved in virtually all manufacturing; extraction, assembly, and alteration.
(A) are
(B) there are three
(C) three
(D) of the tree
3. Geysers have often been compared to volcanoes ... they both emit hot liquids from below the Earth's surface.
(A) due
(B) in spite of
(C) because
(D) than

4. Muskrats generally ... close to the edge of a bog, where their favorite plant foods grow plentifully.
(A) stay
(B) staying
(C) there
(D) to stay
5. I'm planning to go to a party tonight, but it's raining very hard now. I wish
(A) it stops
(B) it would stop
(C) will stop
(D) it stop
6. X: "Why didn't you print your report at home?"
Y: "I ran out of ink for my printer. It is ... expensive that I can't afford it."
(A) such
(B) so
(C) very
(D) much
7. When we got home, we found the front door open. Somebody ... entered the house while we were away.
(A) should
(B) must have
(C) would
(D) should
8. X: "You look so unhappy, Mary. What's the matter?"
Y: "My father ... his job."
(A) had just lost
(B) losing
(C) is lost
(D) to lost
9. X: "What are the workmen doing in your garden?"
Y: "Oh I"
(A) have build gazebo
(B) has build gazebo
(C) am having a gazebo built
(D) have been build gazebo

10. Mercy: "Why do you have to stay at home tomorrow?"
Nancy: "... my little sister."
(A) take care
(B) to take care of
(C) of take care
(D) do take care
11. Geothermal energy is a potentially inexhaustible energy source ... been tapped by humans for centuries but until recent years, only on a small scale.
(A) that has
(B) has it
(C) has
(D) that
12. Astronomers estimate ... called the Pleiades in the constellation Taurus is 415 light-years away from Earth.
(A) that a loose cluster of stars
(B) lost of start
(C) that is lost
(D) there is lost
13. Pearl Sydenstricker Buck, ... the Nobel Prize for literature in 1938, is best known for her novels about China.
(A) won
(B) win
(C) winner of
(D) who winner
14. Stage producers Klaw and Erlanger were the first to eliminate arguments among leading performers ... in order of appearance, instead of prominence.
(A) of the program
(B) by listing them on the program
(C) for them
(D) the program listing
15. The province of Alberta lies along three of the major North American flyways used by birds ... between their winter and summer homes.
(A) migrate
(B) migrating
(C) and migrate
(D) to migrate

Written Expression

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

16. Designers of athletic footwear finely tune each category of shoe to its particularly activity by studying human motion and physiology.
A B C D
17. Because silk is the strongest of all natural fibers, ranking in strong with the synthetic fiber nylon, its delicate look and feel are deceptive.
A B C D
18. Although ferns lack flowers, they do have leaves, stems, and roots.
A B C D
19. Serving several term in Congress, Shirley Chisholm became an important United States politician.
A B C D
20. Crazy house is generally recognized for his courageous and skill, and he was revered by the Sioux as their greatest leader.
A B C D
21. A change in direction of the monsoon winds result from the differences between the heating or cooling of landmasses and that of oceans.
A B C D
22. Small distinctions among stamps, unimportant to the person average, would mean a great deal to the stamp collector.
A B C D

23. Members of a nation's foreign service represent country's interests abroad and report and report on the condition, trends, and policies of the country which they are stationed.

A B

C D

24. Intelligence, education, and experience, all helps shape management style.

A B C D

25. Conversation organization help to preserving the ecology of an area by keeping track of endangered species.

A B C

D

26. Abraham Lincoln's boyhood home resembled those of many others mid Western pioneers, with its dirt floor, sleeping loft, and crude fireplace.

A B

C D

27. Dwelling primarily in the ice northern polar seas, beluga whales are characteristically small, white, agile and elusive.

A B C

D

28. The bold way in which Margaret Mead defined the terms "family" based as much on choice as on biological relationship is possibly the most enduring of her legacies.

A B C

D

29. The planet Mars is freezing, barren desserts with huge, dry canyons and towering volcanoes.

A B C D

30. Archaeological studies have provided evidence that the use of planets for decoration as well as for food developed early in the history.

A B C

D

31. Of the many machines invited in the late nineteenth century, none had great impact on the United States economy than the automobile.

A B C

D

32. Someone may refuse to recognize the seriousness of an emotionally threatened

A B C

situation and perceive it as less threatening.

D

33. Petroleum which currently makes up about four-teenths of the world's energy

A

production, supplies more commercial energy than any another source.

B

C

D

34. It is the number, kind, and arrange of teeth that determine whether a mammal is

A

B

C

classified as a carnivore not the food that the animal actually eats.

D

35. Established in 1860, the Government Printing Office prints and binds documents

A

B

for all departement of the United States government.

C

D

36. Rain is slight acidic even in unpolluted air, because carbon dioxide in the atmosphere

A

B

and other natural acid-forming gases are dissolved in the water.

C

D

37. Physicists have known since the early nineteenth century that all matter is

A

B

made up of tiny extremely particles called atoms.

C

D

38. Although complete paralysis is rare with neuritis, some degree of muscle

A

B

C

weakness are common.

D

39. The one fluid theory of electricity was proposing by Benyamin Franklin, a man

A

B

C

famous for his wide interest and great attainments.

D

40. Expressionist drama often shows the influence of modern psychology by reflecting

A

B

C

the frustations inner of the dramatist.

D

SECTION 3

READING COMPREHENSION

Time-55 minutes

(Including the reading of the directions)

Now set your clock for 55 minutes

This section is designed to measure your ability to read and understand short passages similar in topic and style that students are likely to encounter in North American universities and colleges.

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

Questions 1-10.

Line It has been noted that, traditionally, courts have granted divorces on fault grounds: one spouse is deemed to be at fault in causing the divorce. More and more today, however, divorces are being granted on a no-fault basis.

(5) Proponents of no-fault divorces argue that when a marriage fails, it is rarely the case that one marriage partner is completely to blame and the other blameless. A failed marriage is much more often the result of mistakes by both partners.

(10) Another argument in favor of no-fault divorce is that proving fault in court, in a public arena, is a destructive process that only serves to lengthen the divorce process and that dramatically increases the negative feelings present in a divorce. If a couple can reach a decision to divorce without first deciding which partner is to blame, the divorce settlement can be negotiated more easily and equitably and the post-divorce healing process can begin more rapidly.

1. What does the passage mainly discuss?
 - (A) traditional grounds for divorce
 - (B) Who is at fault in a divorce?
 - (C) reasons for no-fault divorce nowadays
 - (D) the various reasons for divorces

2. The word "spouse" in line 2 is closest in meaning to a
(A) judge (C) divorce decree
(B) problem (D) marriage partner
3. According to the passage, no-fault divorces
(A) increases
(B) are the traditional form of divorce
(C) are less popular than they used to be
(D) were granted more in the past
4. It is implied in the passage that
(A) There recently has been a decrease in no-fault divorces.
(B) Not all divorces today are no-fault divorces.
(C) No-fault divorce helps post-divorce healing.
(D) People recover more slowly from a no-fault divorce.
5. The word "proponents" in line 4 is closest in meaning to which of the following?
(A) advocates (C) authorities
(B) recipients (D) enemies
6. The passage states that a public trial to prove the fault of one spouse can
(A) be satisfying to the wronged spouse
(B) lead to a shorter divorce process
(C) reduce negative feelings
(D) be a harmful process
7. Which of the following is NOT listed in this passage as an argument in favor of no-fault divorce?
(A) Rarely is only one marriage partner to blame for a divorce.
(B) A no-fault divorce generally costs less in legal fees.
(C) Finding fault in a divorce increases negative feelings.
(D) A no-fault divorce settlement is generally easier to negotiate.
8. The word "present" in line 10 could most easily be replaced by
(A) existing (C) introducing
(B) giving (D) resulting
9. The word "settlement" in line 12 is closest in meaning to
(A) development (C) discussion
(B) serenity (D) agreement
10. The tone of this passage is
(A) emotional (C) expository
(B) enthusiastic (D) reactionary

Questions 11–20.

Whereas literature in the first half of the eighteenth century in America had been largely religious and moral in tone, by the latter half of the century the revolutionary fervor that was coming to life in the colonies began to be reflected in the literature of the time, which in turn served to further influence the population. Although not all writers of this period supported the Revolution, the two best-known and most influential writers, Ben Franklin and Thomas Paine, were both strongly supportive of that cause.

Ben Franklin first attained popular success through his writings in his brother's newspaper, *The New England Current*. In these articles he used a simple style of language and common sense argumentation to defend the point of view of the farmer and the Leather Apron man. He continued with the same common sense practicality and appeal to the common man with his work on *Poor Richard's Almanac* from 1733 until 1758. Firmly established in his popular acceptance by the people, Franklin wrote a variety of extremely effective articles and pamphlets about the colonist's revolutionary cause against England. Thomas Paine was an Englishman working as a magazine editor in Philadelphia at the time of the Revolution. His pamphlet *Common Sense*, which appeared in 1776, was a force in encouraging the colonists to declare their independence from England. Then, throughout the long and desperate war years, he published a series of crisis papers (from 1776 until 1783) to encourage the colonists to continue on with the struggle. The effectiveness of his writing was probably due to his emotional yet oversimplified depiction of the cause of the colonists against England as a classic struggle of good and evil.

11. The paragraph preceding this passage most likely discusses
- (A) how literature influence the population
 - (B) literature in the first half of the eighteenth century in America
 - (C) literature supporting the cause of the American Revolution
 - (D) what made Thomas Paine's literature successful
12. The word "fervor" in line 3 is closest in meaning to
- (A) war
 - (B) anxiety
 - (C) spirit
 - (D) action
13. The word "time" in line 4 could best be replaced by
- (A) hour
 - (B) period
 - (C) appointment
 - (D) duration
14. It is implied in the passage that
- (A) Some writers in the American colonies supported England during the Revolution.
 - (B) Franklin and Paine were the only writers to influence the Revolution.

- (C) As Thomas Paine was an Englishman, he supported England against the colonies.
- (D) Authors who supported England did not remain in the colonies during the Revolution.

15. The pronoun “he” in line 9 refers to
- (A) Thomas Paine
 - (B) Ben Franklin
 - (C) Ben Franklin’s brother
 - (D) Poor Richard
16. The expression “point of view” in line 11 could best be replaced by
- (A) perspective
 - (B) sight
 - (C) circumstance
 - (D) trait
17. According to the passage, the tone of Poor Richard’s Almanac is
- (A) pragmatic
 - (B) erudite
 - (C) theoretical
 - (D) scholarly
18. The word “desperate” in line 20 could best be replaced by
- (A) unending
 - (B) hopeless
 - (C) strategic
 - (D) combative
19. Where in the passage does the author describe Thomas Paine’s style of writing?
- (A) lines 4–6
 - (B) lines 8–9
 - (C) lines 18–20
 - (D) lines 21–23
20. The purpose of the passage is to
- (A) discuss American literature in the first half of the eighteenth century
 - (B) give biographical data on two American writers
 - (C) explain which authors supported the Revolution
 - (D) describe the literary influence during revolutionary America

Question 21–30.

Elizabeth Blackwell was born in England in 1821 and emigrated to New York City when she was ten years old. One day she decided that she wanted to become a doctor. That was nearly impossible for a woman in the middle of the nineteenth century. After writing many letters seeking admission to medical schools, she was finally accepted by a doctor in Philadelphia. So determined was she that she taught school and gave music lessons to earn money for her tuition.

In 1849, after graduation from medical school, she decided to further her education in Paris. She wanted to be a surgeon, but a serious eye infection forced her to abandon the idea. Upon returning US, she found it difficult to start her own practice because she was a woman. By 1857, Elizabeth and her sister, also a doctor along with another female doctor manage open a new hospital, the first woman and children. Besides being the first female physician in the US and founding her own hospital, she also established the first medical school for women.

21. What is the main obstacle destroyed Elizabeth's chances on becoming a doctor?
(A) She was a black woman.
(B) She was a woman.
(C) She couldn't graduate from medical school.
(D) She couldn't afford the tuition fee.
22. Why couldn't Elizabeth realize her dream of being surgeon?
(A) She couldn't afford to go to Paris.
(B) There was no female surgeon at that time.
(C) She didn't pass the test.
(D) A serious eye infection halted her quest.
23. How old was Elizabeth when she graduated from medical school?
(A) 28
(B) 33
(C) 24
(D) 35
24. How many years elapsed between her graduation from medical school and the opening of her hospital?
(A) 10
(B) 7
(C) 19
(D) 8
25. The word "abandon" in line 9 is closest in meaning to
(A) give up
(B) undertake
(C) wake
(D) continued
26. Elizabeth Blackwell became the first in these things, except
(A) She and several other women founded the first hospital for women and children.
(B) She became the first female physician in the US.
(C) She was the first female surgeon in the US.
(D) She established the first medical school for women.
27. The word "founding" in line 13 has the closest meaning to
(A) establishing
(B) locating
(C) looking for
(D) buying
28. Why was it nearly impossible for Elizabeth to get into medical school?
(A) She had a little money.
(B) She had a serious infection.
(C) She wanted to be part of a profession that no woman had ever entered before.
(D) Her family didn't want her to be a doctor.
29. What is the main idea of this passage?
(A) Socio-cultural condition of the society in the United States in nineteenth century.
(B) Elizabeth Blackwell's struggle to become the first female doctor and establish a

- hospital for women and children.
(C) The childhood of Elizabeth Blackwell.
(D) Elizabeth Blackwell's medical school.

30. The reason Elizabeth could not become a surgeon is explained in lines

- (A) 4–5 (C) 11–13
(B) 14–15 (D) 9–10

Question 31–40.

In an effort to produce the largest, fastest, and most luxurious ship afloat, the British built *SS Titanic*. It was so superior to anything else on the seas that it was dubbed "unsinkable". So sure of this were the owners that they provided only twenty lifeboats and rafts, less than one half the number needed for the
Line
(5) 2,227 passengers on board.

Many passengers were aboard the night it rammed an iceberg, only two days at sea and more than halfway between England and its New York destination. Because the luxury liner was traveling so fast, it was impossible to avoid the ghostly looking iceberg. An un-extinguished fire also contributed
(10) to the ship's submersion. Panic increased the number of casualties as people jumped into the icy water or fought to be among the few to board the lifeboats. Four hour after the mishap, another ship the *Carpathia*, rescued the 705 survivors.

The infamous *SS Titanic* had enjoyed only two days of sailing glory on its
(15) maiden voyage in 1912 before plunging into 12,000 feet of water near coast of Newfoundland, where it lies today.

31. All of the following contributed to the large death toll, EXCEPT

- (A) fire (C) speed
(B) the *Carpathia* (D) panic

32. How many days the *SS Titanic* at the sea before sinking?

- (A) 2 (C) 4
(B) 3 (D) 5

33. All of the following statements are true, EXCEPT

- (A) Only a third of those aboard perished.
(B) The *Titanic* was thought to be unsinkable.
(C) The *Titanic* had enough lifeboats during its maiden voyage.
(D) The *Titanic* sank because it hit an iceberg.

34. In line 9, the word "un-extinguished" has the closest meaning to

- (A) undiscovered (C) unquenched
(B) undeniable (D) unbreakable

35. Where did the Titanic head to on its first voyage?
(A) London (C) New York
(B) Newfoundland (D) Canada
36. The word "dubbed" is closest meaning to
(A) called (C) set
(B) thought (D) made
37. In which line does the author indicate that Titanic's owners were overly confident about its seaworthiness?
(A) lines 1–2 (C) lines 4–5
(B) lines 3–5 (D) lines 5–6
38. What is the main idea of the passage?
(A) Overconfidence by builders and owners was greatly responsible for the sinking of the vessel.
(B) Terrible warning system was responsible for the sinking of Titanic.
(C) Lifeboats are inseparable tools for rescue in sea voyage.
(D) The owners of Titanic was fined upon the incident.

Question 39–44.

Line Early French visitors to the wilderness of the Lower Mississippi valley were impressed by the hostility of the Natchez Indians. The La Salle voyagers, who in 1682 stopped beneath the steep bluff on which the tribe resided, were sure that the Indians were plotting "some evils design" and were "resolved to
(5) betray and kill us". Jesuits journeyed to the Natchez villages soon after the birth of the Louisiana colony at Biloxi in 1699, but so fruitless was their work that the mission was abandoned eight years later. The priests were shocked by the "barbarous" and "vicious" natives. One Jesuit who stayed five years among the tribesmen concluded that "they are all thieves and try only to do
(10) harm." Whether the Natchez were more unreceptive to Gallic way than were neighboring Indians is moot, but certainly the French encountered in them a strong and unusual tribe.

39. The Jesuits began their work at the Natchez villages in
(A) 1718 (C) 1699
(B) 1682 (D) around 1877
40. How did the Natchez respond to the French visitors?
(A) The Natchez accepted them hospitably.
(B) The Natchez killed those visitors all.
(C) The Natchez was very hostile and barbarous.
(D) The French visitors were impressed with their kindness.

41. The one thing about the Natchez that most impressed early French settlers was
- (A) their unfriendliness
 - (B) their numbers
 - (C) their high civilization
 - (D) their hunting method
42. The word "fruitless" (line 6) means
- (A) successful
 - (B) unpredictable
 - (C) fertile
 - (D) unproductive
43. What quality was not attributed to the Natchez?
- (A) barbarian
 - (B) hospitality
 - (C) wild
 - (D) strength
44. The word "resided" (line 4) means
- (A) hunted
 - (B) lived
 - (C) hid
 - (D) waited

Question 45–50.

The technology of the North American colonies did not differ strikingly from that of Europe, but in one respect, the colonists enjoyed a great advantage. Especially by comparison with Britain, Americans had a wonderfully plentiful supply of wood.

Line

(5) The first colonists did not, as many people imagine, find an entire continent covered by a climax forest. Even along the Atlantic seaboard, the forest was broken at many points. Nevertheless, all sorts of fine trees abounded, and through the early colonial period, those who pushed westward encountered new forests. By the end of the colonial era, the price of wood had risen slightly in eastern cities, but wood was still extremely abundant.

(10) The availability of wood brought advantages that have seldom been appreciated. Wood was a foundation of the economy. Houses and all manner of buildings were made of wood to a degree unknown in Britain. Secondly, wood was used as fuel for heating and cooking. Thirdly, it was used as the source of important industrial compounds, such as potash, an industrial alkali; charcoal, (15) a component of gunpowder; and tannic acid, used for tanning leather.

The supply of wood conferred advantages but had some negative aspects as well. Iron at that time was produced by heating iron ore with charcoal. Because Britain was so stripped of trees, she was unable to exploit her rich iron mines. But the American colonies had both iron ore and wood; iron production (20) was encouraged and became successful. However, when Britain developed coke smelting, the Colonies did not follow suit because they had plenty of wood and besides, charcoal iron was stronger than coke iron. Coke smelting

led to technologic innovations and was linked to the emergence of the Industrial Revolution. In the early nineteenth century, the former colonies (25) lagged behind Britain in industrial development because their supply of wood led them to cling to charcoal iron.

45. What does the passage mainly discuss?
(A) the advantages of using wood in the colonies
(B) the effects of an abundance of wood on the colonies
(C) the roots of the Industrial Revolution
(D) the difference between charcoal iron and coke iron
46. The word "strikingly" in the first paragraph is closest in meaning to
(A) realistically (C) completely
(B) dramatically (D) immediately
47. Which of the following is a common assumption about the forests of North America during the colonial period?
(A) They contained only a few types of trees.
(B) They existed only along the Atlantic seaboard.
(C) They had little or no economic value.
(D) They covered the entire continent.
48. According to the passage, by the end of the colonial period, the price of wood in eastern cities
(A) rose quickly because wood was becoming so scarce
(B) was much higher than it was in Britain
(C) was slightly higher than in previous years
(D) decreased rapidly because of lower demand for wood
49. What can be inferred about houses in Britain during the period written about in the passage?
(A) They were more expensive than American houses.
(B) They were generally built with imported materials.
(C) They were typically smaller than homes in North America.
(D) They were usually built from materials other than wood.
50. Why does the author mention gunpowder in paragraph 2?
(A) to illustrate the negative aspects of some industrial processes
(B) to give an example of a product made with wood compounds
(C) to remind readers that the colonial era ended in warfare
(D) to suggest that wood was not the only important product of the colonies

TOEFL PRACTICE

6

SECTION 1

LISTENING COMPREHENSION

Time—35 minutes

(Including the reading of the directions)

Now set your clock for 35 minutes

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversation and talks in English. There are three parts in this section. Answer all the questions on the basis of what is stated or implied by the speakers you hear. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

Part A

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

1. (A) She will go with the man.
(B) She does not like ice cream.
(C) She will not go with the man.
(D) She has bought ice cream.

2. (A) to wait for the train for more than 20 minutes
(B) to take bus instead of train
(C) to go to the city
(D) to go with the woman
3. (A) will meet Cathy
(B) will meet the man
(C) will go to a class
(D) will give the notebook
4. (A) They do not need to hurry.
(B) The class is over.
(C) The class is full.
(D) The class is canceled.
5. (A) Using language enhances language learning.
(B) It is not easy to learn French.
(C) The best way to learn French is by going to France.
(D) Paris is the capital of France.
6. (A) look at the door
(B) see at the time
(C) call the store
(D) call the office
7. (A) She is ready to hand in her paper.
(B) She has not yet finished her paper.
(C) The paper is so easy.
(D) She will help the man do his paper.
8. (A) The car is in a good shape although it is not new.
(B) The woman has a new car.
(C) The woman bought the car from the man.
(D) The woman will sell the car to the man.
9. (A) look for the secretary
(B) ask the woman to watch movie
(C) ask about his secretary
(D) ask about the passes for the movie
10. (A) She starts living in America just now.
(B) She doesn't like living in America.
(C) She starts to like living in America.
(D) She will move to America.

11. (A) helping the man
(B) rehearsing with Sue
(C) looking for another partner
(D) rehearsing alone
12. (A) to apply for other places
(B) to wait for the internship call
(C) to work in journalism field
(D) to stop trying
13. (A) He becomes humble.
(B) He never won any tournament before.
(C) He becomes conceited.
(D) He has got headache.
14. (A) He will graduate soon.
(B) He wants to enjoy his summer break instead of studying.
(C) He will study hard.
(D) He will help the woman.
15. (A) He also wants to buy the movie tickets.
(B) The woman should book the ticket now.
(C) The woman should read the newspaper.
(D) The tickets have all gone.
16. (A) He doesn't really like swimming.
(B) He has learned swimming since he was young.
(C) He will teach the woman how to swim.
(D) He really likes swimming.
17. (A) She is not yet ready to start her research.
(B) She is gathering information about the subject now.
(C) She has found the suitable subject.
(D) She needs to find the right subject.
18. (A) go home
(B) ask for the key from his neighbor
(C) tell the woman
(D) lend the woman his book
19. (A) The man should wait for the midterm to have a tutor.
(B) The man should find a tutor as soon as possible.
(C) The man should study hard.
(D) The result of the man's midterm is bad.

20. (A) She will check out from the hotel soon.
(B) She asks for the key.
(C) She will check out from the hotel on time.
(D) She doesn't like the hotel.
21. (A) He was disappointed with his holiday last year.
(B) He enjoyed his holiday last year.
(C) He suggested the woman to try skiing.
(D) He loves skiing.
22. (A) The man is the top student.
(B) The person the man talked about is not her roommate.
(C) The man studies chemistry.
(D) They both study history.
23. (A) He doesn't like to be informed at the last minute.
(B) The man will gladly do it.
(C) The man is so busy.
(D) The woman needs the report soon.
24. (A) show her presentation to him
(B) do trial presentation
(C) write a presentation
(D) help him doing his presentation
25. (A) She doesn't like basketball.
(B) She also doesn't know who won the game.
(C) She didn't enjoy the basketball game.
(D) The basketball game is so boring.
26. (A) to make her salad
(B) to buy her salad
(C) to buy something for the salad
(D) to cook for her
27. (A) He does not really need the dictionary.
(B) He will buy her a new dictionary.
(C) He needs the dictionary.
(D) He studies Spanish.
28. (A) She cannot attend the party.
(B) She will attend the party.
(C) She did not enjoy the party.
(D) The party was awesome.

29. (A) Dr. Smith is very kind.
(B) Dr. Smith is their lecture.
(C) Dr. Smith made her tell everything.
(D) Dr. Smith was so angry.
30. (A) The man never painted in oil before.
(B) The man cannot paint in oil.
(C) The man has not sold many of his paintings.
(D) The man is busy.

Part B

Directions: In this part of the test, you will hear longer conversation. After each conversation, you will hear several questions. The conversation and the questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

31. (A) cafeteria
(B) food and nutrition
(C) service
(D) kinds of food in cafeteria
32. (A) an administrator
(B) an employee
(C) a cook
(D) a nutritionist
33. (A) to serve the students
(B) to find out what the students would like
(C) to make a new menu
(D) to change the way she cooks
34. (A) change the menus
(B) change all the employees
(C) provide vegetarian foods
(D) change the way it prepares its food
35. (A) She is interested in it.
(B) It is not very good.
(C) It is difficult to do.
(D) She is not interested in it.

36. (A) that the show was so boring
(B) that he met Barbara Johnson
(C) that he wanted to ask the woman to a concert
(D) that he liked Barbara Johnson
37. (A) Both of them enjoyed the concert.
(B) The man disliked Barbara Johnson.
(C) Both of them major in classic.
(D) Both of them study Latin.
38. (A) She was upset.
(B) She was disappointed.
(C) She rejected it.
(D) She will revise the text.

Part C

Direction: In this part of the test, you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated. After you hear a question, read the four possible answers in your test book. Choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

39. (A) 1798
(B) 1897
(C) 1788
(D) 1983
40. (A) the cow ranching industry
(B) rodeo
(C) harvest festival
(D) cowboy festival
41. (A) Rodeos have become big festivity since its earliest time.
(B) Only men might join rodeo on its earliest time.
(C) The first rodeo was just a small contest.
(D) Rodeo initially was not held annually.
42. (A) It was just a small contest.
(B) It was the oldest annual show.
(C) It could only be seen by cowboys.
(D) It is not held any more now.

43. (A) biological perspective of fear
(B) biological perspective of mice growth
(C) biological perspective of mammal
(D) nerve disorder on mice
44. (A) They ran away to the corner of the box.
(B) They pretend to be dead.
(C) They avoid the source of light.
(D) They did not move.
45. (A) food
(B) age
(C) others' behavior
(D) gene
46. (A) They are mice's predator.
(B) They are the animals human fear of.
(C) To give example of particular fear.
(D) They are dangerous.
47. (A) artesian spring
(B) geographers
(C) geology
(D) natural water
48. (A) They prevent water from drain out of aquifer.
(B) They are natural spring.
(C) They block the spring.
(D) They are high pressure water.
49. (A) The water is blocked by aquicludes.
(B) The water is pushed through the crack.
(C) The water flow was hindered by aquifer.
(D) People find the water flow.
50. (A) Pressure comes from gas.
(B) Pressure pushes the water up.
(C) Pressure is resulted from aquifer movement.
(D) The pressure is very strong.

The Master of TOEFL

Upgrade Skor Target 600

Buku ini dapat membantu kita belajar TOEFL secara efisien. CD Audio Listeningnya menarik dan applicable. Juga ada latihan interaktif yang bisa membuat kita belajar mandiri.

—Prof. Dr. H. Setiono, SH. MS., Rektor Universitas Surakarta

Jangan biarkan TOEFL menjadi momok yang menghalangi cita-citamu. Pelajari triknya, taklukkan tesnya, dan upgrade skor TOEFL-mu.

Buku ini pasti bisa membantumu meraih impianmu, karena berisi:

- ▶ Strategi jitu taklukkan TOEFL per section (Listening, Reading, Structure, dan Written Comprehension Test).
- ▶ FAQ semua tentang TOEFL.
- ▶ Fakta dan Mitos tentang TOEFL.
- ▶ Kamus mini sinonim dan idiom bahasa Inggris yang sering muncul di soal TOEFL.
- ▶ Panduan lengkap persiapan TOEFL.
- ▶ 6 Paket soal asli TOEFL lengkap dengan kunci jawaban dan pembahasannya.
- ▶ Bonus CD simulasi dan audio listening oleh native speaker.
- ▶ Cara gampang hitung sendiri skor TOEFL-mu.
- ▶ Puluhan link beasiswa ke luar negeri yang bisa kamu apply.



 Pembaca Buku Bentang
 Bentang Pustaka
 @bentangpustaka

