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0018191

Test of English as a Foreign Language Test Book

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Section 1

Listening Comprehension

1

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

Here is an example.

On the recording, you hear:

Sample Answer

☒ (A) ☐ (B) ☐ (C) ☐ (D)

In your test book, you read:

- (A) He does not like the painting either.
- (B) He does not know how to paint.
- (C) He does not have any paintings.
- (D) He does not know what to do.

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

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1. (A) She may be able to help the man.
(B) She would like the man to help her friend.
(C) Her computer is in the repair shop.
(D) The man should use a different computer.
2. (A) Get some coffee
(B) Help the man
(C) Go to class
(D) Read a book
3. (A) She cannot attend the meeting.
(B) She does not usually take the elevator.
(C) She gets more exercise than the man does.
(D) She will also use the stairs.
4. (A) Buy a new watch
(B) Get her car keys
(C) Study with the man
(D) Get her watch repaired
5. (A) She enjoys studying calculus.
(B) She will tutor the man in calculus.
(C) She agrees with the man about calculus class.
(D) She took calculus last semester.
6. (A) She will give the man directions to the new department store.
(B) The man can borrow money from his friends for tuition.
(C) The man needs to save his money.
(D) The man has already missed too many classes.
7. (A) Whether the student is aware that his paper is late
(B) Whether the student found enough information on his topic
(C) Whether the paper is of the required length
(D) Whether other students have seen his paper yet
8. (A) Get his dentist's number for the woman
(B) Go to the dentist with the woman
(C) Ask the dentist to call the woman
(D) Study for five more minutes
9. (A) He is sorry he did not work on his lab report yesterday.
(B) He broke a piece of lab equipment yesterday.
(C) He has made a lot of mistakes on previous lab reports.
(D) He is sorry he is taking the chemistry course.
10. (A) He and his friends will play basketball tonight.
(B) He will probably have to change his plans for tonight.
(C) He has to be in class on Monday morning.
(D) He doubts the bad weather is the real reason for the delay.

Go on to the next page 

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11. (A) Borrow the woman's schedule
(B) Change his trip to another day
(C) Get the information by phone
(D) Take the train to the city
12. (A) He usually pays for books with cash.
(B) He wants to know if the bookstore accepts checks.
(C) The bookstore was not open yesterday.
(D) The bookstore accepts checks as payment.
13. (A) The man is on his way to his biology class.
(B) Parking is easier to find before eight o'clock.
(C) The university recently changed its parking regulations.
(D) The woman's biology class begins at eight o'clock.
14. (A) She has never liked serious art.
(B) She will visit the museum this weekend.
(C) She will be too busy to go to the museum.
(D) She is confident she will pass her exam.
15. (A) She is not interested in discussing clothing with the man.
(B) She enjoys wearing formal clothing.
(C) Many people will wear jeans to the reception.
(D) The reception will not be as formal as the man thinks.
16. (A) The meeting is delayed.
(B) The meeting has already started.
(C) He thinks Bill went running.
(D) He thinks Bill did not know about the meeting.
17. (A) He will not have time to play in the concert.
(B) He cannot go to the concert.
(C) He is having a problem studying for exams.
(D) He cannot make the posters right away.
18. (A) He does not approve of buying flowers out of season.
(B) The shop is charging too much for the tulips.
(C) He is surprised to find tulips in the middle of winter.
(D) The price of the flowers is reasonable.
19. (A) Her job interview did not go very well.
(B) She did not go to the job interview.
(C) She was hired for the teaching job.
(D) She decided to remain in her current teaching job.
20. (A) The woman should stop watching the program.
(B) The woman can miss class today.
(C) He wants to know how the program ends.
(D) The class will meet in a different room today.

Go on to the next page 


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21. (A) He also is disturbed by the noise in the library.
(B) He rarely goes to the library.
(C) He sometimes goes to the library just to talk.
(D) He will meet the woman at the library this evening.
22. (A) She needs to buy new clothes.
(B) She will see a play tomorrow.
(C) She wants to become a member of the drama club.
(D) She will donate clothes to the drama club.
23. (A) He needs some empty boxes for his roommate.
(B) He would like the woman to carry some boxes.
(C) He will help the woman find a new roommate.
(D) The woman should help her own roommate move boxes.
24. (A) Spend the whole day at the beach
(B) Choose another day to see her sister
(C) Check if it will be sunny today
(D) Ask her sister to help with the cooking
25. (A) He cannot wait until the lightning stops.
(B) He does not want to get his calculator now.
(C) He does not want the woman to drive in the storm.
(D) His calculator is not working either.
26. (A) Meet with him at his office later this week
(B) Pick up her assignment at the history department office
(C) Leave her paper in his history department mailbox
(D) Mail her paper to the history department office
27. (A) Pick up a package
(B) Buy stamps
(C) Get a newspaper
(D) Move the desk
28. (A) She does not agree with the man.
(B) She did not attend the last student council meeting.
(C) Jennifer has already been reelected.
(D) Jennifer has always been popular.
29. (A) She will not need any more supplies.
(B) The lab coat is not required for the chemistry class.
(C) She does not intend to purchase a lab coat.
(D) The lab coat cost more than she expected.
30. (A) He received an important letter long after it was sent.
(B) He thinks his move may have interfered with the delivery of his mail.
(C) He had problems receiving mail at his old address.
(D) He wants to know how to change his mailing address.

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1**1****1****1****1****1****1****Part B**

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

After you hear a question, read the four possible answers in your 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.

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

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31. (A) An experiment with light
(B) An example of a car and its horn
(C) A diagram of sound wave frequencies
(D) A demonstration of light changing color
32. (A) Their velocity increases as they become more compressed.
(B) Their behavior is unpredictable in space.
(C) They produce a higher sound than uncompressed sound waves.
(D) They vibrate at a constant frequency.
33. (A) How it affects light waves
(B) How it was discovered
(C) Its role in the study of sound
(D) Its influence on automobile design
34. (A) To include some results of Doppler-effect experiments
(B) To include the use of the Doppler effect by astronomers
(C) To show her a list of topic ideas first
(D) To show her an outline of his final paper
35. (A) A literary technique
(B) A book the class is preparing to read
(C) A novel the woman read
(D) A famous nineteenth-century novel
36. (A) A detective story
(B) A story within another story
(C) A series of novels
(D) An outline an author creates before writing a story
37. (A) To demonstrate their sophisticated writing ability
(B) To present their opinions of other novels
(C) To introduce the main characters
(D) To be able to write about upsetting topics
38. (A) They were first used in Chinese literature.
(B) They were common in oral narratives.
(C) They were complex.
(D) They had surprising endings.

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Part C

Directions: In this part of the test, you will hear several short talks. After each talk, you will hear some questions. The talks and 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.

Here is an example.

On the recording, you hear:

Now listen to a sample question.

Sample Answer

(A) (B) ● (D)

In your test book, you read:

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

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

Now listen to another sample question.

Sample Answer

(A) (B) (C) ●

In your test book, you read:

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

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

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

Wait

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39. (A) An event that increased tensions between the British and their American colonies
(B) Reasons for Benjamin Franklin's popularity in England
(C) Reasons that some colonists remained loyal to England
(D) The colonists' response to taxes imposed by the British
40. (A) He took them from the post office.
(B) He purchased the letters.
(C) They were secretly given to him.
(D) They were sent to him by Thomas Hutchinson.
41. (A) A plea to be allowed to return to England
(B) The early history of Massachusetts Bay Colony
(C) Requests for money from the British government
(D) Advice to the king on how to treat the colonists
42. (A) They gave Franklin an award.
(B) They publicly embarrassed Franklin.
(C) They gave Franklin a more prestigious job.
(D) They forced Franklin to leave the country.
43. (A) Inca stone statues
(B) The destruction of an ancient city
(C) Inca building techniques
(D) The age of certain Inca buildings
44. (A) It was considered a sacred material.
(B) It could be used only in religious buildings.
(C) It had to be blessed by priests before it was cut.
(D) Only certain kinds of stone could be used for making buildings.
45. (A) They were constructed quickly.
(B) They were visible from great distances.
(C) They provided protection against enemy invasions.
(D) They fit harmoniously into their natural surroundings.
46. (A) The substance used to cement the stones together
(B) Hammerstones placed at the bottom of the wall
(C) The metal supports on each side of the wall
(D) The shape of the stones

Go on to the next page 



47. (A) The impact of global warming on ice shelves
(B) The role of ice shelves in regulating ocean temperatures
(C) An innovation in underwater research methods
(D) The discovery of an ecosystem on the seafloor
48. (A) Organisms were thriving without sunlight.
(B) A northern species of clam lived in southern waters.
(C) The ice shelf had already broken off.
(D) Their underwater camera worked in deep water.
49. (A) It provided a place for the clams to hide.
(B) It provided a source of energy for the bacteria.
(C) It contributed to the destruction of the ice shelf.
(D) It was larger than the scientists had expected.
50. (A) Exposure to direct sunlight
(B) The arrival of predators
(C) An accumulation of sediment
(D) The falling temperature of the water

**This is the end of Section 1.
Stop work on Section 1.**



**Do NOT read or work on any other section of the test.
The supervisor will tell you when to begin work on Section 2.**

Section 2

Structure and Written Expression

2

Time: 25 minutes

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

Structure

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

Example I

Sample Answer

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

(A) ☐ (B) ☒ (C) ☐ (D) ☐

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

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

Example II

Sample Answer

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

(A) ☐ (B) ☐ (C) ☐ (D) ☒

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

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

Now begin work on the questions.

Go on to the next page 

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1. ----- of musical instruments, each making its own distinctive sound.
(A) Thousands
(B) Are thousands
(C) Of the thousands
(D) There are thousands
2. Photography was first ----- to the world in 1839.
(A) to introduce
(B) introduced
(C) introduction
(D) introducing
3. After the development of money in the seventh century B.C., people could sell goods without ----- to exchange them directly for other goods.
(A) they had
(B) have
(C) having
(D) to have had
4. ----- portrayed the decadence of the South in many of his novels, using for their background the environment of his youth in Mississippi.
(A) What William Faulkner
(B) William Faulkner
(C) Although William Faulkner
(D) William Faulkner, who
5. In 1986 Mount Pagan, a volcanic island in the western Pacific Ocean, became part of a United States commonwealth ----- the Northern Mariana Islands and Guam.
(A) and including
(B) includes
(C) the inclusion of
(D) that includes
6. When disturbed, copperhead snakes vibrate their tails rapidly ----- soundlessly.
(A) but
(B) either
(C) for
(D) whereas
7. Taboos concerning foods ----- are common in all parts of the world.
(A) are not to be eaten
(B) not to be eaten that
(C) that are not to be eaten
(D) that they are not to be eaten
8. The Onondaga Indians were one of the original five nations of the Iroquois Confederacy ----- in what is now New York State.
(A) that living
(B) as living
(C) were living
(D) living

Go on to the next page 

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9. At very high temperatures, atoms can be broken apart and put back together, or fused, ----- new types of atoms.
- (A) and forming
(B) and the form of
(C) to form
(D) the formation
10. ----- to fly backwards and upside down and to hover is very unusual.
- (A) Hummingbirds are able
(B) The ability of the hummingbird
(C) The able hummingbird can
(D) The hummingbird has the ability
11. Fluorite occurs in various colors in crystal, granular, and massive forms, and its crystals -----.
- (A) sometimes fluorescence exhibit
(B) fluorescence exhibit sometimes
(C) sometimes exhibit fluorescence
(D) fluorescence sometimes exhibit
12. Occupying both banks of the North Saskatchewan River in the center of the province of Alberta, Edmonton is -----.
- (A) where the sixth largest Canadian city
(B) Canada has the sixth largest city
(C) sixth largest city in Canada
(D) Canada's sixth largest city
13. The Smithsonian Institution has named Beatrice Wood ----- Esteemed American Artist.
- (A) to whom an
(B) because an
(C) was an
(D) an
14. ----- when infrequent thunderstorms saturate materials on the surface of sparsely vegetated slopes.
- (A) For desert mudflows to occur
(B) The occurrence of desert mudflows
(C) Desert mudflows occur
(D) Desert mudflows, which occur
15. The ancient O'odham people of Arizona learned ----- all available water, conserving the overflow from summer storms in reservoirs.
- (A) used
(B) usable
(C) to use
(D) useful

Go on to the next page 

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Written Expression

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

Example I

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

Sample Answer

☒ (A) ☐ (B) ☐ (C) ☐ (D)

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

Example II

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

Sample Answer

☐ (A) ☒ (B) ☐ (C) ☐ (D)

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

Now begin work on the questions.

Go on to the next page

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16. Trees provide many benefit to the environment, including cooling the air, absorbing pollutants, and improving water quality.
A B C D
17. The theory of continental drift suggests continents have moved in relation the poles.
A B C D
18. Trigonometry is the study of triangles, angles, and the relationships among they.
A B C D
19. The atmosphere is warmed less than by the Sun's rays passing through it than by the Sun's heat reflecting from the Earth's surface.
A B C D
20. The crust of the Earth is a spherical shell of rock that consist of a number of rigid plates.
A B C D
21. While working as a machinist and engineer, Henry Ford built his first automobile in his time spare.
A B C D
22. Today's locomotives are generally powered electrically, either taking power from overhead wires and generating their own electricity with massive diesel engines.
A B C D
23. Differing of the parent plants genetically, hybrids occur in nature, and they serve the important function of increasing genetic variety.
A B C D

Go on to the next page 

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24. Exercise physical for children has been promoted in the United States and Canada since the mid-nineteenth century.

A B C D

25. When the study of historic is merely a list of events that are isolated from one another, there is little connection to the present.

A B C D

26. Josephine Baker displayed a musician's sense of timing, a dancer's instinctive for movement, and a comedian's ability to deliver the punchline.

A B C D

27. The continuing grow of cities, an increase in motor vehicle use, and greater industrial activity have combined to produce serious air pollution in many areas.

A B C D

28. In 1980 approximately one out of every seven United States worker was employed in work related to the automobile industry.

A B C D

29. An entire salt-marsh complex of creeks, marshes, river mouths, and barrier islands can be seen as a single community linking by the tides.

A B C D

30. Despite their great length, the Appalachian Mountain range is relatively narrow, rarely exceeding a width of 100 miles.

A B C D

Go on to the next page 

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31. A great deal of Edith Wharton's the most representative fiction took its stimulus from her frustrated sense of dislocation.
D
32. Arkansas's early inhabitants included bluff-dwelling people who farming and hunting culture flourished about A.D. 500.
D
33. The civil rights and liberties of United States citizen are embodied in the Bill of Rights, the first ten amendments to the Constitution.
D
34. Although each individual is unique, people do, of course, resemble one another in such as characteristics as physique, temperament, and susceptibility to disease.
C
35. Leaching is the process of removing a soluble component from a mixture of soluble and insoluble solids by continuous washing the mixture with liquid solvent.
C
36. Most of Earth's surface has been mapped, but in many areas vast network of caves, largely unexplored, lie beneath the ground.
D
37. During a person inhales, the muscles of the diaphragm contract, helping to pull air into the lungs.
D


 Go on to the next page

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38. Although the United States was beginning a vast program of building railroads, canals, and highways in early 1800s, there were few technical training centers.
- A B
C D
39. Within any logical system there are undecidable propositions, that is, meaningful statements that can neither be proved not disproved by the rules of the system.
- A B
C D
40. Columbia sheep were originally developed for range conditions in the western United States, but they are well suited to farm pastures as well.
- A B
C D

This is the end of Section 2.

If you finish before time is called, check your work on Section 2 only.



The supervisor will tell you when to begin work on Section 3.



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Section 3

Reading Comprehension

Time: 55 minutes



Directions: In this section you will read several passages. Each one is followed by several questions about it. For questions 1-50, you are to choose the **one** best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

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

Read the following passage:

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

Example I

Sample Answer

(A) (B) ☒ (D)

What is the main idea of the passage?

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

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

Example II

Sample Answer

(A) (B) (C) ☒

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

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

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

Now begin work on the questions.

Go on to the next page



Questions 1-10

A common phenomenon in arid regions of the world is the whirling vortex called the “dust devil.” Although they resemble tornadoes, dust devils are generally much smaller and less intense than their more destructive cousins. Most dust devils are only a few meters in diameter and reach heights no greater than about 100 meters. Further, these whirlwinds are usually short-lived microscale phenomena: most form and die out within minutes. Unlike tornadoes, which are associated with clouds, dust devils form on days when clear skies prevail. Further, these whirlwinds form from the ground upward, exactly the opposite of tornadoes. Because surface heating is critical to their formation, dust devils occur most frequently in the afternoon, when surface temperatures are highest.

Dust devils form when the hot surface of the earth warms the air above it. When the air near the surface is considerably warmer than the air a few tens of meters overhead, the layer of air near Earth’s surface becomes unstable. In this situation, warm surface air begins to rise, causing air near the ground to be drawn into the developing whirlwind. A light wind will start this rising air to rotate, and once the rotation has begun, it becomes faster due to the same physical principle that causes ice-skaters to spin faster as they pull their arms closer to their body. As the inwardly spiraling air rises, it carries sand, dust, and other loose debris tens of meters into the air. It is this material that makes a dust devil visible. Occasionally, dust devils form above ground covered with vegetation. Under these conditions, the vortices may go undetected unless they interact with objects at the surface. Most dust devils are small and short-lived; consequently, they are not generally destructive. Occasionally, however, these whirlwinds grow to be 100 meters or more in diameter and over a kilometer high. Larger and more vigorous dust devils have a longer lifetime than smaller ones. One large dust devil, with a height of about 750 meters, lasted for seven hours as it traveled 64 kilometers in western Utah. With winds that whirl at speeds that may reach 100 kilometers per hour, such large dust devils can do considerable damage.

Go on to the next page 



1. The phrase “their more destructive cousins” in line 3 refers to
 - (A) arid regions
 - (B) tornadoes
 - (C) dust devils
 - (D) whirlwinds
2. The author uses the phrase “microscale phenomena” in line 5 to emphasize the idea that
 - (A) whirlwinds are too small to be observed
 - (B) whirlwinds are very similar to tornadoes
 - (C) all whirlwinds behave in similar ways, whether they are tornadoes or dust devils
 - (D) whirlwinds last only a few minutes
3. The word “prevail” in line 7 is closest in meaning to
 - (A) appear
 - (B) dominate
 - (C) increase
 - (D) return
4. The word “critical” in line 8 is closest in meaning to
 - (A) essential
 - (B) opposed
 - (C) useful
 - (D) unique
5. According to the first paragraph, tornadoes and dust devils differ in all of the following respects EXCEPT
 - (A) how often they occur in populated areas
 - (B) their size and duration
 - (C) how they form
 - (D) the weather conditions that favor their formation
6. The first paragraph supports which of the following inferences about the formation of dust devils?
 - (A) Dust devils often form in arid regions because these regions have strong winds.
 - (B) Dust devils tend to form in the morning.
 - (C) Dust devils tend to form under clear skies because sunshine is required for surface heating.
 - (D) Dust devils are common because they are short-lived.

**The questions for this passage
continue on the next page.**

Go on to the next page 



The following questions are based
on the passage on page 26.

7. Why does the author mention ice-skaters in the second paragraph?
- (A) To emphasize that whirlwinds move independently
 - (B) To explain the motion of dust devils in familiar terms
 - (C) To explain the effect of wind on the rotation of ice-skaters
 - (D) To compare the direction of movement in a skater's rotation to the direction of a whirlwind's movement
8. The word "inwardly" in line 16 is closest in meaning to
- (A) slowly
 - (B) accelerating
 - (C) smoothly flowing
 - (D) toward the center
9. According to the second paragraph, what makes the situation in which a dust devil forms unstable?
- (A) The movement of air tens of meters above Earth's surface
 - (B) The fact that a layer of cool air is above a layer of warm air
 - (C) The fact that winds tend to disturb the warm surface air
 - (D) The tendency of dust and other debris to be drawn into the air
10. In the third paragraph, why does the author mention a large dust devil in western Utah?
- (A) To illustrate the relationship between size and duration of dust devils
 - (B) To give an example of a large dust devil that was originally misclassified as a tornado
 - (C) To argue that western Utah tends to have unusually large dust devils
 - (D) To suggest that there is little difference between a large dust devil and a tornado

Go on to the next page



Section 3 continues.

Turn the page and read the next passage

Go on to the next page



Questions 11-20

Paintings on the walls of the Altamira caves in northern Spain were discovered in 1879. The discovery had such fundamental implications for archaeology that it was at first dismissed as a forgery. The cave paintings are now thought to have been made from about 20,000-15,000 B.C. The caves are fully underground, and therefore permanently in darkness. Archaeologists have discovered that the artists painted with the aid of small stone lamps, filled with animal fat or marrow. The initial designs were engraved into the soft rock, or thin lines of paint were blown onto the wall through a hollow reed. To make colored paint, the artists used ochre, a natural mineral that could be crushed to a powder that would yield red, brown, and yellow pigments, while black may have been made from powdered charcoal. Powdered pigments were either rubbed onto the wall with the hands producing very delicate gradations of tone akin to soft pastel painting, or mixed with some form of binding fluid, such as animal fat and applied with crude reed or bristle brushes. The means were simple, yet the visual effects were striking.

It is thought that these paintings had some deep importance to prehistoric society. The extraordinary naturalism and anatomical accuracy in the portrayal of animals in these paintings is believed to be connected with the purpose they served. The artists were also hunters, and their lives depended on the animals whose images they painted in the caves. It is possible that these hunter-artists believed that by accurately depicting the animals' power, strength, and speed they would acquire magical powers. With these they might be able to take control of the animal's spirit and remove its strength before the hunt. Many of the paintings show the animals wounded or pierced with arrows, and some examples even show evidence of actual physical attacks having been made to the painted images.

The naturalism with which animals are painted and drawn does not extend to the portrayal of humans. People are rarely represented, but when they are, it is by the crudest recognizably human shape, or more often by symbolic forms.

- | | |
|--|---|
| <p>11. What aspect of the Altamira caves does the passage mainly discuss?</p> <p>(A) How they were discovered</p> <p>(B) How the paintings were produced and what they may mean</p> <p>(C) Their influence on the history of art</p> <p>(D) How they compare to other examples of cave art</p> | <p>12. The word "yield" in line 9 is closest in meaning to</p> <p>(A) produce</p> <p>(B) highlight</p> <p>(C) apply</p> <p>(D) combine</p> |
| | <p>13. The phrase "akin to" in line 11 is closest in meaning to</p> <p>(A) required of</p> <p>(B) similar to</p> <p>(C) observed in</p> <p>(D) added to</p> |

Go on to the next page ➔



14. Which of the following is NOT mentioned in the first paragraph as a material used in the making of paints?
- (A) Animal fat
 - (B) Charcoal
 - (C) Powdered ochre
 - (D) Soft rock
15. According to the first paragraph, all of the following were used by the artists of Altamira to apply paint to cave walls EXCEPT
- (A) their hands
 - (B) simple brushes
 - (C) animal bones
 - (D) hollow reeds
16. The word “means” in line 13 is closest in meaning to
- (A) intentions
 - (B) shapes
 - (C) decorations
 - (D) methods
17. The word “depicting” in line 18 is closest in meaning to
- (A) increasing
 - (B) estimating
 - (C) representing
 - (D) understanding
18. The word “they” in line 19 refers to
- (A) the caves
 - (B) these hunter-artists
 - (C) the animals
 - (D) power, strength, and speed
19. It is implied in the second paragraph that the hunter-artists painted animals on the walls of the Altamira caves for which of the following reasons?
- (A) To honor hunters wounded by animals
 - (B) To improve their chances of success in a hunt
 - (C) To identify animals that were easy to hunt
 - (D) To show evidence of their hunting skills to other prehistoric communities
20. Why does the author mention “the portrayal of humans” in the third paragraph?
- (A) To illustrate how prehistoric artists symbolically represented their role in society
 - (B) To show that the hunter-artists often drew humans
 - (C) To contrast the accuracy of animal paintings with the inaccuracy of human images
 - (D) To give an example of the way the Altamira cave artists illustrated the physical attacks on the animals

Go on to the next page 



Questions 21-30

- A city is a large, permanent community of people who rely on one another for food, goods, and services. While estimates vary, it is safe to say that the first cities appeared between 7,000 and 10,000 years ago. Many scholars think Jericho, a settlement north of the Dead Sea, was the first city. Jericho had a population of only about six hundred people, which may lead one to wonder why it would be considered a city. However, its establishment, along with other settlements, marked a dramatic change in lifestyle. First, although a small town by contemporary standards, in 8000 B.C.E. (Before the Common Era), Jericho's six hundred residents formed an enormous community, and the fact that it was a permanent settlement also made it unique. Second, to establish these early cities, people first had to domesticate animals and cultivate crops. Mastering these skills provided a predictable source of food and yielded a surplus to support nonagricultural city laborers. Third, because of their permanence, many of the settlements were vulnerable to attacks by outsiders, so residents took defensive measures, usually by building a wall around the city.
- Large cities began to appear by about 4000 B.C.E. in several parts of the world, beginning with Mesopotamia (the Tigris-Euphrates valley). Then, there was an explosion of major settlements, some with populations over 50,000, along the Nile, Indus, and Yangtze Rivers, around the Mediterranean Sea, in Central and South America, and in West Africa. These cities were the first wave of global urbanization. Urbanization is the process whereby members of a society become concentrated in cities, and urban areas exert a significant influence on the society. However, in this preindustrial period, cities served as centers of commerce, but the society itself remained agrarian. The emergence of cities at this time was largely a result of improved farming techniques that freed people for roles other than agriculture, and nonagricultural workers became concentrated in one place. It was not until industrialization that urban jobs grew dramatically. At that time, unprecedented numbers of workers moved into the city for employment in the factories, and urbanization increased.

Go on to the next page 



21. What does the passage mainly discuss?
- (A) The development of early cities along rivers
 - (B) The early industrialization of cities
 - (C) The origins of early cities
 - (D) The early history of Jericho
22. The word “dramatic” in line 6 is closest in meaning to
- (A) striking
 - (B) troubling
 - (C) fortunate
 - (D) unlikely
23. The word “enormous” in line 8 is closest in meaning to
- (A) busy
 - (B) very small
 - (C) very stable
 - (D) huge
24. According to the first paragraph, which of the following statements is true about the settlement at Jericho in 8000 B.C.E.?
- (A) Its inhabitants were all agricultural workers.
 - (B) It would not be considered a city nowadays.
 - (C) Its population included many scholars.
 - (D) It was not at risk of attack from outsiders.
25. The word “domesticate” in line 10 is closest in meaning to
- (A) locate
 - (B) hunt
 - (C) tame
 - (D) purchase
26. According to the first paragraph, which of the following resulted from the development of permanent settlements?
- (A) The cultivation of crops
 - (B) The need to attack outsiders
 - (C) The search for new sources of food
 - (D) The building of city walls
27. The phrase “an explosion of” in lines 16 and 17 is closest in meaning to
- (A) a slowing down of
 - (B) a change in the nature of
 - (C) a sudden increase in
 - (D) a renewed interest in
28. According to the second paragraph, where were the first large cities established?
- (A) In Mesopotamia
 - (B) Around the Mediterranean Sea
 - (C) In Central and South America
 - (D) In West Africa

**The questions for this passage
continue on the next page.**

Go on to the next page ➔



The following questions are based
on the passage on page 32.

29. Why does the author mention populations over 50,000 in the second paragraph?
- (A) To contrast the size of cities along the Nile River with the size of those along the Indus
 - (B) To illustrate how large some cities had become at that time
 - (C) To demonstrate the impact of industrialization in that era
 - (D) To describe the size of typical agrarian settlements
30. The second paragraph supports which of the following statements about the emergence of cities?
- (A) As the number of nonagricultural workers increased, they began to concentrate in already existing cities.
 - (B) The emergence of cities at this time caused a greater concentration of agricultural workers in roles other than agriculture.
 - (C) As cities emerged, better methods of farming had to be developed to free people to concentrate on nonagricultural work.
 - (D) Better agricultural methods gave people time to do nonfarm work and were a major cause of the emergence of cities.

Go on to the next page 



Section 3 continues.

Turn the page and read the next passage

Go on to the next page 



Questions 31-40

The 2,800 lakes and ponds of the Adirondack region of New York were long noted for their abundance of game fish and other aquatic life, and good fishing had made the lakes a popular attraction for sport and vacationing. In the 1970s, however, populations of fish in some Adirondack lakes began to decline. Local businesses became concerned that poor fishing would hurt the region's recreational industry. Moreover, environmentalists speculated that the lakes were becoming yet another casualty of pollution.

Biologists initially proposed that toxic substances (poisons) were entering the lakes and killing aquatic species, but they did not know the nature of the toxins or their origins. Subsequent chemical testing of water samples failed to find hazardous concentrations of toxins. The tests did reveal, however, that lake waters were abnormally acidic. Scientists then hypothesized that acidic rainwater and snowmelt were responsible for acidifying the lakes. Laboratory studies have shown that excessively acidic waters are lethal to young fish. Why were the rainwater and snowmelt so acidic? Rain and snow are normally slightly acidic because raindrops and snowflakes dissolve some of the carbon dioxide in the air and form the same weak and harmless acid found in carbonated beverages.

Rainwater samples collected in the vicinity of the Adirondack lakes, however, were at least one hundred times more acidic than expected. Additional laboratory tests identified sulfuric acid and nitric acid in the rainwater, which scientists proposed were formed from oxides of sulfur and nitrogen—common industrial air pollutants—dissolving in rainwater.

The next question concerned the source of the sulfur and nitrogen oxides. Because the Adirondack region is downwind of some major industrial sources of those air pollutants, such as coal-fired electric power plants, scientists reasoned that the loss of fish in Adirondack lakes was linked, at least circumstantially, to industrial air pollution. Today, the hypothesis that excessively acidic rainwater and snowmelt led to the fish kills is generally accepted because it is consistent with our knowledge of the limited tolerance of fish to acidic waters. It is, furthermore, also consistent with what we know about chemical reactions that involve rainwater and air pollutants.

31. What aspect of the Adirondack lakes does the passage mainly discuss?
- (A) Why the lakes are popular with people who love fishing
- (B) How the fish in the lakes threaten other forms of aquatic life
- (C) What is harming the fish in the lakes
- (D) How scientists are combating pollution in the lakes

32. The word “speculated” in line 6 is closest in meaning to
- (A) confirmed
- (B) worried
- (C) insisted
- (D) theorized

Go on to the next page



33. The author mentions local businesses in the first paragraph as an example of one part of the community that
- (A) is harmed by the decline in fish population in the Adirondack lakes
 - (B) has contributed to the pollution of the waters of the Adirondack lakes
 - (C) has requested that biologists study the waters of the Adirondack lakes
 - (D) has helped to make the Adirondack region a popular attraction
34. The word “reveal” in line 10 is closest in meaning to
- (A) state
 - (B) conclude
 - (C) maintain
 - (D) show
35. The word “excessively” in line 12 is closest in meaning to
- (A) extremely
 - (B) repeatedly
 - (C) precisely
 - (D) measurably
36. What is mentioned in the second paragraph as being unusual about rainwater in the Adirondack region?
- (A) It contains dissolved carbon dioxide.
 - (B) It contains significant amounts of sulfuric and nitric acids.
 - (C) It has an acidic quality similar to that of carbonated beverages.
 - (D) It contains a harmless and weak acid.
37. The phrase “is consistent with” in line 25 is closest in meaning to
- (A) is compatible with
 - (B) is measured with
 - (C) explains
 - (D) is better established than
38. The word “It” in line 26 refers to
- (A) Today
 - (B) the hypothesis
 - (C) acidic rainwater
 - (D) the fish kills
39. In the third paragraph, why does the author mention certain coal-fired power plants?
- (A) To explain why scientists believe that the acidity in the Adirondack lakes is the result of air pollution
 - (B) To explain why industries produce sulfur and nitrogen oxides
 - (C) To argue that fish in the Adirondack lakes have a limited tolerance to acids from burning coal
 - (D) To contrast these sources of pollution with ways of generating electricity that do not cause pollution
40. The passage mentions all of the following about the Adirondack region EXCEPT that it
- (A) is a favorite destination for tourists
 - (B) has numerous bodies of water
 - (C) has suffered the consequences of overfishing
 - (D) is affected by chemical pollution

Go on to the next page 



Questions 41-50

During the 1700s, most of the bridges built in the United States were wooden, but in the 1800s many large stone bridges were constructed for the early railroads. One drawback of the stone bridges was that their excessive weight limited their size. Iron bridges built during the early 1800s were also problematic, as they corroded quickly.

A breakthrough occurred in 1855 when Henry Bessemer, an Englishman, patented a way to mass-produce steel, an iron-carbon alloy that resisted corrosion. Bessemer's process gave engineers more flexibility in bridge design, allowing larger bridges to carry heavier traffic. At the end of the Civil War (1865), the United States still had no major bridge crossing the Mississippi River. St. Louis was the largest city on the mighty river, other than New Orleans, and it needed a major bridge to span the unpredictable Mississippi. The city employed James Eads, a riverboat captain and owner of a profitable diving business that Eads had built up by salvaging sunken vessels on the river. Eads's bridge plans were unprecedented: three steel arches supporting the bridge from below with 152.4 m between each of three stone piers and a total length of 464.5 m. Eads used an ingenious system of wooden scaffolding that did not extend into the water to support the construction of the arches, which accelerated the construction and allowed the project to be completed in just six years without interrupting river traffic. When completed in 1874, the Eads Bridge was a monument in civil engineering. In New York City, the celebrated Brooklyn Bridge, although started in 1869, was not completed until 1884.

After 1900, steel became the material of choice for bridge designers, and a variety of types of long-span bridges were constructed. By the First World War, New York City had built four major bridges, all crossing the East River. The 1920s and 1930s saw a burst of bridge construction, especially of cable suspension bridges. The support of suspension bridges is provided by thick steel cables hung from tall towers, rather than by arches below the bridge. Cable suspension bridges such as New York City's George Washington Bridge (1,066.8 m, 1931) gradually took over as the preferred design as the length of bridges kept increasing. Bridge designers raced to build the longest bridge, just as architects of the period vied to build the tallest skyscrapers.

Go on to the next page



41. What does the passage mainly discuss?
- (A) Problems caused by using steel to construct large bridges in the 1800s
 - (B) The importance of bridges to the growth of cities in the United States
 - (C) The competition between cities in the United States for the longest bridges
 - (D) Improvements in the construction and design of bridges in the United States
42. The word “drawback” in line 3 is closest in meaning to
- (A) characteristic
 - (B) effect
 - (C) disadvantage
 - (D) design
43. The word “it” in line 10 refers to
- (A) the United States
 - (B) St. Louis
 - (C) the mighty river
 - (D) New Orleans
44. The word “accelerated” in line 16 is closest in meaning to
- (A) protected
 - (B) improved
 - (C) reinforced
 - (D) speeded
45. The first paragraph mentions that Bessemer’s alloy was an improvement over iron in that it
- (A) was less expensive than iron
 - (B) did not corrode as easily as iron
 - (C) was a more available material than iron
 - (D) was stronger than iron
46. In saying that Eads’s bridge plans were “unprecedented” in line 13, the author means that a bridge like that of Eads
- (A) was based on earlier American bridges
 - (B) had never been built
 - (C) was based on the latest technology
 - (D) was extremely well engineered
47. According to the first paragraph, before he designed a bridge, what did James Eads do for a living?
- (A) He built boats that traveled up and down the river between St. Louis and New Orleans.
 - (B) He taught diving classes for riverboat captains.
 - (C) He owned a business that brought up sunken ships from the river bottom.
 - (D) He built wooden supports for bridges.

**The questions for this passage
continue on the next page.**

Go on to the next page 



**The following questions are based
on the passage on page 38.**

48. According to the first paragraph, what made it possible for river traffic to continue while the Eads Bridge was being built?
- (A) The height of the arches
 - (B) The stone piers
 - (C) The wooden supports
 - (D) The use of steel
49. Why does the author compare the Eads Bridge to the "Brooklyn Bridge" in lines 18-19 ?
- (A) To give an example of another bridge that used supporting arches
 - (B) To credit Eads's design for influencing its construction
 - (C) To emphasize that Eads's bridge was completed relatively quickly
 - (D) To criticize how long both bridges took to complete
50. It can be inferred from the passage that the four bridges over the East River mentioned in the second paragraph were built
- (A) of steel
 - (B) with arches
 - (C) after the First World War
 - (D) without supporting cables

This is the end of Section 3.



**If you finish before time is called,
check your work on Section 3 only.**



NO TEST MATERIAL ON THIS PAGE



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TEST OF ENGLISH AS A FOREIGN LANGUAGE

General Directions

This is a test of your ability to use the English language. It is divided into three sections, some of which have more than one part. Each section or part of the test begins with a set of specific directions that include sample questions. Be sure you understand what you are to do before you begin to work on a section.






The supervisor will tell you when to start each section and when to go on to the next section. You should work quickly but carefully. Do not spend too much time on any one question. If you finish a section early, you may review your answers on that section only. You may not go on to the next section and you may not go back to a section you have already worked on.

You will find that some of the questions are more difficult than others, but you should try to answer every one. Your score will be based on the number of correct answers you give. If you are not sure of the correct answer to a question, make the best guess you can. It is to your advantage to answer every question, even if you have to guess the answer.

Do not mark your answers in the test book. You must mark all of your answers on the separate answer sheet that the supervisor will give to you. When you mark your answer to a question on your answer sheet, you must:

- Use a medium-soft (#2 or HB) black lead pencil.
- Be careful to mark the space that corresponds to the answer you choose for each question. Also, make sure you mark your answer in the row with the same number as the number of the question you are answering. You will not be permitted to make any corrections after time is called.
- Mark only one answer to each question.
- Carefully and completely fill each intended oval with a dark mark so that you cannot see the letter inside the oval.
- Erase all extra marks completely and thoroughly. If you change your mind about an answer after you have marked it on your answer sheet, completely erase your old answer and then mark your new answer.

The examples below show you the correct and wrong ways of marking an answer sheet. Be sure to fill in the ovals on your answer sheet the correct way.

CORRECT	WRONG	WRONG	WRONG	WRONG
				

Some or all of the passages for this test have been adapted from published material to provide the examinee with significant problems for analysis and evaluation. To make the passages suitable for testing purposes, the style, content, or point of view of the original may have been altered in some cases. The ideas contained in the passages do not necessarily represent the opinions of the TOEFL Board or Educational Testing Service.



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