

THIRD EDITION

# LONGMAN PREPARATION COURSE FOR THE TOEFL iBT<sup>®</sup> TEST

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DEBORAH PHILLIPS



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DEBORAH PHILLIPS

Longman Preparation Course for the TOEFL iBT® Test A: Third Edition

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## ABOUT THIS COURSE

### PURPOSE OF THE COURSE

This course is intended to prepare students for the TOEFL iBT<sup>®</sup> test (Internet-Based Test). It is based on the most up-to-date information available on the TOEFL iBT<sup>®</sup> test. This third edition has been updated to feature test-length reading and listening passages, more at-level items, and the latest question types found on the TOEFL iBT<sup>®</sup> test.

Longman Preparation Course for the TOEFL iBT<sup>®</sup> Test, 3E can be used in a variety of ways, depending on the needs of the reader:

- It can be used as the primary classroom text in a course emphasizing preparation for the TOEFL iBT<sup>®</sup> test.
- It can be used as a supplementary text in a more general ESL/EFL course.
- Along with the free audio program on mp3 files, it can be used as a tool for individualized study by students preparing for the TOEFL iBT<sup>®</sup> test outside of the ESL/EFL classroom.

### WHAT IS IN THE BOOK

The book contains a variety of materials that together provide a comprehensive TOEFL test preparation course:

- Diagnostic Pre-Tests for each section of the TOEFL iBT<sup>®</sup> test (Reading, Listening, Speaking, Writing) measure students' level of performance and allow students to determine specific areas of weakness.
- Language Skills for each section of the test provide students with a thorough understanding of the language skills that are regularly tested on the TOEFL iBT<sup>®</sup> test.
- Test-Taking Strategies for each section of the test provide students with clearly defined steps to maximize their performance on the test.
- Exercises provide practice of one or more skills in a non-TOEFL test format.
- TOEFL Exercises provide practice of one or more skills in a TOEFL test format.
- TOEFL Review Exercises provide practice of all of the skills taught up to that point in a TOEFL test format.
- TOEFL Post-Tests for each section of the test measure the progress that students have made after working through the skills and strategies in the text.
- Eight Mini-Tests allow students to simulate the experience of taking actual tests using shorter versions (approximately 1.5 hours each) of the test.
- Two Complete Tests allow students to simulate the experience of taking actual tests using full-length versions (approximately 3.5 hours each) of the test.
- Scoring Information allows students to determine their approximate TOEFL test scores on the Diagnostic Pre-Tests, Post-Tests, Mini-Tests, and Complete Tests.

- Skill-Assessment Checklists and Diagnostic Charts allow students to monitor their progress in specific language skills on the Pre-Tests, Post-Tests, Mini-Tests, and Complete Tests so that they can determine which skills have been mastered and which skills require further study.
- Grammar and Structure practice exercises provide students with the necessary foundation and a reference for key grammar points.

## WHAT IS ON THE WEBSITE

### COMPLETE AUDIO RECORDINGS NOW INCLUDED ON WEBSITE

NEW! The complete audio program to accompany this book is now included as mp3 files on the text's website at [www.pearsonelt.com/TOEFLiBT](http://www.pearsonelt.com/TOEFLiBT). The website contains all of the recorded materials from the Listening, Writing, and Speaking sections as well as the Mini-Tests and Complete Tests.

### AUDIO TRANSCRIPTS

All audio transcripts are now available to download or print from the website.

### ANSWER KEY

The answer keys are available on the website only for those who have purchased the text with access to the answer keys.

## WHAT IS ON THE MyEnglishLab FOR THE TOEFL iBT® TEST

NEW! This text comes with access to the MyEnglishLab for the TOEFL iBT® Test, an online component designed to provide additional interactive practice for the test. A range of activities are provided to master the skills necessary to succeed on the TOEFL iBT® Test. Both skill-specific activities and authentic test-style questions are incorporated, providing maximum exposure to the specific question types students will encounter. Special features include tips for answering question types, correct and incorrect answer feedback, and video presentations covering the material students will encounter on the test. Timed and untimed practice tests and mini-tests allow for teacher assessment and self-study assessment.

### OTHER AVAILABLE MATERIALS

Pearson publishes a full suite of materials for TOEFL iBT® test preparation. Materials are available for the TOEFL iBT® test at both intermediate and advanced levels. Please visit Pearson's website at [www.pearson.com](http://www.pearson.com) for a complete list of available TOEFL iBT® test products.

## ABOUT THE TOEFL iBT® TEST

### OVERVIEW OF THE TOEFL iBT® TEST

The TOEFL iBT® test is an exam to measure the English proficiency and academic skills of nonnative speakers of English. It is required primarily by English-language colleges and universities. Additionally, institutions such as government agencies, businesses, or scholarship programs may require this test.

### DESCRIPTION OF THE TOEFL iBT® TEST

The TOEFL iBT® test currently has the following four sections:

- The Reading section consists of three long passages and questions about the passages. The passages are on academic topics; they are the kind of material that might be found in an undergraduate university textbook. Students answer

questions about stated and unstated details, inferences, sentence restatements, sentence insertion, vocabulary, pronoun reference function, fact and negative fact, and overall organization of ideas.

- The **Listening** section consists of six long passages and questions about the passages. The passages consist of two campus conversations and four academic lectures or discussions. The questions ask the students to determine main ideas, details, function, stance, inferences, and overall organization.
- The **Speaking** section consists of six tasks, two independent tasks and four integrated tasks. In the two independent tasks, students must answer opinion questions about some aspect of academic life. In the two integrated reading, listening, and speaking tasks, students must read a passage, listen to a passage, and speak about how the ideas in the two passages are related. In the two integrated listening and speaking tasks, students must listen to long passages and then summarize and offer opinions on the information in the passages.
- The **Writing** section consists of two tasks, one integrated task and one independent task. In the integrated task, students must read an academic passage, listen to an academic passage, and write about how the ideas in the two passages are related. In the independent task, students must write a personal essay.

The format of a TOEFL iBT<sup>®</sup> test is outlined in the following chart:

	iBT	APPROXIMATE TIME
READING	3 passages and 36–42 questions	60 minutes
LISTENING	6 passages and 34 questions	60 minutes
SPEAKING	6 tasks and 6 questions	20 minutes
WRITING	2 tasks and 2 questions	60 minutes

It should be noted that at least one of the sections of the test will include extra, uncounted material. Educational Testing Service (ETS) includes extra material to try out material for future tests. If you are given a longer section, you must work hard on all of the materials because you do not know which material counts and which material is extra. (For example, if there are four reading passages instead of three, three of the passages will count and one of the passages will not count. It is possible that the uncounted passage could be any of the four passages.)

### HOW THE TEST IS SCORED

Students should keep the following information in mind about the scoring of the TOEFL iBT<sup>®</sup> test:

- The TOEFL iBT<sup>®</sup> test is scored on a scale of 0 to 120 points.
- Each of the four sections (Reading, Listening, Speaking, and Writing) receives a scaled score from 0 to 30. The scaled scores from the four sections are added together to determine the overall score.
- After students complete the Pre-Tests, Post-Tests, Mini-Tests, and Complete Tests in the book, it is possible for them to estimate their scaled scores. A description of how to determine the scaled scores of the various sections is included on pages 591–598.

## HOW TO PREPARE FOR THE TOEFL iBT<sup>®</sup> TEST

The TOEFL iBT<sup>®</sup> test is a standardized test of English and academic skills. To do well on this test, you should improve your knowledge of the language and academic skills and test-taking strategies covered on the test. This book can familiarize you with the English language skills, academic skills, and test taking strategies necessary for the TOEFL iBT<sup>®</sup> test, and it can also provide a considerable amount of test practice. A generous amount of additional practice can be found on MyEnglishLab for the TOEFL iBT<sup>®</sup> Test.

### HOW TO USE THIS BOOK

Following these steps can help you to get the most out of this book:

1. Take the Diagnostic Pre-Test at the beginning of each section. Try to reproduce the conditions and time pressure of a real TOEFL test. Take each section without interruption. Time yourself to experience the time pressure of an actual test. Play the audio one time only during the test. (Play it more times when you are reviewing.)
2. After you complete the Reading or Listening Diagnostic Pre-Test, diagnose your errors and record your results. Complete the Diagnosis and Scoring Charts on pages 591–598 to determine which language skills you have mastered and which need further study. Record your results on the Test Results charts on pages 595 and 598.
3. After you complete the Speaking or Writing Diagnostic Pre-Test, assess, score, and record your results. Complete the checklists on pages 599–604 to assess the skills used. Score your results using the Speaking Scoring Criteria on pages 605–606 or the Writing Scoring Criteria on pages 613–614. Record your scores on pages 608–609 and page 616.
4. Work through the presentations and exercises, paying particular attention to the skills that caused you problems in a Pre-Test. Each time that you complete a TOEFL-format exercise, try to simulate the conditions of a real test. For reading questions, allow yourself one-and-a-half minutes for one question. For listening questions, play the audio one time only during the exercise. Do not stop the audio between the questions. For speaking, allow yourself 15 to 20 seconds to prepare your response and 45 to 60 seconds to give it. For writing, allow yourself 20 minutes to write an integrated writing response and 30 minutes to write an independent writing response.
5. Complete the Appendix exercises for areas that you need to improve.
6. When you have completed all the skills exercises for a section, take a Post-Test. Follow the directions above to reproduce the conditions and time pressure of a real TOEFL test and to diagnose your answers and record your results.
7. Periodically schedule Mini-Tests and Complete Tests. As you take each one, follow the directions above to reproduce the conditions and time pressure of a real test and to score, diagnose, and record your results.

## HOW TO GET THE MOST OUT OF THE SKILLS EXERCISES IN THE BOOK

The skills exercises are a vital part of the TOEFL iBT<sup>®</sup> test preparation process presented in this book. Maximum benefit can be obtained from the exercises if the students are properly prepared for the exercises and if the exercises are carefully reviewed after completion. Here are some suggestions:

- Be sure that the students have a clear idea of the appropriate skills and strategies involved in each exercise. Before beginning each exercise, review the skills and strategies that are used in that exercise. Then, when you review the exercises, reinforce the skills and strategies that can be used to determine the correct answers.
- As you review the exercises, be sure to discuss each answer, the incorrect answers as well as the correct answers. Discuss how students can determine that each correct answer is correct and each incorrect answer is incorrect.
- In this new edition, all of the exercises are designed to be as challenging as the actual test. It is important to keep students under time pressure while they are working on the exercises. An equal amount of time should be spent in reviewing the exercises once they have been completed.

## HOW TO GET THE MOST OUT OF THE TESTS IN THE BOOK

There are four different types of tests in this book: Diagnostic Pre-Tests, Post-Tests, Mini-Tests, and Complete Tests. When the tests are given, it is important that the test conditions be as similar to actual TOEFL iBT<sup>®</sup> test conditions as possible; each section of the test should be given without interruption and under the time pressure of the actual test. Giving the speaking tests in the book presents a unique problem because the students need to respond individually during the tests. Various ways of giving speaking tests are possible; you will need to determine the best way to give the speaking tests for your situation. Here are some suggestions:

- You can have the students come in individually and respond to the questions as the teacher listens to the responses and evaluates them.
- You can have a room set up where students come in individually to take a speaking test and record their responses on a computer or audio recording device. Then either the teacher or the student will need to evaluate the responses.
- You can have a room set up where students come in in groups of four to take a speaking test and record the responses on four computers or audio recording devices, one in each corner of the room. Then either the teacher or the students will need to evaluate the responses.
- You can have the students sit down in an audio lab or computer lab where they can record their responses on the system. Then either the teacher or the students will need to evaluate the responses.

Review of the tests should emphasize the function served by each of these different types of tests:

- While reviewing the Diagnostic Pre-Tests, you should encourage students to determine the areas where they require further practice.
- While reviewing the Post-Tests, you should emphasize the language skills and strategies involved in determining the correct answer to each question.

- While reviewing the Mini-Tests, you should review the language skills and test-taking strategies that are applicable to the tests.
- While reviewing the Complete Tests, you should emphasize the overall strategies for the Complete Tests and review the variety of individual language skills and strategies taught throughout the course.

## HOW MUCH TIME TO SPEND ON THE MATERIAL

You may have questions about how much time it takes to complete the materials in this course. The numbers in the following chart indicate approximately how many hours it takes to complete the material:

	BOOK SKILLS	HOURS
READING SKILLS	Pre-Test	2
	Skills 1–2	8
	Skills 3–4	8
	Skills 5–6	8
	Skills 7–8	8
	Skills 9–10	8
	Post-Test	2
LISTENING SKILLS	Pre-Test	1
	Skills 1–2	6
	Skills 3–4	6
	Skills 5–6	6
	Post-Test	1
SPEAKING SKILLS	Pre-Test	2
	Skills 1–4	5
	Skills 5–8	5
	Skills 9–12	5
	Skills 13–15	4
	Skills 16–18	4
WRITING SKILLS	Pre-Test	2
	Skills 1–8	12
	Skills 9–15	12
	Post-Test	2
MINI-TEST 1	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 2	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 3	Reading	1
	Listening	1

	BOOK SKILLS	HOURS
MINI-TEST 3	Speaking	1
	Writing	1
MINI-TEST 4	Reading	1
	Listening	1
	Speaking	1
MINI-TEST 5	Writing	1
	Reading	1
	Listening	1
MINI-TEST 6	Speaking	1
	Writing	1
	Reading	1
MINI-TEST 7	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 8	Reading	1
	Listening	1
	Speaking	1
COMPLETE TEST 1	Writing	1
	Reading	2
	Listening	2
	Speaking	2
COMPLETE TEST 2	Writing	2
	Reading	2
	Listening	2
	Speaking	2
APPENDIX		33
		200 hours

## HOW TO DIVIDE THE MATERIAL

You may need to divide the materials in this course so that they can be used over a number of sessions. The following is one suggested way to divide the materials into two sessions:

SESSION 1	BOOK	HOURS
READING SKILLS	Pre-Test	2
	Skills 1–2	8
	Skills 3–4	8
	Skills 5–6	8
LISTENING SKILLS	Pre-Test	1
	Skills 1–2	6
	Skills 3–4	6
SPEAKING SKILLS	Pre-Test	2
	Skills 1–4	5
	Skills 5–8	5
WRITING SKILLS	Pre-Test	2
	Skills 1–8	12
MINI-TEST 1	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 2	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 3	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 4	Reading	1
	Listening	1
	Speaking	1
	Writing	1
COMPLETE TEST 1	Reading	2
	Listening	2
	Speaking	2
	Writing	2
APPENDIX		12
		101 hours

SESSION 2	BOOK	HOURS
READING SKILLS	Skills 7–8	8
	Skills 9–10	8
	Post-Test	2
LISTENING SKILLS	Skills 5–6	6
	Post-Test	1
SPEAKING SKILLS	Skills 9–12	5
	Skills 13–15	4
	Skills 16–18	4
WRITING SKILLS	Post-Test	2
	Skills 9–15	12
MINI-TEST 5	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 6	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 7	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 8	Reading	1
	Listening	1
	Speaking	1
	Writing	1
COMPLETE TEST 2	Reading	2
	Listening	2
	Speaking	2
	Writing	2
APPENDIX		21
		99 hours

The following is a suggested way to divide the materials into three sessions:

SESSION 1	BOOK	HOURS
READING SKILLS	Pre-Test	2
	Skills 1–2	8
	Skills 3–4	8
LISTENING SKILLS	Pre-Test	1
	Skills 1–2	6
SPEAKING SKILLS	Pre-Test	2
	Skills 1–4	5
MINI-TEST 1	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 2	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 3	Reading	1
	Listening	1
	Speaking	1
	Writing	1
APPENDIX		21
		65 hours

SESSION 2	BOOK	HOURS
READING SKILLS	Skills 5–6	8
	Skills 7–8	8
LISTENING SKILLS	Skills 3–4	6
SPEAKING SKILLS	Skills 5–8	5
	Skills 9–12	5
WRITING SKILLS	Pre-Test	2
	Skills 1–8	12
MINI-TEST 4	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 5	Reading	1
	Listening	1
	Speaking	1
	Writing	1
COMPLETE TEST 1	Reading	2
	Listening	2
	Speaking	2
	Writing	2
APPENDIX		6
		68 hours

SESSION 3	BOOK	HOURS
READING SKILLS	Skills 9–10	8
	Post-Test	2
LISTENING SKILLS	Skills 5–6	6
	Post-Test	1
SPEAKING SKILLS	Skills 13–15	4
	Skills 16–18	4
	Post-Test	2
WRITING SKILLS	Skills 9–15	12
	Post-Test	2
MINI-TEST 6	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 7	Reading	1
	Listening	1
	Speaking	1
	Writing	1
MINI-TEST 8	Reading	1
	Listening	1
	Speaking	1
	Writing	1
COMPLETE TEST 2	Reading	2
	Listening	2
	Speaking	2
	Writing	2
APPENDIX		6
		67 hours

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# NOTE TAKING

Note taking is critical to success on the TOEFL iBT<sup>®</sup> test. Take notes on all the passages in the Listening section, and on both the reading and listening passages for the integrated tasks in the Speaking and Writing sections. Even if you understand these passages clearly as you are reading and listening, your notes will help you remember the information and use it later to answer questions, record spoken responses, and write effective responses and essays.

Although everyone develops their own style of note taking, there are some practical strategies that can be applied to tasks. One method is to take notes using a “T-chart.” A T-chart is a graphic organizer that helps you organize information for your notes. You draw a chart with two columns and label the columns based on what information you need.

Look at the sample material that follows. First read the sample passages and transcripts, and then study how the example T-charts were created based on the sample passages.

## LISTENING

For the Listening tasks, there are various ways to organize your notes, such as by labeling the columns of a T-chart for cause and effect or for problems and solutions, by using the two columns for comparing and contrasting two different topics, or for listing advantages and disadvantages of the same topic or situation. You can also use a basic outline to organize listening notes into topic, main points, and supporting ideas. It is important that note taking on the Listening portion of the test be brief, and that your focus remains on listening to the passage.

TIP: Don't try to write down everything from the listening passage and the reading passage word for word.

### Listening Sample Excerpt

(narrator) Listen to part of a lecture in an astronomy class.

(professor) Well, certainly in popular culture—science fiction movies, fictional stories, even people who claim to have been kidnapped by aliens—the possibility of life on the red planet has been explored and confirmation is presumed to be within our grasp. But, no matter what we might imagine or believe, the fact remains that there has never been any verifiable proof of life on Mars. Now . . . scientific investigations have been ongoing for decades, including telescopic observations in the late 1800s by Percival Lowell, and the orbiting Mariner spacecrafts of the 1960s and 1970s. But only in the twenty-first century—I know as a young student, this would have been beyond my wildest dreams—umm . . . NASA and the Mars Science Laboratory, or MSL, have been able to collect geochemical samples directly from the surface of Mars. And what have they found? No, not little gray or green beings, however, they did find some of the elements necessary to support life . . .

### Notes

Aliens ? = pop culture belv life on Mars	
Investigatgns	Findngs
—Telescop obs 1800s Perc Lowell	—X verifyabl proof
—Mariners crft 1960s–70s	—X little gray/ grn being
—21st cent– nasa collect geochems fr surfc mars	—Rovers missns discvr chems & mins nec 4 life

### Abbreviations and Symbols

Abbreviations (shortened words) and symbols are used so that you can reduce the time and the amount you write in the notes.

Abbreviate by following these guidelines:

Delete the ending of a word or use only the first syllable (topic = top; listening = list)

Delete vowels from a word if it doesn't lead to confusion (discover = dscvr; child = chld)

Use acronyms (initials, letters) for names or common terms (Theodore Roosevelt = TR; homework = HW; main points = MPs)

# SPEAKING

For the integrated Speaking tasks, a T-chart should be organized so that one side lists the topic and main points of the Listening lecture and the other side lists the topic and three main points of the Reading passage.

## Speaking Sample Excerpt from Reading Passage

A notice from the office of the university president

Effective Monday, November 11th, no pets will be allowed on the university campus. This applies to all university professors, administrators, students, and visitors alike. This policy is being put in place for the comfort and safety of everyone on campus and because buildings on campus are not built to accommodate pets. The only exception to this rule is the use of animals such as seeing-eye dogs that are trained for use in assisting persons with disabilities. Any other pets, no matter how large or small, are unequivocally not allowed. Anyone who fails to follow this policy will face immediate action by the university.

## Speaking Sample Excerpt from Listening Passage

(narrator)	Now listen to two students as they discuss the notice.
(man)	What's the deal with the new policy on pets?
(woman)	Oh, you saw that? I guess one of the professors has a pet snake that got loose and ended up in the president's office. I heard the president kind of freaked out.
(man)	What? Just because of one incident? It's not fair for the president to penalize everyone just because one professor was careless.
(woman)	Yeah, it's a pretty harsh reaction.
(man)	I think it's too strict. You know, a lot of local people, not students, who live off campus use the paths on the campus to walk their dogs. It's not a safety issue because they control their dogs. If the university makes them stop, it'll cut down the interaction between people on campus and off.
(woman)	I guess I do see a lot of people walking their dogs, and they are pretty considerate about it.
(man)	Exactly. I've talked with a few of them and they've actually been really interesting people. It sort of helps the university be part of the neighborhood.
(woman)	It does seem kind of pointless to drive them away from the campus.
(man)	I'll bet the president hasn't really thought this through.

## Notes

Reading Passage	Listening Passage
Top: X pets on campus!	Op (opinion):
MPs:	M— X like policy X pets
—4 comf/safe, bldg X accom	W— reas = prof's snake in pres off
—excp disabil	R4 (reasons for opinion):
—X follow = immed act by univ	M: — X fair, pres punish all, ++strict
	— people off camp walk dogs, control, safe
	— i interact btw camp & neigh

&, +	and; also
++	more
w/	with
w/o	without
=	equals, is, means, is same as
≠	unequal to, is not the same as
X	no, not
b/c	because
>	greater than, bigger than, more than
<	fewer than, smaller than, less than
1st, 2nd, 3rd	first, second, third

b/f or b/4	before
aft	after
@	at
g	leads to; causes
f	comes from; result of
i	decrease
h	increase
\$	dollars
ex., e.g.	example
K	thousand
%	percent

*	important
M	man/men
W	woman/women
4	for
2	to
ppl	people
/	per
“ “	ditto; repeated information
re	regarding; about
ft	feet
yr	year