
LISTENING

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

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

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

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

LISTENING ON THE PAPER TOEFL® TEST

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

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

GENERAL STRATEGIES FOR LISTENING COMPREHENSION

(Paper TOEFL® Test) 

1. **Be familiar with the directions.** The directions on every paper TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
2. **Listen carefully to the passages.** You should concentrate fully on what the speakers are saying on the recording because you will hear the recording one time only.
3. **Know where the easier and the more difficult questions are generally found.** Within each part of the Listening Comprehension section on the paper test, the questions generally progress from easy to difficult.
4. **Be familiar with the pacing of the test.** You have 12 seconds between each question on the recording, so you must answer each question within 12 seconds and then be prepared for the next question on the recording.
5. **Never leave any answers blank on your answer sheet.** Even if you are not sure of the correct response, you should answer each question. There is no penalty for guessing.
6. **Use any remaining time to look ahead at the answers to the questions that follow.** When you finish with one question, you may have time to look ahead at the answers to the next question.

LISTENING ON THE COMPUTER TOEFL® TEST

On the computer TOEFL test, the first section is called the Listening section. This section consists of 30–50 questions. In this section, you will listen to recorded material, look at visual cues, and respond to various types of questions about the material. You must listen carefully because you will hear the recorded material one time only and the recorded material does not appear on the computer screen.

Four types of passages may appear in the Listening section of the computer TOEFL test:

1. **Short Dialogues** consist of two- to four-line dialogues between two speakers. Each dialogue is accompanied by a context-setting visual and is followed by one multiple-choice question. You will listen to each short dialogue as you see a context-setting visual on the screen. Then you will listen to a question as you see the question and four answer choices on the screen. The 11–17 short dialogues and questions about them make up Part A on the computer TOEFL test.
2. **Casual Conversations** consist of five- to seven-line conversations on casual topics between students. Each conversation is accompanied by a context-setting visual and is followed by two or three multiple-choice questions. You will listen to each casual conversation as you see a context-setting visual on the screen. Then you will listen to each question as you see the question and the four answer choices on the screen. The two to four conversations and the questions that accompany them are found in Part B on the computer TOEFL test.

3. **Academic Discussions** consist of 120–150 second discussions on academic topics by two to five speakers. Each discussion is accompanied by a number of context-setting and content visuals and is followed by three to six questions of varying types. You will listen to each academic discussion as you see a series of context-setting and content visuals on the screen. Then you will listen to each question as you see the various types of questions and answers on the screen. The one or two academic discussions and the questions that accompany them are found in Part B on the computer TOEFL test.
4. **Academic Lectures** consist of 120–150 second lectures on academic topics by university professors. Each lecture is accompanied by a number of context-setting and content visuals and is followed by three to six questions of varying types. You will listen to each academic lecture as you see a series of context-setting and content visuals on the screen. Then you will listen to each question as you see the various types of questions and answers on the screen. The two to four academic lectures and the questions that accompany them are found in Part B on the computer TOEFL test.

Part A on the computer TOEFL test consists of only short dialogues, while Part B consists of a mixture of casual conversations, academic discussions, and academic lectures.

The Listening section of the computer TOEFL test is *computer adaptive*. This means that the difficulty of the questions that you see is determined by how well you answer the questions. The section begins with a medium-level question, and the questions that follow will get easier or harder depending on whether or not you answer the questions correctly.

GENERAL STRATEGIES FOR THE LISTENING SECTION

(Computer TOEFL® Test) 

1. **Be familiar with the directions.** The directions on every computer TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
2. **Be familiar with computer adaptivity.** This section of the computer TOEFL test is adaptive. This means that you will start with a medium-level question, and the difficulty of the questions will increase or decrease depending on whether or not your answers are correct.
3. **Set the volume carefully before you start the Listening section.** You have the opportunity to choose the volume that you would like before you start the section.
4. **Dismiss the directions as soon as they come up.** The time starts when the directions come up. You should already be familiar with the directions, so you can click on **Dismiss Directions** as soon as it appears and save all your time for the questions.
5. **Listen carefully to the spoken material.** You will hear the spoken material one time only. You may not repeat the spoken material during the test.
6. **Use the visuals to help you focus on the context.** As you listen to the spoken material, you will see visual materials on the screen. The visual information may help you to understand the context for the spoken material as well as the content of the spoken material as you listen.
7. **Pace yourself between questions.** You control when the spoken material is played. You may take as much time as you need between questions.

8. **Think carefully about a question before you answer it.** You may not return to a question later in the test. You only have one opportunity to answer a given question.
9. **Click on an answer on the computer screen when you have selected an answer.** You may still change your mind at this point and click on a different answer.
10. **Click on **Next** and then click on **Confirm Answer** to record your answer.** After you click on the Confirm Answer button, you cannot go back and change your answer. A new question will appear, and you may not return to a previous question.
11. **Do not spend too much time on a question you are unsure of.** If you truly do not know the answer to a question, simply guess and go on. The computer will automatically move you into a level of questions that you can answer.
12. **Be very careful not to make careless mistakes.** If you carelessly choose an incorrect answer, the computer will move you to an easier level of questions. You will have to waste time working your way back to the appropriate level of questions.
13. **Monitor the time carefully on the title bar of the computer screen.** The title bar indicates the time remaining in the Listening section, the total number of questions in the section, and the current number.
14. **Do not randomly guess at the end of the section to complete all the questions in the section before time is up.** In a computer adaptive section such as the Listening section, random guessing to complete the section will only lower your score.

SHORT DIALOGUES

(PAPER TOEFL® TEST AND COMPUTER TOEFL® TEST)  

Short dialogues appear on both the paper TOEFL test and the computer TOEFL test. Though short dialogues are slightly different in format on the two tests, they both test the same language skills. The paper and computer short dialogues are **similar** in the following ways:

- *the language skills tested*
- *the type of question used*
- *the number of people talking*

The paper and computer short dialogues are **different** in the following ways:

- *the possible number of lines of dialogue*
- *the use of context-setting visuals to accompany the dialogues*
- *the control of the timing between questions*
- *the presentation of the question*

SHORT DIALOGUES ON THE PAPER TOEFL® TEST

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

Example from the Paper TOEFL Test

On the recording, you hear:

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

In your test book, you read:

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

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

PROCEDURES FOR THE SHORT DIALOGUES (Paper TOEFL® Test)

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

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

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

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

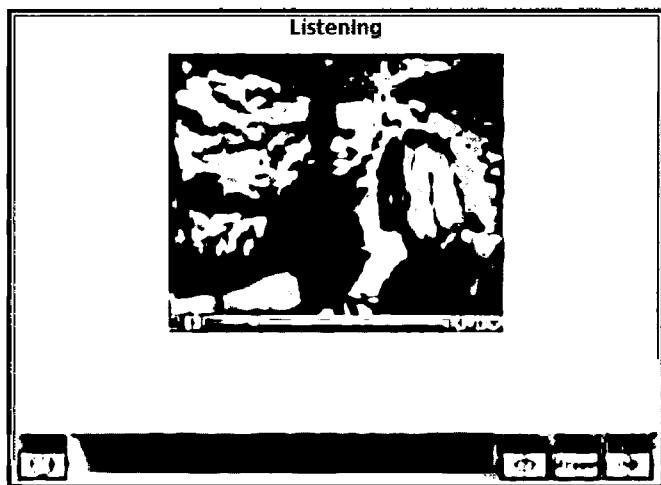
SHORT DIALOGUES ON THE COMPUTER TOEFL® TEST

Short dialogues appear in Part A of the Listening section of the computer TOEFL test. For each of the short dialogues in this part of the test, you will see a context-setting visual as you listen to a two- to four-line dialogue between two speakers. After you see the visual and listen to the dialogue, you will see the question and the four answer choices on the computer screen. You must click on the best answer choice on the computer screen. Now look at an example of a short dialogue from the computer TOEFL test.

Example from the Computer TOEFL® Test



You see on the computer screen:



You hear:

- (woman) *Do you want to leave now for the concert or wait until later?*
- (man) *Let's leave now. I'd prefer to get there a bit early.*

After the dialogue is complete, the question and answer choices appear on the computer screen as the narrator states the question. This question is a regular multiple-choice question that asks what the man means.

You see on the computer screen:

Listening

What does the man mean?

☐ He doesn't want to go to the concert.

☐ He would prefer to leave later.

☐ He wants to leave the concert early.

☐ He wants to go immediately.

You hear:

(narrator) *What does the man mean?*

In the dialogue, the man says *Let's leave now*. This means that *he wants to go immediately*. The last answer is the best answer to this question, so you should click on the last answer.

PROCEDURES FOR THE SHORT DIALOGUES (Computer TOEFL® Test)

1. **Listen carefully to the short dialogue.** You may listen to the dialogue one time only.
2. **Use the visual to help you focus on the context.** A context-setting visual appears on the screen at the beginning of each short dialogue. It shows you who is talking and where they are talking.
3. **As you listen to each short dialogue, focus on the last line of the dialogue.** The answer to the question is generally found in the last line of the dialogue.
4. **Listen to the question following the short dialogue as you read it on the screen.** Each listening question is both spoken and written on the computer screen.
5. **Keep in mind that the correct answer is probably a restatement of a key word or idea in the last line of the dialogue.** Think of possible restatements of the last line of the dialogue.
6. **Keep in mind that certain structures and expressions are tested regularly in the dialogues.** Listen for these structures and expressions:
 - structures (*passives, negatives, wishes, conditions*)
 - functional expressions (*agreement, uncertainty, suggestion, surprise*)
 - idiomatic expressions (*two-part verbs, three-part verbs, idioms*)
7. **Even if you do not understand the complete dialogue, you can still find the correct answer.**
 - If you only understand a few words or ideas in the last line, choose the answer that contains a restatement of those words or ideas.
 - If you do not understand anything at all in the last line of the conversation, choose the answer that sounds the most different from what you heard.
 - Never choose an answer because it *sounds like* what you heard in the dialogue.
8. **Click on an answer on the computer screen when you have selected an answer.** You may still change your mind at this point and click on a different answer.

9. Click on **Next**. Then click on **Confirm Answer** to record your answer. After you click on this button, you cannot go back and change your answer.
10. Be prepared for the next question. After you click on **Confirm Answer**, the next question begins automatically.

Next, you should move on to the language skills. The following language skills will help you to implement these strategies and procedures with the short dialogues on both the paper TOEFL test and the computer TOEFL test.

STRATEGIES

SKILL I: FOCUS ON THE LAST LINE

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

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

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

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

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

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

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

STRATEGY #1: FOCUS ON THE LAST LINE

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

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

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

TOEFL EXERCISE 1: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should focus carefully on the last line.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE 1.

1. (A) He is leaving now.
 (B) He has to go out of his way.
 (C) He will not be leaving soon.
 (D) He will do it his own way.
2. (A) He locked the door.
 (B) He tried unsuccessfully to get into the house.
 (C) He was able to open the door.
 (D) He left the house without locking the door.
3. (A) She doesn't like to listen to turkeys.
 (B) She thinks the dinner sounds special.
 (C) She especially likes the roast turkey.
 (D) She'd prefer a different dinner.
4. (A) He'll be busy with her homework tonight.
 (B) He can't help her tonight.
 (C) He's sorry he can't ever help her.
 (D) He'll help her with her physics.
5. (A) Her eyes hurt.
 (B) She thought the lecture was great.
 (C) The class was boring.
 (D) She didn't want to watch Professor Martin.
6. (A) Not all the bills have been paid.
 (B) They don't have enough credit to pay the bills.
 (C) What she said on the phone was not credible.
 (D) He used a credit card to pay some of the bills.
7. (A) She'll call back quickly.
 (B) She'll definitely be back by 4:00.
 (C) She'll give it back by 4:00.
 (D) She'll try to return fast.
8. (A) She hasn't seen Tim.
 (B) Tim was there only for a moment.
 (C) Tim was around a short time ago.
 (D) Tim will return in a minute.

9. (A) She doesn't like the place he chose.
 (B) She doesn't want to get into the car.
 (C) She's glad the spot is reserved.
 (D) They can't park the car there.
10. (A) There's plenty to eat.
 (B) The refrigerator's broken.
 (C) The food isn't in the refrigerator.
 (D) He's not sure if there's enough.

SKILL 2: CHOOSE ANSWERS WITH SYNONYMS

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

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

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

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

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

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

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

STRATEGY #2: CHOOSE ANSWERS WITH SYNONYMS

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

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

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

2. (man) *We're planning to leave for the trip at about 2:00.*
 (woman) *Couldn't we leave before noon?*
 (narrator) *What does the woman ask?*
- (A) If they could leave at noon
 (B) If it is possible to go by 12:00
 (C) Why they can't leave at noon
 (D) If they could leave the room
3. (man) *Was the concert well-received?*
 (woman) *The audience applauded for a long time after the performance.*
 (narrator) *What does the woman say about the concert?*
- (A) The performance went on for a long time.
 (B) There was applause throughout the performance.
 (C) The people clapped on and on after the concert.
 (D) The audience waited for a long time for the concert to begin.

TOEFL EXERCISE 2: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should look for synonyms for key words in the last line.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE 2.

1. (A) The final exam was harder than the others.
 (B) There were two exams rather than one.
 (C) He thought the exam would be easier.
 (D) The exam was not very difficult.
2. (A) He's not feeling very well.
 (B) He's rather sick of working.
 (C) He's feeling better today than yesterday.
 (D) He'd really rather not answer the question.
3. (A) The company was founded about a year ago.
 (B) It was just established that he could go into business.
 (C) The family is well-established.
 (D) The business only lasted a year.
4. (A) He did not look at the right schedule.
 (B) The plane landed in the right place.
 (C) The plane arrived on time.
 (D) He had to wait for the plane to land.
5. (A) She'd rather go running.
 (B) She doesn't want to go into the pool.
 (C) She'll change clothes quickly and go swimming.
 (D) She needs a sweatsuit to go running.
6. (A) The firefighters saved the homes for last.
 (B) A firefighter saved the hillside last night.
 (C) The homes on the hillside were burned.
 (D) The houses weren't destroyed.
7. (A) There's enough soup.
 (B) The spices are adequate.
 (C) She thinks the soup's too salty.
 (D) The man should add more salt and pepper.
8. (A) He was lucky to receive a grant for his studies.
 (B) He used his fortune to pay his fees.
 (C) He is a scholar at a college with low fees.
 (D) He paid to get a scholarship.
9. (A) It profited from previous mistakes.
 (B) It earned a lot of money.
 (C) This was the last year that it would make a profit.
 (D) It was not so successful.
10. (A) Chuck's bank account has too much money in it.
 (B) He thinks Chuck has the wrong kind of bank account.
 (C) He thinks that Chuck is on his way home from the bank.
 (D) There isn't enough money in Chuck's account.

SKILL 3: AVOID SIMILAR SOUNDS

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

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

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

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

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

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

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

STRATEGY #3: AVOID SIMILAR SOUNDS

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

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

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

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

2. (woman) *Did they get the new car they wanted?*
 (man) *No, they lacked the money.*
 (narrator) *What does the man mean?*

- (A) They locked the map in a car.
 (B) They looked many times in the car.
 (C) It cost a lot of money when the car leaked oil.
 (D) They didn't have enough money to buy another car.

3. (man) *Have you finished packing yet?*
 (woman) *You should call the porter to get the suitcases.*
 (narrator) *What does the woman mean?*

- (A) It's important to pack the suitcases.
 (B) They need help carrying their bags.
 (C) The man should pack his suit in case he needs it.
 (D) The suitcases are quite portable.

TOEFL EXERCISE 3: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be careful to avoid answers with similar sounds.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE 3.

1. (A) She has to wait for some cash.
 (B) The waiter is bringing a glass of water.
 (C) The lawn is too dry.
 (D) She needs to watch out for a crash.
2. (A) The sweater's the wrong size.
 (B) The man's feet aren't sweating.
 (C) The sweater makes the man seem fat.
 (D) The sweet girl doesn't feel right.
3. (A) He has been regularly using a computer.
 (B) He communicates with a Boston company.
 (C) He regularly goes to communities around Boston.
 (D) He has been traveling back and forth to Boston.
4. (A) He thought the lesson didn't matter.
 (B) He couldn't learn the lesson.
 (C) He learned a massive number of details.
 (D) He didn't like most of the lesson.
5. (A) Some animals started the first fire.
 (B) Animals are killed by forest fires.
 (C) In the first frost, animals die.
 (D) Frost can kill animals.

6. (A) Twenty pairs of shoes are on sale.
 (B) The shoe salesclerk spent twenty dollars on pears.
 (C) The shoes cost twenty dollars.
 (D) The shoes could be repaired for twenty dollars.
7. (A) Tom tended to dislike biology lab.
 (B) Attendance wasn't necessary at biology lab.
 (C) Tom went to biology lab.
 (D) There was a tendency to require biology lab.
8. (A) The meal will be served at noon.
 (B) The males should be driven there by noon.
 (C) He's expecting the ice to melt before noon.
 (D) The letters ought to be delivered at 12:00.
9. (A) The weather will probably get worse later.
 (B) The newspaper headlines described a bad storm.
 (C) There was news about a headstrong man.
 (D) He had a new bed.
10. (A) If she could do the grocery shopping
 (B) If she prefers cooked vegetables or salad
 (C) If she could help prepare the salad
 (D) If she minds shopping for vegetables

TOEFL EXERCISE (Skills 1–3): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE (SKILLS 1–3).

1. (A) He would like some iced coffee.
(B) He wants to stop drinking coffee.
(C) A drink seems like a good idea.
(D) He needs to drink something to stop his coughing.
2. (A) She would prefer a sunny day.
(B) The park is too crowded.
(C) She would like a place that is not so loud.
(D) She cannot walk because she's too old.
3. (A) He should open an account.
(B) He should take a ride on a ship.
(C) He should try to keep the cost cheap.
(D) He should try something monotonous to get to sleep.
4. (A) The department is not changing the requirements.
(B) He hasn't heard anything about the change.
(C) The changes are believable.
(D) What has happened is incredible to him.
5. (A) The wait has taken close to an hour.
(B) They were stranded in their car.
(C) Most of the people have been in line for hours.
(D) They made a line in the sand.
6. (A) The instructor is selecting several passages.
(B) The conductor is fair to the passengers.
(C) The stamp collector is conducting his business.
(D) The riders are paying for the train trip.
7. (A) The managers will take the train to the program.
(B) A program to develop new managers will commence soon.
(C) The new management program is very weak.
(D) The program will be maintained to the letter.
8. (A) The fire started to attack the building.
(B) The firefighter stared at the attacker.
(C) The fire probably began at the top of the building.
(D) The firefighter started to attack the fire.
9. (A) He assured the woman that he knew the truth.
(B) He is sure that it isn't new.
(C) He thought that the woman was aware of what happened.
(D) He soon will know the truth.
10. (A) The art professor is not one of his fans.
(B) His drawings were amazing.
(C) The catches that he made were fantastic.
(D) His sketches showed a fantasy world.

WHO, WHAT, WHERE

SKILL 4: DRAW CONCLUSIONS ABOUT WHO, WHAT, WHERE

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

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

(woman) *Can you tell me what assignments I missed when I was absent from your class?*

(man) *You missed one homework assignment and a quiz.*

(narrator) *Who is the man?*

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

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

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

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

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

(woman) *Are you going to read those books here in the library?*

(man) *I think I'd rather check them out now and take them home.*

(narrator) *What will the man probably do next?*

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

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

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

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

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

(woman) *Are you going into the water, or are you just going to lie there on the sand?*

(man) *I think I need to put on some suntan lotion.*

(narrator) *Where does this conversation probably take place?*

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

(A) At a beauty salon

(B) At the beach

(C) In a sandbox

(D) At an outdoor restaurant

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

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

CONCLUSIONS ABOUT WHO, WHAT, WHERE	
It is common for you to be asked to draw one of the following conclusions in the short dialogues:	
1.	WHO is probably talking?
2.	WHAT will s/he probably do next?
3.	WHERE does the dialogue probably take place?

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

1. (man) *I'd like to deposit this check in my account, please.*

(woman) *Would you like any cash back?*

(narrator) *Who is the woman?*

(A) A store clerk

(B) A bank teller

(C) An accountant

(D) A waitress
2. (woman) *Have you deposited your paycheck yet?*

(man) *No, but that's next on my list of errands.*

(narrator) *What will the man probably do next?*

(A) Earn his paycheck

(B) Write a check for a deposit on an apartment

(C) Go to a bank

(D) Make a list of errands to run

3. (man) *Did you get the bread, eggs, and milk?* (A) In a restaurant
 (woman) *Now we need to stand in line at the checkout counter.* (B) At a bakery
 (narrator) *Where does this conversation probably take place?* (C) On a farm
 (D) In a market

TOEFL EXERCISE 4: In this exercise, listen carefully to each short dialogue and question on the recording and then choose the best answer to the question. You will have to draw conclusions about *who*, *what*, and *where*.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE 4.

1. (A) In a photography studio
 (B) In a biology laboratory
 (C) In an office
 (D) In the library
2. (A) He's a pilot.
 (B) He's a flight attendant.
 (C) He's a member of the ground crew.
 (D) He works clearing land.
3. (A) Wash the dishes immediately
 (B) Use as many dishes as possible
 (C) Wash the dishes for as long as possible
 (D) Wait until later to clean up
4. (A) In a bank
 (B) In a restaurant
 (C) At a service station
 (D) In a beauty salon
5. (A) A salesclerk in a shoe store
 (B) A shoe repairperson
 (C) A party caterer
 (D) A salesclerk in a fixtures department
6. (A) On a playground
 (B) In a parking lot
 (C) At a zoo
 (D) In a photo studio
7. (A) Respond to the mail
 (B) Put the letters in a file
 (C) Create a pending file
 (D) File the answers she received to the letters
8. (A) In an airplane
 (B) In a police car
 (C) In a theater
 (D) At a fireworks exhibit
9. (A) Take care of Bob
 (B) Invite Bob to dinner
 (C) Let Bob know that they accept his invitation
 (D) Respond to the woman's question
10. (A) A pharmacist
 (B) A dentist
 (C) A teacher
 (D) A business manager

SKILL 5: LISTEN FOR WHO AND WHAT IN PASSIVES

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

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

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

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

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

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

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

PASSIVE STATEMENTS
1. If the dialogue contains a <i>passive</i> statement, the answer to the question is often an <i>active</i> statement.
2. If the dialogue contains an <i>active</i> statement, the answer to the question is often a <i>passive</i> statement.
NOTE: Check carefully <i>who</i> or <i>what</i> is doing the action in these questions.

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

1. (woman) *Alice needs to pay her tuition today.*

(man) *But her tuition has already been paid.*

(narrator) *What does the man imply?*
- (A) Alice’s education has paid off.

(B) Alice’s tuition needs to be paid.

(C) Alice has already paid her fees.

(D) Alice has already received the money.

2. (man) *Have you been taking good care of the lawn?*
 (woman) *I watered it only this morning.*
 (narrator) *What does the woman mean?*
- (A) She drank some water on the lawn this morning.
 (B) She waited for him on the lawn this morning.
 (C) The lawn has already been watered today.
 (D) She wanted a new lawn this morning.
3. (man) *Did you hear the news about the child who was lost in the park?*
 (woman) *Yes, and I heard that she was just found!*
 (narrator) *What does the woman mean?*
- (A) Someone located the girl.
 (B) She heard about the new park from the child.
 (C) The child found her lost pet.
 (D) The child was the last one in the park.

TOEFL EXERCISE 5: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of passives.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE 5.

1. (A) If the restaurant is on the corner
 (B) If the man would like to go to the restaurant
 (C) If the vegetables are fresh
 (D) If vegetarian food can be obtained
2. (A) He admitted that he wanted to go to law school in the fall.
 (B) The law school accepted him as a student.
 (C) The law professor admitted that he would be a student in the fall semester.
 (D) He would be admitted to law school after the fall semester.
3. (A) Mark's plants were cared for in his absence.
 (B) Mark's plan was to be out of town.
 (C) Mark was careful about his plans for the out-of-town trip.
 (D) She was careful while Mark was gone.
4. (A) The lights in the trees were destroyed in the storm.
 (B) The storm damaged the trees.
 (C) The falling trees destroyed a store.
 (D) In the light the destruction of the storm could be seen.
5. (A) She was broke from skiing.
 (B) She went skiing in spite of her accident.
 (C) Her leg was hurt on a skiing trip.
 (D) Her skis were broken in the mountains.
6. (A) The road the horses took was long and hard.
 (B) It was hard to find the hidden houses.
 (C) The riders worked the horses too much.
 (D) It was hard for people to ride the horses for long.
7. (A) He didn't want the coffee that the woman ordered.
 (B) He wasn't sure if the woman wanted coffee.
 (C) He assumed the woman had ordered coffee.
 (D) He was unaware that coffee had already been ordered.
8. (A) The car was in the left parking lot at the airport.
 (B) The friends parked their car at the airport.
 (C) The airport couldn't hold a lot of cars.
 (D) There were a lot of cars to the left of the parking lot.

9.

(A)

The students pointed at Mac.

(B)

Mac was present when the other students made the appointment.

(C)

The class representative suggested Mac to the other students.

(D)

Mac was chosen by his classmates to represent them.
10.

(A)

After the earthquake, the insurance company came out to inspect the damage.

(B)

The insurance company insisted that the building be repaired to meet earthquake safety standards.

(C)

The inhabitants paid their premiums after the earthquake.

(D)

The insurance company paid for the earthquake damage.

SKILL 6: LISTEN FOR WHO AND WHAT WITH MULTIPLE NOUNS

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

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

(man)

Do you know who is in the band now?

(woman)

I heard that Mara replaced Robert in the band.

(narrator)

What does the woman say about the band?

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

(A)

Robert became a new member of the band.

(B)

Robert took Mara's place in the band.

(C)

Mara didn't have a place in the band.

(D)

Mara took Robert's place in the band.

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

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

WHO AND WHAT WITH MULTIPLE NOUNS
When there are multiple nouns in a sentence, it is common for the answers to confuse which noun does what.

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

1. (man) *Why is Bill not at work this week?*
 (woman) *His doctor made him take a week off.*
 (narrator) *What does the woman mean?*
 - (A) The doctor decided to take some time off from work.
 - (B) The doctor told Bill he wasn't too weak to work.
 - (C) Bill was mad when the doctor took some time off.
 - (D) Bill took a vacation on his doctor's orders.

2. (man) *Why is Paul going back home this summer?*
 (woman) *He's returning to Vermont for his sister's wedding.*
 (narrator) *What does the woman mean?*
 - (A) Paul is getting married this summer.
 - (B) Paul's sister is returning from Vermont to get married.
 - (C) Paul will be there when his sister gets married this summer.
 - (D) Paul's sister is coming to his wedding in Vermont.

3. (man) *Did you hear that John's uncle died?*
 (woman) *Yes, and John was named beneficiary in his uncle's will.*
 (narrator) *What does the woman mean?*
 - (A) John received an inheritance when his uncle died.
 - (B) It's a benefit that John's name is the same as his uncle's.
 - (C) John knows that his uncle will come to the benefit.
 - (D) John's uncle gave him a beneficial name.

TOEFL EXERCISE 6: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of who is doing what.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE 6.

1. (A) The passenger waited at the corner.
 (B) The passenger looked for a taxi at the corner.
 (C) The cab driver waited for the passenger.
 (D) The passenger cornered the waiting taxi driver.

2. (A) It was hard for her to hear Jane last night.
 (B) Jane gave a harp recital last night.
 (C) Jane was playing hard while she was hurt.
 (D) She played the harp last night for Jane.

3. (A) The baby sister went to bed quite early.
 (B) The children were forced to go to bed early.
 (C) The baby-sitter made the bed after the children got up.
 (D) The baby-sitter did not stay up late.

4. (A) The man taught his son about football.
 (B) The boy is receiving the ball from his dad.
 (C) The ball is being tossed into the air by the boy.
 (D) The man is playing with the ball in the sun.

5. (A) The students were told to go listen to the speaker.
(B) The professor attended that evening's lecture.
(C) The students were given directions to the lecture.
(D) The professor was directed to the lecture hall.
6. (A) The manager went to the supply room.
(B) The clerk set supplies on the floor.
(C) The clerk went to the supply room at the manager's request.
(D) The clerk backed into the manager in the supply room.
7. (A) The librarian was quite reserved with the students for two days.
(B) Within two days the librarian had the books for the students.
(C) The librarian reserved the books for the students.
(D) The students put the books on hold for two days.
8. (A) The chairman decided that Tony would serve on the board for another year.
(B) The chairman elected the board.
(C) The board decided Tony could be chairman after one year.
(D) Tony became chairman for one more year.
9. (A) The judge defended the murderer.
(B) The judge tried to protect the defendant from the murderer.
(C) The judge said that the defendant was a criminal.
(D) The defense couldn't make a judgment about the criminal.
10. (A) The woman should announce the names of the committee members.
(B) He is thankful to be appointed to the committee.
(C) He is sure about the time of the appointment with the committee.
(D) The woman will serve on the committee.

TOEFL EXERCISE (Skills 4–6): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE (SKILLS 4–6).

1. (A) In a department store
(B) In a stationery store
(C) At the post office
(D) At the airport
2. (A) The teacher gave the students a hand.
(B) The term papers were turned in.
(C) The students got the papers from the office.
(D) The teacher handed the papers to the students.
3. (A) The attendant checked the oil in Mark's car.
(B) Mark checked to see if he had enough oil in his car.
(C) Mark checked with the service station attendant.
(D) Mark wrote a check to pay for the oil.
4. (A) A delivery man
(B) A famous chef
(C) A clerk in a fast-food restaurant
(D) An airline steward
5. (A) They need new print for the additional copies.
(B) They can make extra copies if necessary.
(C) Printers are needed for the additional copies.
(D) Additional copies are needed immediately.
6. (A) The professor bought two books.
(B) The students had to purchase two books.
(C) The students sold two books to the professor.
(D) The students were required to read two books by the professor.

7. (A) The doctor returned to the office.
(B) Jim asked the doctor to come to the office.
(C) The doctor will not return until next week.
(D) Jim was told to come back.
8. (A) Go to work in the lab
(B) Sample the work from the lab
(C) Have the samples delivered
(D) Send a note to the lab
9. (A) Mary became the new class president.
(B) Sue took her place as class president.
(C) In place of Mary, Sue became senior class president.
(D) The senior class president replaced Sue and Mary.
10. (A) The panel was analyzed on the television program.
(B) A committee evaluated recent political events.
(C) The program featured a psychoanalyst.
(D) The panel discussed the television program.

TOEFL REVIEW EXERCISE (Skills 1–6): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.



NOW BEGIN THE RECORDING AT TOEFL REVIEW EXERCISE (SKILLS 1–6).

1. (A) He seemed to be rather hungry.
(B) She was quite angry at him.
(C) He was trying to hang the posters.
(D) She believes he was mad.
2. (A) The parents are going to stay up late.
(B) The parents have given Hannah her allowance.
(C) Lately, the parents have not been so loud.
(D) Hannah does not have to go to bed early.
3. (A) At a department store
(B) At a service station
(C) At a collection agency
(D) In a delivery room
4. (A) She just broke some eggs.
(B) They need to eat fast.
(C) She is serious about the boat.
(D) He has a choice to make.
5. (A) It was urgent that Ellen do her best.
(B) He really urged Ellen to do more.
(C) He was encouraged by Ellen to try harder.
(D) Ellen told him that she was trying to do better.
6. (A) The car stalled on the road.
(B) Someone took the car.
(C) Rob sold his car.
(D) Rob heard someone steal his car.
7. (A) Buying the bigger container
(B) Putting the milk in the cart
(C) Taking a carton that is smaller
(D) Getting the milk tomorrow instead
8. (A) The receptionist welcomed the businesspeople.
(B) The man created a shipping and receiving business.
(C) The businesspeople were rather greedy.
(D) The businesspeople greeted the receptionist.
9. (A) The police officer was stationed near the tourist.
(B) The tourist was forced to accompany the police officer.
(C) The tourist became mad at the police station.
(D) The tourist stated that the police officer never came.
10. (A) He hasn't seen her ideas.
(B) It was a terrible deal.
(C) He doesn't like the idea.
(D) It sounds magnificent to him.

NEGATIVES

SKILL 7: LISTEN FOR NEGATIVE EXPRESSIONS

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

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

(man) *How did they get to their grandmother's house in Maine in only five hours?*
(woman) *They didn't drive slowly on the trip to Maine.*
(narrator) *What does the woman say about the trip?*

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

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

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

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

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

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

1. (man) *I can't seem to get the door unlocked.*
(woman) *That isn't the right key for the door.*
(narrator) *What does the woman mean?*

(A) The key in the drawer is on the right.
(B) The man should write the message on the door.
(C) The man has the wrong key.
(D) The right key isn't in the drawer.

2. (man) *Were you pleased with last week's convention?*
 (woman) *Nothing went as planned.*
 (narrator) *What does the woman mean?*
- (A) The convention was disorganized.
 (B) She didn't plan to attend the convention.
 (C) She planned the convention last week.
 (D) She wasn't pleased with the last week of the convention.
3. (woman) *Are you planning to go to college next year?*
 (man) *I'm really unsure about the idea.*
 (narrator) *What does the man mean?*
- (A) He definitely wants to go to college.
 (B) He is certain about his plans.
 (C) He's hesitant about attending college.
 (D) His idea is to go to college.

TOEFL EXERCISE 7: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of negative expressions.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE 7.

1. (A) She is very busy.
 (B) She has lots of free time.
 (C) It is not necessary to take out the trash.
 (D) She will do it if she has time.
2. (A) The interview is very important.
 (B) He is worried about the interview.
 (C) What he's wearing to the interview is important.
 (D) He is not concerned about the interview.
3. (A) He has almost all the notes.
 (B) His attendance was perfect.
 (C) He went to all the lectures but one.
 (D) He missed more than one psychology class.
4. (A) They passed the library at 6:00.
 (B) The library opens at 6:00 in the summer.
 (C) The library closes at 6:00.
 (D) You can't check out more than six books in the summer.
5. (A) Water the plants once a day.
 (B) Give the plants no more water.
 (C) Water the plants often while the man is gone.
 (D) Give the plants a limited amount of water.
6. (A) The service satisfied her.
 (B) The food was worse than the service.
 (C) She thought the service was bad.
 (D) Neither the food nor the service was satisfying.
7. (A) He told his kids to leave.
 (B) He seriously wanted the woman to go.
 (C) He was joking when he told the woman to leave.
 (D) He left with the woman.
8. (A) The project will take all their effort.
 (B) They have no other work to do.
 (C) It's impossible to finish.
 (D) They aren't even close to finishing the project.
9. (A) She doesn't mind an hour more.
 (B) She'd rather stay more than an hour.
 (C) It's better to stay than go.
 (D) She prefers to leave.
10. (A) The service at the hotel wasn't too good.
 (B) This hotel gave excellent service.
 (C) The service at the hotel could have been improved.
 (D) This hotel's service was the same as the service at other hotels.

SKILL 8: LISTEN FOR DOUBLE NEGATIVE EXPRESSIONS

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

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

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

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

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

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

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

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

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

1. (man) Paula, you worked so hard setting up the field trip.
(woman) I hope no one's unhappy with the arrangements.
(narrator) What does Paula mean?

(A) She hopes everyone will be pleased.
(B) She knows no one is happy with what she has done.
(C) She's arranged to take a trip because she's unhappy.
(D) Everyone's happy with the condition of the field.

2. (woman) *How was your history exam?*
 (man) *I didn't study enough, so I didn't do well.*
 (narrator) *What does the man mean?*
- (A) He studied a lot and passed.
 (B) He failed in spite of his effort.
 (C) He got a good grade even though he didn't study.
 (D) His grade was poor because of inadequate preparation.
3. (man) *Were your friends able to get tickets for the concert?*
 (woman) *Mark couldn't get tickets for the concert, and neither could Paul.*
 (narrator) *What does the woman mean?*
- (A) Although Mark couldn't get both tickets, Paul did.
 (B) Both were unable to obtain tickets.
 (C) Neither Mark nor Paul wanted to go to the concert.
 (D) Mark tried to get tickets, but Paul didn't.

TOEFL EXERCISE 8: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of double negatives.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE 8.

1. (A) He'll definitely be elected.
 (B) The election is now complete.
 (C) She has high hopes for his chances.
 (D) It may happen.
2. (A) Both parts of his game were bad.
 (B) He served better than he volleyed.
 (C) Some parts of his game were better than others.
 (D) He played rather well.
3. (A) It is a surprise that he was prepared.
 (B) He was not ready, as usual.
 (C) He prepared a really big surprise.
 (D) His strong preparation came as no surprise.
4. (A) She felt good enough to go out.
 (B) She went out to get some medicine.
 (C) She felt like dancing, so she went out with everyone.
 (D) She stayed home because she was sick.
5. (A) She has problems that others aren't aware of.
 (B) Others aren't aware of her problems.
 (C) She knows she's been a problem.
 (D) She doesn't have a care in the world.
6. (A) Steve wanted to finish his paper, and so did Paul.
 (B) Both Steve's and Paul's papers were incomplete.
 (C) Steve and Paul were busy doing their term papers.
 (D) When Steve wasn't able to finish his paper, Paul couldn't help.
7. (A) It wasn't George's responsibility to pay the bill.
 (B) Bill was irresponsible about paying George's rent.
 (C) George acted carelessly by not taking care of the bill.
 (D) George took responsibility for the unpaid bill.
8. (A) It's fortunate that he was accepted.
 (B) It's good that he wasn't admitted.
 (C) Fortunately, the university didn't admit him.
 (D) It's too bad he was rejected.

9. (A) The first essay was better than the second.
 (B) The first and second drafts couldn't be better.
 (C) The second draft of the essay was much better than the first.
 (D) Both versions were poorly written.
10. (A) Roger has been bothered.
 (B) Roger wasn't the least bit disturbed.
 (C) The problems have had little effect on Roger.
 (D) Roger hasn't been disturbed.

SKILL 9: LISTEN FOR "ALMOST NEGATIVE" EXPRESSIONS

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

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

- (woman) . Were you able to pay the electric bill?
 (man) I had barely enough money.
 (narrator) What does the man imply?

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

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

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

The following chart outlines common "almost negative" expressions:

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

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

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

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

TOEFL EXERCISE 9: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of "almost negative" expressions.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE 9.

1. (A) There's little rain in July.
 (B) In July it never rains.
 (C) It rains hard in July.
 (D) When it rains in July, it rains hard.
2. (A) The university accepted three students.
 (B) None of the students is going to the university.
 (C) John was not accepted.
 (D) Two were not admitted.
3. (A) Although he did pass, Mark's exam grade wasn't too good.
 (B) Mark failed his history exam.
 (C) The highest grade on the history exam went to Mark.
 (D) Professor Franks didn't pass Mark on the history exam.
4. (A) He often has long waits in Dr. Roberts's office.
 (B) He must wait patiently for Robert.
 (C) Dr. Roberts is generally punctual.
 (D) He doesn't mind waiting for Dr. Roberts.
5. (A) Betty often takes vacations in winter.
 (B) Betty prefers to take vacations in winter.
 (C) Occasionally Betty works one week during vacation.
 (D) A winter vacation is unusual for Betty.
6. (A) He rarely spends time on his courses.
 (B) He's an excellent student.
 (C) He never studies.
 (D) His books are always open.
7. (A) He finished the exam in plenty of time.
 (B) He was scared he wouldn't finish.
 (C) He used every possible minute to finish.
 (D) He was unable to complete the exam.
8. (A) This was a very long staff meeting.
 (B) This was the only staff meeting in a long time.
 (C) The meeting lasted only until one o'clock.
 (D) The one staff meeting should've lasted longer.

9.

(A)

Meat tastes delicious to him when it's cooked rare.

(B)

He isn't sure if the meal is delicious.

(C)

This meat is the best he's tasted in a long time.

(D)

He'd like to eat some meat from this delicatessen.
10.

(A)

He broke his arm trying to move it.

(B)

He only hurt the broken arm.

(C)

He only tries to move the broken arm.

(D)

There's no pain if he rests quietly.

SKILL 10: LISTEN FOR NEGATIVES WITH COMPARATIVES

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

Example from the Paper and Computer TOEFL® Tests



On the recording, you hear:

- (woman)

What do you think of the new student in math class?
- (man)

No one is more intelligent than she is.
- (narrator)

What does the man say about the new student?

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

- (A)

She is not very smart.
- (B)

He is smarter than she is.
- (C)

Other students are smarter than she is.
- (D)

She is the smartest student in the class.

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

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

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