

e-Practice Test

for the

TOEFL Junior® Standard Test



Part of the TOEFL® Family of Assessments

Contains one full practice test

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Notes to the User

These *TOEFL Junior*[®] Standard test practice materials were created by professional test developers at ETS. The test questions are an accurate reflection of the questions found in an actual TOEFL Junior Standard test.

The ideas expressed in the reading materials contained in the practice test do not necessarily reflect the opinions of the *TOEFL* Board or Educational Testing Service (ETS[®]).

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In order to complete the Listening section of the practice test, you will need to access the following website for the audio files: <http://www.ets.org/toefljunior/epracticetest>

Table of Contents

About the <i>TOEFL Junior</i> [®] Standard Test	3
What is in the Test?	4
Listening Comprehension Section	4
Language Form and Meaning Section	4
Reading Comprehension Section	5
Preparing for the <i>TOEFL Junior</i> [®] Standard Test.	6
Taking the Practice Test	6
General Study Tips	6
Here are some tips for improving your listening skills	6
Here are some tips for improving your language form and meaning skills	7
Here are some tips for improving your reading skills	7
Use proven test-taking strategies	7
Answer Sheet	8
Completing Your Answer Sheet	8
Practice Test Answer Sheets	9
Practice Test	13
Listening Comprehension Section	15
Language Form and Meaning Section	25
Reading Comprehension Section	39
Review Materials	53
Answer Key	55
Listening Comprehension Script	57
Taking the <i>TOEFL Junior</i> [®] Standard Test	69

About the *TOEFL Junior*[®] Standard Test

English-language proficiency is an increasingly important skill for students worldwide as it provides access to a wide range of educational, personal and professional opportunities. Reliable assessment of progress in English language learning at a young age is crucial for student development.

Market research indicates a global need for a well-designed, objective measure of proficiency in English to help younger students,

The *TOEFL Junior*[®] Standard test measures the degree to which middle-school students have attained proficiency in the academic and social English language skills representative of English-medium instructional environments. It is not based on or limited to any specific curriculum. Designed to measure listening comprehension, language form and meaning, and reading comprehension, the test gives schools, teachers, parents, and students an objective measure of the test taker's English language learning progress. Scores can be used to support decisions to place students into programs designed to increase English proficiency levels. The test can also be used to measure student progress in developing English language proficiency over time.

Taking this e-practice test will help you identify any areas where you need improvement. You can use the “General Study Tips” section to help you prepare for the actual test. The practice test will also help you know what to expect when you take the *TOEFL Junior*[®] Standard test — you will be familiar with the types of questions and how to mark your answer sheet. You will not receive a final score for the practice test.

There are no passing or failing scores set by ETS for the *TOEFL Junior*[®] Standard test — each school decides for itself what scores are acceptable for its purposes.

What is in the Test?

The questions on the *TOEFL Junior*[®] Standard test are multiple-choice questions, each with four possible answers. There are three sections, each measuring a critical skill in the use of English. Each section has 42 questions, and total testing time is approximately two hours. All questions are placed in the context of a school environment.

Listening Comprehension Section

The Listening Comprehension section measures your ability to listen for instructional, social, and academic purposes. The section contains three different question types, each designed to meet one of these purposes:

- **Classroom Instruction.** In this question type, you will listen to a short talk by a teacher, principal, librarian, or other school staff member. Each talk lasts 20 to 45 seconds. After the talk you will answer one question. The question may ask you to identify the main idea or the purpose of the talk, or make an inference or prediction based on what the speaker says.
- **Short Conversation.** In this question type, you will listen to a conversation between two students or between a student and a school staff member, like a teacher or librarian. The conversations last 60–90 seconds. After the conversation, you will answer 3–4 questions. The questions may ask you to identify the main idea or one of the important details of the conversation; to make an inference or prediction based on the conversation; to identify why a speaker talks about certain information; or to recognize how a speaker feels or what a speaker means when using certain intonation or stressing certain words.
- **Academic Listening.** In this question type, you will listen to a classroom lecture or discussion about an academic topic. After you listen, you will answer 4–5 questions. The question may ask you to identify the main idea or one of the important details of the lecture or discussion; to make an inference or prediction based on the lecture or discussion; to identify why a speaker talks about certain information; or to recognize how a speaker feels or what a speaker means when using certain intonation or stressing certain words.

Language Form and Meaning Section

The Language Form and Meaning section measures your understanding of the structure of English and the depth of your vocabulary knowledge. The questions are presented within a series of short paragraphs. Each question requires you to choose the correct word or phrase that accurately completes a sentence. Each paragraph represents the kinds of reading that students do in a school context:

- Emails, notes, or announcements
- Short fictional passages
- Student reports
- Magazine articles
- Passages from textbooks

There are two main types of questions. Language Form questions test knowledge of grammatical structures (for example, verb tenses, relative clauses, word order, adjective or adverb form). Language Meaning questions test knowledge of vocabulary.

Reading Comprehension Section

The Reading Comprehension section measures your ability to read and comprehend both academic and non-academic texts that you might come across in a school environment. Examples of non-academic texts include:

- Correspondence (emails, notes, and letters)
- Non-linear texts (schedules and menus)
- News articles (like those found in a school or local newspaper)

Examples of academic texts include:

- Narratives about fictional characters
- Persuasive texts that support an opinion (letters to the editor and movie or book reviews)
- Passages about an academic topic that might be found in a textbook or specialized magazine

The questions in the Reading Comprehension section test your ability to:

- Comprehend the main idea of a text
- Identify important factual information that supports the main idea
- Make inferences based on what is not explicitly stated in a text
- Determine the meaning of unfamiliar words or expressions from context
- Identify the words that pronouns represent
- Recognize an author's purpose

Preparing for the *TOEFL Junior*[®] Standard Test

Taking the Practice Test

Taking the practice test in this book will give you a good idea of what the actual test is like in terms of the types of questions you will be asked and the time limits you will have. You will have 40 minutes to complete the Listening section, 25 minutes to complete the Language Form and Meaning section, and 50 minutes to complete the Reading section.

Each section begins with a set of special directions that includes sample questions and answers. It is important to read these directions so you will understand exactly what you are to do before you start to work on a section.

Some questions may be harder than others, but try to answer every one. If you are not sure of the correct answer, make the best guess you can and go on to the next question. It is to your advantage to answer every question, even if you have to guess. There is no penalty for guessing.

As you take the practice test, work rapidly but carefully. Do not spend too much time on any single question. You may take notes only during the Listening section.

Here are more guidelines for using the practice test:

- Plan to spend approximately two hours **without interruption** to take the practice test
- Choose a quiet room in which to work
- Use a stopwatch or a clock so you can know the correct amount of time
- Have two sharpened No. 2 or HB black lead pencils and an eraser
- Remove any study materials from your work area

General Study Tips

Here are some tips for improving your listening skills:

- Watching English-language movies and television programs and listening to English-language radio provide excellent opportunities to build your listening skills. English-language recordings are equally valuable and helpful. The Internet is also a great resource for material that you can use to improve your English listening skills.
- Listen carefully to what the speaker is saying.
- Stay active by asking yourself questions. For example, what main idea is the speaker communicating?
- Think about what the speaker is doing. In other words, what is the purpose of the speech or conversation? For example, is the speaker apologizing, complaining, or making suggestions?
- Is the speaker's voice calm or emotional? What does the speaker's tone of voice tell you?
- Pay careful attention to the way stress and intonation patterns are used to convey meaning.
- Think about how a talk or discussion is organized. Listen for signal words that indicate the introduction, major steps or ideas, examples, and the conclusion or summary.
- Listen for words that show connections and relationships between ideas (for example, "because," "however," "therefore").
- Listen to recorded material and stop the recording at various points. Predict what information or idea will be expressed next.
- During or after the lecture, create an outline of the information discussed.

Here are some tips for improving your language form and meaning skills:

- Read a text first for meaning. Then, review the same text, this time paying attention to the different ways the sentences are structured.
 - In each of the sentences, determine the part of speech that each word represents. Try to identify the subject, verb, object, adjectives, adverbs, prepositions, determiners, and conjunctions. Also, try to identify the verb tense.
 - Find out how other parts of the sentence are related to the main clause by looking for structural clues such as connectors or punctuation marks.
 - Look for transitional words such as “because,” “however,” and “therefore.” Pay attention to how these words connect ideas across sentences.
- Increase your vocabulary, learning 6 or 7 new words every day. Keep a growing list of words and review the entire list from time to time to make sure you do not forget the meanings of the words.
- Keep an English-language journal. Spend a few minutes every day writing in your journal.
 - If you are taking English classes at school and learning grammar, make a point of using new grammatical structures you have learned when you write.
 - Once you have completed an entry, make sure to go back and re-read what you have written. Revision is the key to improving writing. Correct any errors that you find. Highlight areas you are unsure about and ask questions about them in class.

Here are some tips for improving your reading skills:

- Read a few pages in English every day. Read a variety of English-language texts, including short stories, newspaper and magazine articles, and non-fiction texts about academic topics such as science, social studies, and arts. Many such texts can be found on the Internet.
- Practice skimming a passage quickly to get the main idea. Develop the ability to skim quickly and identify major points.
- After skimming a passage, read it again more carefully and write down the main idea, major points and important facts.
- When you come across an unfamiliar word, try to determine the meaning from the context. If you cannot determine the meaning from context, look up the meaning of the word in a dictionary.
- Underline all pronouns (he, him, they, them, etc.) and identify the nouns to which they refer in the passage.

Use proven test-taking strategies

- Carefully follow directions in each section of the test to avoid wasting time.
- Don't panic. Concentrate exclusively on the current question only. Don't think about how you answered other questions. This is a habit that can be learned through practice.
- Avoid spending too much time on any single question. If you have given the question some thought and you still don't know the answer, eliminate as many choices as possible and then select the best choice.

Answer Sheet

Completing Your Answer Sheet

When you mark your answers on the answer sheet:

- Use a No. 2 or HB black lead pencil.
- Mark **only one** answer to each question.
- Be sure to mark your answer in the row with the same number as the question you are answering.
- Carefully and completely fill in the circle corresponding to the answer you choose for each question. If you change your mind about an answer after you have marked it on your answer sheet, completely erase your old answer and then mark your new answer.

Taking the practice test:

- Remove one of the sample answer sheets from this book.
- Leave this book open to page 15. Place the book and the answer sheet in front of you.
- For the audio files to the practice test, you will need to access the following website: <http://www.ets.org/toefljunior/epacticetest>. Play the audio file from your computer. The test narrator will tell you what to do.
- You will have 12 seconds to answer each Listening question. The narrator will move on to the next question after 12 seconds. Do not spend too much time trying to answer one Listening question.
- The Listening section ends after the narrator asks the last question. When you have finished the Listening section, set your timer for 25 minutes and begin the Language Form and Meaning section.
- You have only 25 minutes to answer 42 questions in this section, so work efficiently. Do not spend too much time on any one question.
- When 25 minutes have passed, stop working on the Language Form and Meaning section. (If you did not answer all of the questions, you can review the ones you skipped when you've finished the practice test.) Set your timer for 50 minutes and begin the Reading section.
- You have 50 minutes to answer 42 Reading questions. Reading the passages will take up most of your time, so pay attention to the time as you read the passages and answer the questions.
- When 50 minutes have passed, stop working on the Reading section. You have now finished the test.
- Turn to page 55 in this book to review your answers. Make a note of any incorrect answers and go back to the test to find out why you answered incorrectly. (You can find the scripts for the Listening items on page 57.)
- If you did not have time to answer all of the Language Form and Meaning or Reading questions, go back and try to answer those questions now.



EXAMPLE				
CORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT
A B ● D	A B C D	A B X D	A B ● D	A B C D

LISTENING COMPREHENSION

SAMPLES									
A	A B C D	7	A B C D	16	A B C D	25	A B C D	34	A B C D
B	A B C D	8	A B C D	17	A B C D	26	A B C D	35	A B C D
1	A B C D	9	A B C D	18	A B C D	27	A B C D	36	A B C D
2	A B C D	10	A B C D	19	A B C D	28	A B C D	37	A B C D
3	A B C D	11	A B C D	20	A B C D	29	A B C D	38	A B C D
4	A B C D	12	A B C D	21	A B C D	30	A B C D	39	A B C D
5	A B C D	13	A B C D	22	A B C D	31	A B C D	40	A B C D
6	A B C D	14	A B C D	23	A B C D	32	A B C D	41	A B C D
		15	A B C D	24	A B C D	33	A B C D	42	A B C D

LANGUAGE FORM AND MEANING

SAMPLES									
A	A B C D	7	A B C D	16	A B C D	25	A B C D	34	A B C D
B	A B C D	8	A B C D	17	A B C D	26	A B C D	35	A B C D
1	A B C D	9	A B C D	18	A B C D	27	A B C D	36	A B C D
2	A B C D	10	A B C D	19	A B C D	28	A B C D	37	A B C D
3	A B C D	11	A B C D	20	A B C D	29	A B C D	38	A B C D
4	A B C D	12	A B C D	21	A B C D	30	A B C D	39	A B C D
5	A B C D	13	A B C D	22	A B C D	31	A B C D	40	A B C D
6	A B C D	14	A B C D	23	A B C D	32	A B C D	41	A B C D
		15	A B C D	24	A B C D	33	A B C D	42	A B C D

READING COMPREHENSION

SAMPLES									
A	A B C D	7	A B C D	16	A B C D	25	A B C D	34	A B C D
B	A B C D	8	A B C D	17	A B C D	26	A B C D	35	A B C D
1	A B C D	9	A B C D	18	A B C D	27	A B C D	36	A B C D
2	A B C D	10	A B C D	19	A B C D	28	A B C D	37	A B C D
3	A B C D	11	A B C D	20	A B C D	29	A B C D	38	A B C D
4	A B C D	12	A B C D	21	A B C D	30	A B C D	39	A B C D
5	A B C D	13	A B C D	22	A B C D	31	A B C D	40	A B C D
6	A B C D	14	A B C D	23	A B C D	32	A B C D	41	A B C D
		15	A B C D	24	A B C D	33	A B C D	42	A B C D

Tear here to detach



EXAMPLE				
CORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT
A B ● D	A B C D	A B X D	A B ● D	A B C D

LISTENING COMPREHENSION				
<p>SAMPLES</p> <p>A A B C D</p> <p>B A B C D</p>				
1 A B C D	7 A B C D	16 A B C D	25 A B C D	34 A B C D
2 A B C D	8 A B C D	17 A B C D	26 A B C D	35 A B C D
3 A B C D	9 A B C D	18 A B C D	27 A B C D	36 A B C D
4 A B C D	10 A B C D	19 A B C D	28 A B C D	37 A B C D
5 A B C D	11 A B C D	20 A B C D	29 A B C D	38 A B C D
6 A B C D	12 A B C D	21 A B C D	30 A B C D	39 A B C D
	13 A B C D	22 A B C D	31 A B C D	40 A B C D
	14 A B C D	23 A B C D	32 A B C D	41 A B C D
	15 A B C D	24 A B C D	33 A B C D	42 A B C D

LANGUAGE FORM AND MEANING				
<p>SAMPLES</p> <p>A A B C D</p> <p>B A B C D</p>				
1 A B C D	7 A B C D	16 A B C D	25 A B C D	34 A B C D
2 A B C D	8 A B C D	17 A B C D	26 A B C D	35 A B C D
3 A B C D	9 A B C D	18 A B C D	27 A B C D	36 A B C D
4 A B C D	10 A B C D	19 A B C D	28 A B C D	37 A B C D
5 A B C D	11 A B C D	20 A B C D	29 A B C D	38 A B C D
6 A B C D	12 A B C D	21 A B C D	30 A B C D	39 A B C D
	13 A B C D	22 A B C D	31 A B C D	40 A B C D
	14 A B C D	23 A B C D	32 A B C D	41 A B C D
	15 A B C D	24 A B C D	33 A B C D	42 A B C D

READING COMPREHENSION				
<p>SAMPLES</p> <p>A A B C D</p> <p>B A B C D</p>				
1 A B C D	7 A B C D	16 A B C D	25 A B C D	34 A B C D
2 A B C D	8 A B C D	17 A B C D	26 A B C D	35 A B C D
3 A B C D	9 A B C D	18 A B C D	27 A B C D	36 A B C D
4 A B C D	10 A B C D	19 A B C D	28 A B C D	37 A B C D
5 A B C D	11 A B C D	20 A B C D	29 A B C D	38 A B C D
6 A B C D	12 A B C D	21 A B C D	30 A B C D	39 A B C D
	13 A B C D	22 A B C D	31 A B C D	40 A B C D
	14 A B C D	23 A B C D	32 A B C D	41 A B C D
	15 A B C D	24 A B C D	33 A B C D	42 A B C D

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Practice Test

NO TEST MATERIAL ON THIS PAGE

Listening Comprehension

The Listening section has 42 questions. Follow along as you listen to the directions to the listening section.

Directions


In this section of the test, you will hear a teacher or other school staff member talking to students. Each talk is followed by one question. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk only one time.

Here is an example: 

What does the teacher want the students to do?

- (A) Help a new classmate
- (B) Prepare for gym class
- (C) Welcome a guest speaker
- (D) Return books to the library

The correct answer is (A), "Help a new classmate."

Here is another example: 

What will the students probably do next?

- (A) Sing a song
- (B) Listen to some music
- (C) Choose instruments to play
- (D) Discuss the life of a musician

The correct answer is (B), "Listen to some music."

Go on to the next page, and the test will begin with question number one.

1. What will the students probably do next?

- (A) Clean up a mess in the laboratory
- (B) Ask the teacher some questions
- (C) Present reports about a science experiment
- (D) Put on safety glasses

2. What is the purpose of the talk?

- (A) To explain to students why debating is important
- (B) To describe to students the process for the class debates
- (C) To discuss ways students can improve their classroom debates
- (D) To find out if students would be interested in starting a debate team

3. What did the principal like best about the band?

- (A) The students wrote their own music.
- (B) The band played several kinds of music.
- (C) The band played during the whole festival.
- (D) The students played many different instruments.

4. What is probably true about the students' parents?

- (A) They want to place their children in another class.
- (B) They have been asking about the students' grades.
- (C) They have reminded their children to attend a conference.
- (D) They haven't scheduled conferences with the teacher.

5. What does the teacher want the students to do?

- (A) Take everything out of their desks
- (B) Put the painting supplies in plastic bags
- (C) Bring paints with them to school on Monday
- (D) Put covers on their desks to keep the paint off

6. What is the purpose of the announcement?

- (A) To remind students about a visit by a guest speaker
- (B) To inform students that lunch will be early today
- (C) To inform students about a trip to a local university
- (D) To remind students to keep quiet during a performance

7. What does the teacher say about the plants in the photographs?

- (A) They can be harmful.
- (B) They are used in medicines.
- (C) They are difficult to identify.
- (D) They no longer grow in the area.

8. Why does the principal apologize?

- (A) The students will have to use the old tables and chairs in the new cafeteria.
- (B) The students will have to wait before they can eat in the new cafeteria.
- (C) The cafeteria will be using the same menu as last year.
- (D) The students will have a shortened vacation this year.

9. What is probably true about the students?

- (A) They are starting to learn about a new topic.
- (B) They are not good at drawing shapes.
- (C) They have new pencils and rulers.
- (D) They have been studying shapes.

10. What is the purpose of the talk?

- (A) To tell students about the library's hours and policies
- (B) To persuade students to use books instead of computers
- (C) To give students information about the library's research tools
- (D) To warn students about unreliable information on the Internet

Now you will hear some conversations. Each conversation is followed by three or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each conversation only one time.

11. What is the boy's problem?

- (A) He forgot a phone number.
- (B) His mobile phone is broken.
- (C) He cannot find his mobile phone.
- (D) He left his mobile phone at home.

12. What does the boy say his teacher makes the class do?

- (A) Turn off their mobile phones
- (B) Leave their mobile phones at home
- (C) Put their mobile phones inside their desks
- (D) Keep their mobile phones in their backpacks

13. What will the boy and girl probably do next?

- (A) Call a friend
- (B) Make some signs
- (C) Phone the boy's house
- (D) Write down a list of phone numbers

14. Where is the conversation probably taking place?

- (A) On a bus
- (B) At a restaurant
- (C) In the mountains
- (D) In a school hallway

15. Why is the boy surprised?

- (A) He did not think he could hike far.
- (B) He thought it would be a rainy day.
- (C) He did not expect to see the girl today.
- (D) He thought he was going to be late for class.

16. What caused plans to change during the trip to the mountains?

- (A) A student got hurt.
- (B) It was snowing in the mountains.
- (C) A path on the mountain was closed.
- (D) The students were too tired to climb to the top.

17. What does the girl suggest about the food on the trip?

- (A) It did not taste good.
- (B) There was not enough to eat.
- (C) It was prepared before the trip.
- (D) The students enjoyed making it.

18. What are the speakers mainly discussing?

- (A) A new art project in the city
- (B) An assignment for their art class
- (C) An art display inside the public library
- (D) A painting that the girl saw downtown

19. Why is the boy excited?

- (A) A famous artist is going to visit his class.
- (B) His artwork might be seen by many people.
- (C) His class might visit an art museum.
- (D) He is getting a good grade in his art class.

20. Where does the boy say he may go this weekend?

- (A) To the zoo
- (B) To an art store
- (C) To Main Street
- (D) To the public library

21. Why does the girl suggest that the boy go to the art room?

- (A) So that he can hand in his homework
- (B) So that he can sign up for a class trip
- (C) So that he can see a new painting
- (D) So that he can talk to the teacher

22. What is the girl's problem?

- (A) She cannot find her report.
- (B) The library is closed today.
- (C) She is late in handing in an assignment.
- (D) The book she has is damaged.

23. How does the girl probably feel when she says, "Wow! Do you think he'll let me borrow it?"

- (A) Excited
- (B) Nervous
- (C) Upset
- (D) Uncertain

24. What does the boy say about his uncle?

- (A) He is very wealthy.
- (B) He is a famous writer.
- (C) He used to work in a library.
- (D) He has many books on architecture.

25. What will the girl probably do after school?

- (A) Study for a test with her friends
- (B) Go with the boy to meet his uncle
- (C) Go to the library to write her report
- (D) Ask her teacher for extra time on an assignment

Now you will hear some talks and discussions about academic topics. Each talk or discussion is followed by four or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk or discussion only one time.

26. What is the main topic of the talk?

- (A) Places where camels look for food in the desert
- (B) How camels survive in the desert
- (C) New kinds of foods discovered in the desert
- (D) Why temperatures change quickly in the desert

27. What false belief about camels does the speaker correct?

- (A) That they run very fast
- (B) That they are found only in hot regions
- (C) That they can easily find water in the desert
- (D) That they store water in their humps

28. What does the speaker imply about the food that camels eat?

- (A) It is full of fat.
- (B) It dries out quickly.
- (C) It is difficult to find.
- (D) It contains a lot of water.

29. According to the speaker, what is harmful to most animals' health?

- (A) Drinking too much water
- (B) Eating food that is very old
- (C) Going too long without rest
- (D) Spending a lot of time in the sun

30. What are the teacher and student mainly talking about?

- (A) Learning how to pilot a balloon
- (B) Breaking records in balloon flights
- (C) Problems related to flying by balloon
- (D) Different kinds of balloons used for transportation

31. What event does the girl mention?

- (A) A ballooning course
- (B) A ballooning contest
- (C) A museum exhibit about ballooning
- (D) A television program about ballooning

32. According to the teacher, what must pilots do before a balloon flight?

- (A) Check weather reports
- (B) Find out about other air traffic
- (C) Follow instructions from someone on the ground
- (D) Choose the right balloon for the conditions

33. What can be inferred from the conversation about using balloons for transportation?

- (A) Balloons will probably be used for transportation more in the future.
- (B) Balloons are unable to fly far enough to be useful for transportation.
- (C) Balloons are too difficult to control to be used for transportation.
- (D) Balloons cost too much money to be used for transportation today.

34. What is the main topic of the talk?

- (A) A newly discovered type of ant
- (B) A type of ant with unusual skills
- (C) An increase in the population of one type of ant
- (D) A type of ant that could be dangerous to humans

35. What does the teacher say many people think must be true about leaf-cutter ants?

- (A) They eat leaves.
- (B) They live in plants.
- (C) They have sharp teeth.
- (D) They are especially large.

36. According to the teacher, what is one activity that both leaf-cutter ants and people do?

- (A) Clean their food
- (B) Grow their own food
- (C) Eat several times a day
- (D) Feed their young special food

37. What did the experiments show about leaf-cutter ants?

- (A) How fast they grow
- (B) Which plants they eat
- (C) Where they look for leaves
- (D) How much weight they can carry

38. What is the main topic of the talk?

- (A) The influence of the Roman Empire on businesses
- (B) Improvements in electronic mail services
- (C) Ways postal services have changed over time
- (D) Reasons that most people do not send paper documents

39. What does the teacher suggest about the early mail carriers who rode on horses?

- (A) They were highly respected by people at the time.
- (B) They often took a piece of mail only part of the way.
- (C) They usually traveled with soldiers for protection.
- (D) They had to pass a physical test to get the job.

40. What happened to the Roman mail system when the Roman Empire ended?

- (A) It was taken over by a private business.
- (B) The Romans destroyed most of it.
- (C) It continued to be used for a period of time.
- (D) Countries fought to manage it.

41. What led to the establishment of private postal systems during the Renaissance?

- (A) An increase in international business
- (B) Growing numbers of people who could read and write
- (C) Advances in printing technology
- (D) Changes in land ownership laws

42. What does the teacher imply when he says, “Of course, with today’s technology, there may soon be no need for any of them”?

- (A) Governments and private postal companies will probably use computers more in the future.
- (B) Modern technology is making international mail delivery more efficient.
- (C) Most people prefer to communicate by phone rather than by e-mail.
- (D) People will use only computers for long-distance communication in the future.



NO TEST MATERIAL ON THIS PAGE

Language Form and Meaning

Directions

In this section of the test, you will answer 42 questions found in seven different texts. Within each text are boxes that contain four possible ways to complete a sentence. Choose the word or words in each box that correctly complete each sentence. Mark the letter of the correct answer on your answer sheet.

Here are two sample questions:

1. The idea that rocks last forever and that rocks

(A) still
(B) very
(C) quite
(D) never

change

is not completely true. If you have ever stood next to a rushing river, you

- 2.

(A) saw
(B) seen
(C) are seeing
(D) may have seen

the water hammering away at the rocks.

The correct answer to **Sample 1** is (D), “never.” The correct answer to **Sample 2** is (D), “may have seen.”

PART 2

Questions 1 - 4 refer to the following e-mail.

Hi, Linda!

Thanks for your last e-mail! I know you like art, just like I do, so I wanted

1. (A) tell
(B) told
(C) to tell
(D) telling

you about the special trip my class went on last week. We took a bus into the city and spent two

hours at the art museum,

2. (A) if there was
(B) that there was
(C) which we had
(D) where we had

our own tour guide. The guide told us about

the different artists and gave us the history of some of the paintings.

3. (A) When
(B) Rather
(C) During
(D) Whether

I have

more time, I will send you another e-mail with some of the photos I took that day. I took a lot of

them! If your family comes to

4. (A) ask
(B) visit
(C) look
(D) return

us this year, we can go to the art museum

together.

Your cousin,

Samantha

PART 2

Questions 5 - 8 refer to the following student essay.

This report is on 5. (A) a topic
(B) an event
(C) a company
(D) an introduction that is very important to me: the environment.

There are things that each of us can do every day 6. (A) less pollution created
(B) to create less pollution
(C) and creating less pollution
(D) the creation of less pollution and

to be less wasteful. For example, today, 7. (A) becoming
(B) has become
(C) is becoming
(D) it has become very easy to recycle all kinds

of materials, like glass, metal, and plastic. Also, people who drive cars can plan their schedules so

that 8. (A) they only when they drive
(B) drive they when only they
(C) they only drive when they
(D) when they only they drive really need to.

PART 2

Questions 9 - 13 refer to the following part of a student's journal.

I 9. (A) writing
(B) to write
(C) had been written
(D) have been writing in my bird-watching journal since last month. I think that the

report I wrote today is the most 10. (A) exciting
(B) desperate
(C) aggressive
(D) comfortable one I have written. In the park this

morning, I saw many ducks 11. (A) to swim
(B) swimming
(C) they swam
(D) that swimming in the pond, and I identified several

songbirds flying from tree to tree. Then as I was leaving the park, I 12. (A) knew
(B) wrote
(C) noticed
(D) invited an

unusual bird high in the sky. I wasn't sure what it was, but luckily it landed on a nearby tree, so I

studied it carefully. When I checked my book at home, I discovered

13. (A) it was the bird
(B) that the bird was
(C) what was the bird
(D) the bird that it was

a hawk—the first one I have ever seen!

PART 2

Questions 14 - 17 refer to the following advertisement.

This summer, Riverville Primary School

14. (A) holding
(B) was held
(C) to be held
(D) will be holding

a special reading and math

camp for young children, and we are looking for camp tutors. Any student between the ages of

14 and 18 who is

15. (A) interesting
(B) interested
(C) interests
(D) interest

in working at the camp as a tutor in math or reading

should call Ms. Turner, the tutor coordinator, at 555-8898. Applicants should have excellent grades

and must be

16. (A) available
(B) different
(C) likely
(D) either

for the entire camp session, which will be held

17. (A) to
(B) at
(C) while
(D) during

the first two weeks of July.

PART 2

Questions 18 - 25 refer to the following letter.

Dear class,

Hello from Egypt! Thank you for the letters and e-mails you

18. (A) send
(B) are sent
(C) sending
(D) have sent

me over the

last month. I miss

19. (A) to see all of my students,
(B) seeing all of my students,
(C) all of my students are seen,
(D) all of my students saw them,

but I am also happy to be having

such a special learning experience myself. As you know, I am

20. (A) requiring
(B) involving
(C) interesting
(D) participating

in a

teachers' exchange program here for three months. I am very lucky to be spending this time in

Egypt.

Since I am a history teacher,

21. (A) it is wonderful
(B) that wonderful
(C) wonderful to be
(D) being wonderful

to visit a country that is famous for its

ancient civilization! I have

22. (A) yet
(B) still
(C) then
(D) already

seen the Great Pyramid of Giza and many other

sights. When I visit these

23. (A) every
(B) general
(C) historic
(D) possible

places, I have a fantastic guide. His name is

Professor Hassan, and he teaches at a large university in Cairo,

24. (A) that is
(B) is being
(C) which is
(D) and which

the

capital city of Egypt. He has taught me so much about the history of the ancient Egyptian kings

and queens.

I can't wait to show

25. (A) all of you the photographs
(B) you the photographs all of
(C) the photographs all of you
(D) you of all the photographs

that I have taken in this amazing

place!

Mr. Tyler

PART 2

Questions 26 - 34 refer to the following student essay.

Harry Houdini was perhaps 26. (A) great for a magician
(B) the greatest magician
(C) a magician of the greatest
(D) the magician who was great of all time.

27. (A) His one
(B) Once his
(C) One of his
(D) This one of most famous tricks was making an elephant disappear. An elephant

named Jennie 28. (A) brought
(B) bringing
(C) was brought
(D) was bringing onto a stage. She greeted the audience by

29. (A) raised
(B) raises
(C) raising
(D) raise her trunk. 30. (A) She was then given
(B) She then gave
(C) Then to give
(D) Then giving Houdini a kiss and was led into

a giant box. The box contained two rooms 31. (A) both of them
(B) in addition
(C) as well as
(D) and too some mirrors.

The mirrors made

32. (A) Jennie looked like it
(B) Jennie looking like
(C) looking like Jennie
(D) it look like Jennie

had disappeared, but of course, she was still

in the box.

33. (A) Despite
(B) Nevertheless
(C) Because
(D) Therefore

the box was so heavy, twenty men had to push it off the

stage at the

34. (A) end
(B) last
(C) result
(D) finishing

of the trick!

PART 2

Questions 35 - 42 refer to the following text.

Located in central Africa,

35. (A) Lake Victoria is
(B) and Lake Victoria is
(C) Lake Victoria's being
(D) although Lake Victoria is

a very unusual lake.

36. (A) It not only one is
(B) Is it one not only
(C) One is it only not
(D) Not only is it one

of the largest lakes in the world; it is also one of the youngest.

Estimated to be about 15,000 years old, it is a relative baby compared with Earth's other very large

lakes,

37. (A) to be
(B) they are
(C) which being
(D) which are

more than two million years old. Yet judging by the variety of

life in it, Lake Victoria

38. (A) resembles
(B) portrays
(C) views
(D) likes

a much older body of water. Usually, lakes need a

much longer time

39. (A) is populated
(B) they are populated
(C) to become populated
(D) becoming populating

by a diverse array of life-forms.

40. (A) Is
(B) It is
(C) Being
(D) Because it is

common for new lakes to contain only a small number of species.

Lake Victoria, however, is

41. (A) opened
(B) filled
(C) satisfied
(D) purchased

with colorful fish, most notably, cichlids.

There are

42. (A) many
(B) as many
(C) too many
(D) as many as

500 different species of just this one type of fish.



Reading Comprehension

Directions

In this section of the test, you will read seven texts and answer 42 questions. Choose the correct answer to each question and mark the letter of the correct answer on your answer sheet.

Before you start, read the sample text and the questions below.

Sample Text

The Golden Gate Bridge is a famous bridge in San Francisco. The bridge has a red color, but gray clouds often surround it. On clear days people come to take pictures of the bridge. The pictures show the green hills next to the bridge and the blue water under it.

Sample Question 1

What is the text mostly about?

- (A) Gray clouds
- (B) San Francisco
- (C) A famous bridge
- (D) Taking photographs

The correct answer is C, "A famous bridge."

Sample Question 2

What color is the Golden Gate Bridge?

- (A) Red
- (B) Green
- (C) Blue
- (D) Gray

The correct answer is A, "Red."

Questions 1 - 4 are about the following announcement.

Student Volunteers Needed!

On Saturday, December 12th, from 10 A.M. until 4 P.M., Carverton Middle School will be holding a music festival in the school gymnasium. The special event will feature a variety of professional musicians and singers.

We are looking for Carverton students to help with the jobs listed below.

Task	Time	Date
Make posters	1 P.M.– 4 P.M.	December 5th
Set up gym	11 A.M.–4 P.M.	December 11th
Help performers	9 A.M.– 4 P.M.	December 12th
Welcome guests	10 A.M.–2 P.M.	December 12th
Clean up gym	4 P.M.–7 P.M.	December 12th

Interested students should speak with Ms. Braxton, the music teacher. Students who would like to help at the festival must have written permission from a parent or guardian.

1. What time will the festival begin?

- (A) 10 A.M.
- (B) 11 A.M.
- (C) 1 P.M.
- (D) 2 P.M.

2. The word feature is closest in meaning to _____.

- (A) look
- (B) keep
- (C) include
- (D) entertain

3. What job will be done the day before the festival begins?

- (A) Making posters
- (B) Setting up the gym
- (C) Cleaning up the gym
- (D) Helping the performers

4. Who is told to talk to Ms. Braxton?

- (A) Parents
- (B) Students
- (C) Teachers
- (D) Performers

Questions - are about the following story.

“Did you see that?” Joe said to his friend Bill. “You’re a great shooter!”

Bill caught the basketball and bounced it before throwing it again. The ball flew into the net.

Line “Bill, you never miss!” Joe said admiringly.

5 “Unless I’m in a real game,” Bill complained. “Then I miss all the time.”

Joe knew that Bill was right. Bill performed much better when he was having fun with Joe in the school yard than he did when he was playing for the school team in front of a large crowd.

“Maybe you just need to practice more,” Joe suggested.

10 “But I practice all the time with you!” Bill objected. He shook his head. “I just can’t play well when people are watching me.”

“You play well when I’m watching,” Joe pointed out.

“That’s because I’ve known you since we were five years old,” Bill said with a smile.

“I’m just not comfortable playing when other people are around.”

15 Joe nodded and understood, but he also had an idea.

The next day Joe and Bill met in the school yard again to practice. After a few minutes, Joe excused himself.

“Practice without me,” Joe said to his friend. “I’ll be back in a minute.”

20 Joe hurried through the school building, gathering together whomever he could find—two students, a math teacher, two secretaries, and a janitor.

When Joe explained why he needed them, everyone was happy to help.

Joe reminded the group to stay quiet as they all went toward the school’s basketball court. As Joe had
25 hoped, Bill was still practicing basketball. He made five baskets in a row without noticing the silent people standing behind him.

“Hey, Bill!” Joe called out finally.

30 Bill turned. A look of surprise came over his face.

35 “I just wanted to show you that you could play well with people watching you,” Joe said. “Now you’ll have nothing to worry about for the next game!”



5. What would be the best title for the story?

- (A) Joe Joins the Team
- (B) Practice Makes Perfect
- (C) Bill Wins the Big Game
- (D) Bill's Basketball Problem

6. In line 6, the word performed is closest in meaning to _____.

- (A) acted
- (B) played
- (C) moved
- (D) changed

7. Why is Bill upset?

- (A) He plays better in practice than he does during games.
- (B) The school yard is not a good place to practice.
- (C) Joe watches him too closely when he plays.
- (D) His team loses too many games.

8. Why does Bill play well when Joe is watching him?

- (A) He is comfortable with Joe.
- (B) Joe tells him how to play better.
- (C) He does not know that Joe is there.
- (D) He wants to prove to Joe that he is a good player.

9. Why does Joe decide to gather a group of people?

- (A) Because he wants more players for his team
- (B) Because he wants to help Bill feel less nervous
- (C) Because he wants to show them his talent
- (D) Because he wants more people to see the next game

10. At the end of the story, all of the following people watch Bill practice EXCEPT _____.

- (A) Joe
- (B) a janitor
- (C) a math teacher
- (D) the basketball coach

11. Why does the group have to be quiet when they go to the basketball court?

- (A) Because Joe is telling Bill what to do
- (B) Because they do not want Bill to know they are there
- (C) Because Bill likes to practice alone
- (D) Because the group needs to listen to Joe's instructions

Questions 12 - 17 are about the following article.

Last Saturday, the students in Mr. Marshall’s social studies class held the school’s first-ever Current Events Awareness Day. The students themselves came up with the idea for the event.

Line

5 As part of their regular studies, Mr. Marshall asks his students to read the newspaper every day and to follow topics that they find particularly interesting.

The students became knowledgeable about a number of current events and wanted to get other students from outside their class more interested in the news.

10

For the event, Mr. Marshall’s students formed into five small groups. Each group focused on a

particular area in current events. The main areas included politics, the environment, the economy, science, and international relations.

15

The students prepared posters and short presentations about their topics, which they then shared with the 230 people who attended the event.

20

Mr. Marshall was very proud of his students and impressed with the work they had done.

“They made the information easy for everyone to understand,” he said. “They even made it entertaining!”

25

Mr. Marshall hopes the event will become a new school tradition that will take place each year.

- 12. Which headline best summarizes the article?**
- (A) Students Focus on Current Events
 - (B) Five Issues Students Care About Most
 - (C) Student Newspaper Read by Hundreds
 - (D) Teacher’s Presentation Inspires Students
- 13. In line 8, the word knowledgeable is closest in meaning to _____ .**
- (A) encouraged
 - (B) bored
 - (C) informed
 - (D) well-known
- 14. According to the article, what assignment does Mr. Marshall regularly give his students?**
- (A) Reading the newspaper
 - (B) Giving class presentations
 - (C) Doing research at the library
 - (D) Writing about current events

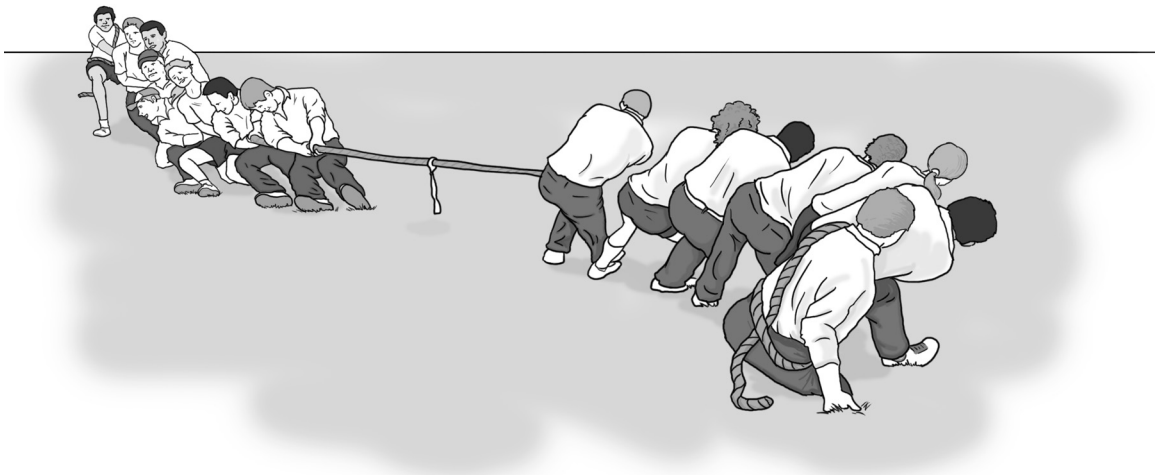
- 15. According to the article, what made each student group different from the others?**
- (A) The number of people in it
 - (B) The schedule it had to follow
 - (C) The kind of materials it made
 - (D) The current events it discussed
- 16. In line 18, the word they refers to _____ .**
- (A) topics
 - (B) posters
 - (C) students
 - (D) presentations
- 17. Based on his comments, what did Mr. Marshall think about the event?**
- (A) It was difficult to plan.
 - (B) It was larger than expected.
 - (C) It was both educational and fun.
 - (D) It was better than last year’s event.

Questions 18 - 23 are about the following passage.

Well-known in many countries, tug-of-war is a sports event with easy rules and a lot of action. On a grassy field, two teams pull on opposite ends of a rope. The team that can pull the other team to its side of the field triumphs. Many places have local tug-of-war clubs that compete against each other. An international organization sets the rules of the competition.

If one tug-of-war team weighs much more than the other team, then it is easier for the heavier team to win. To keep contests fair, all eight pullers on a team must be weighed. Only teams with similar weights compete against each other.

The thrill of tug-of-war has been known for a very long time. In fact, it is one of the world's oldest events, going back many centuries. Tug-of-war existed in many places in ancient times, including Greece, Egypt, and Korea. At one point it was even included in the Olympic Games. It was introduced into the Olympics in 1900, just four years after the first modern Olympic Games were held in 1896 in Greece. It was a part of the Olympics until 1920, when the rope was pulled for the final time as an official Olympic event.



18. What is the best title for the passage?

- (A) Games of Strength and Speed
- (B) A Simple but Exciting Contest
- (C) Changing the Rules of a Fun Game
- (D) The Oldest Sports at the Olympic Games

19. In line 3, the word triumphs is closest in meaning to _____ .

- (A) wins
- (B) arrives
- (C) relaxes
- (D) gets tired

20. According to the passage, what might make a tug-of-war contest unfair?

- (A) Having eight pullers on each team
- (B) Including pullers who think tug-of-war is easy to win
- (C) Keeping teams on opposite sides of the same rope
- (D) Having teams with different weights compete against each other

21. What is done before a contest begins?

- (A) The rope is pulled.
- (B) The field is measured.
- (C) The teams are counted.
- (D) The pullers are weighed.

22. What does the author say about the history of tug-of-war?

- (A) It was played in ancient times.
- (B) It was invented in Greece.
- (C) Its rules were written down in 1900.
- (D) It was a part of the first modern Olympic Games.

23. What was the last year that tug-of-war was included in the Olympics?

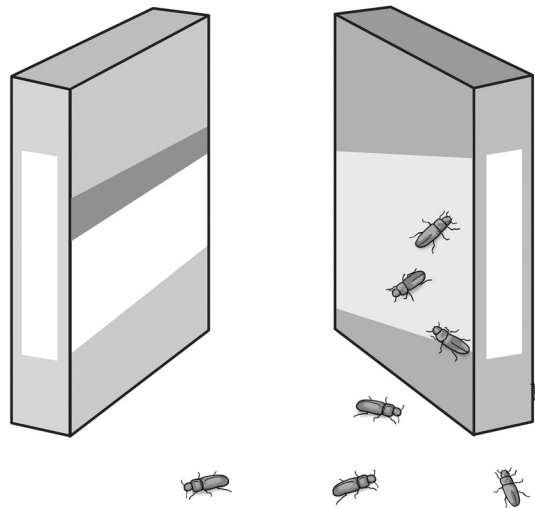
- (A) 1896
- (B) 1900
- (C) 1904
- (D) 1920

Questions 24 - 33 are about the following passage.

The longer food is kept, the more likely it is to attract insects. Even foods stored in containers often attract bugs. To solve this problem, scientists have been working with different odors in an attempt to find one strong enough to keep insects from going near food. One possibility would be to use plants with strong smells, like garlic or pine, to keep insects away. Unfortunately, however, using these smells might keep some people away too!

A more promising repellent is citronella oil, which comes from a type of lemongrass. An experiment was done using this oil with a certain insect, the red flour beetle. Scientists sprayed cardboard boxes with citronella oil and noticed that the beetles did not enter those boxes. They were much more interested in boxes that were not sprayed.

One problem with using citronella oil as a repellent, however, is that it is quite ephemeral—it simply does not last very long. After a few months it loses its smell, and bugs no longer find it unpleasant. Scientists hope to improve citronella oil so that its scent remains strong for a longer time. It will also be necessary to make sure that the oil is not harmful to people, as scientists are still not sure whether it is safe to use around food.



24. What is the passage mainly about?

- (A) Oils used in cooking
- (B) Ways of protecting food
- (C) The behavior of a kind of beetle
- (D) Smells produced by different grasses

25. In line 3, the word one refers to _____ .

- (A) an odor
- (B) an insect
- (C) a scientist
- (D) a container

26. What does the author imply about the odors of garlic and pine?

- (A) They last for a long time.
- (B) They are not always very strong.
- (C) They can be unpleasant to people.
- (D) They attract certain species of beetles.

27. What are repellents?

- (A) A food source for beetles
- (B) Machines used to get oil from plants
- (C) Substances used to keep insects away
- (D) Chemicals used to speed up plant growth

28. Which substance is NOT mentioned as being unpleasant to insects?

- (A) Pine
- (B) Flour
- (C) Garlic
- (D) Citronella oil

29. What does the author say about the sprayed boxes in the experiment?

- (A) Beetles avoided them.
- (B) They were very heavy.
- (C) They did not contain much food.
- (D) Many insects were trapped in them.

30. In line 12, the word ephemeral is closest in meaning to _____ .

- (A) weightless
- (B) short-lived
- (C) overpriced
- (D) not distinguishable

31. What are scientists hoping to do in the future?

- (A) Breed larger beetles
- (B) Produce better-tasting foods
- (C) Grow lemongrass in greater quantities
- (D) Make the odor of citronella oil last longer

32. In line 14, the word scent is closest in meaning to _____ .

- (A) smell
- (B) flavor
- (C) nature
- (D) standard

33. What do scientists still not know about citronella oil?

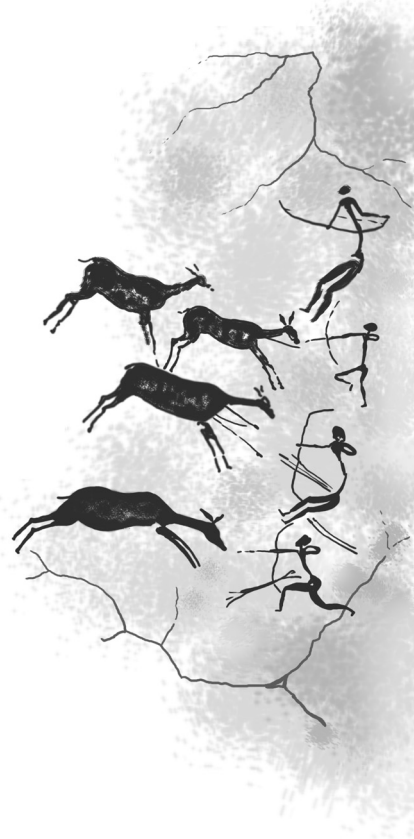
- (A) What chemicals it contains
- (B) Where it comes from
- (C) Why beetles like it
- (D) How safe it is

Questions 34 - 42 are about the following passage.

When another old cave is discovered in the south of France, it is not usually news. Rather, it is an ordinary event. Such discoveries are so frequent these days that hardly anybody pays heed to them. However, when the Lascaux cave complex was discovered
 Line in 1940, the world was amazed. Painted directly on its walls were hundreds of scenes
 5 showing how people lived thousands of years ago. The scenes show people hunting animals, such as bison or wildcats. Other images depict birds and, most noticeably, horses, which appear in more than 300 wall images, by far outnumbering all other animals.

Early artists drawing these animals
 10 accomplished a monumental and difficult task. They did not limit themselves to the easily accessible walls but carried their painting materials to spaces that required climbing steep walls or crawling into narrow
 15 passages in the Lascaux complex.

Unfortunately, the paintings have been exposed to the destructive action of water and temperature changes, which easily wear the images away. Because the Lascaux caves
 20 have many entrances, air movement has also damaged the images inside. Although they are not out in the open air, where natural light would have destroyed them long ago, many of the images have deteriorated and
 25 are barely recognizable. To prevent further damage, the site was closed to tourists in 1963, 23 years after it was discovered.



Review Materials

Answer Key

- Use the answer key below to determine which questions you answered correctly and incorrectly.
- For the Listening section, replay the audio files while reading the script located on pages 57- 67 to help you recognize words you may not have understood correctly.

Practice Test- Answer Key					
Listening Comprehension Section		Language Form and Meaning Section		Reading Comprehension Section	
1. D	22. D	1. C	22. D	1. A	22. A
2. D	23. A	2. D	23. C	2. C	23. D
3. A	24. D	3. A	24. C	3. B	24. B
4. D	25. B	4. B	25. A	4. B	25. A
5. D	26. B	5. A	26. B	5. D	26. C
6. A	27. D	6. B	27. C	6. B	27. C
7. A	28. C	7. D	28. C	7. A	28. B
8. B	29. A	8. C	29. C	8. A	29. A
9. D	30. C	9. D	30. B	9. B	30. B
10. C	31. B	10. A	31. C	10. D	31. D
11. C	32. A	11. B	32. D	11. B	32. A
12. A	33. C	12. C	33. C	12. A	33. D
13. B	34. B	13. B	34. A	13. C	34. B
14. D	35. A	14. D	35. A	14. A	35. C
15. C	36. B	15. B	36. D	15. D	36. B
16. C	37. D	16. A	37. D	16. C	37. C
17. A	38. C	17. D	38. A	17. C	38. A
18. A	39. B	18. D	39. C	18. B	39. D
19. B	40. C	19. B	40. B	19. A	40. B
20. A	41. A	20. D	41. B	20. D	41. D
21. D	42. D	21. A	42. D	21. D	42. A

Listening Comprehension Script

- (Narrator): Listen to a science teacher speaking to her students.

(Woman): Remember, the first step is to put on your safety glasses. Safety is the most important rule when doing experiments. We're going to be observing what happens as we heat and cool different substances, and it's possible that some of the containers might break and cause a mess. If there are no questions, let's start with the first one.

(Narrator): What will the students probably do next?
- (Narrator): Listen to a history teacher talking to a class.

(Man): You've all been doing a really great job with the class debates this month. So ... I'd like to know how many of you would be interested in starting a new debate team? The team would meet a few times a week, and we'd do the same kind of debates that you've been doing in class. The only difference is you'd be competing with students from other schools, instead of each other. Now, how many of you would be interested in doing something like this?

(Narrator): What is the purpose of the talk?
- (Narrator): Listen to a school principal talking to a group of students.

(Woman): I was very pleased by your band's performance at the holiday festival. I don't often see students playing their own music. Student bands usually play something traditional, but you actually composed something original. That's really impressive!

(Narrator): What did the principal like best about the band?

4. (Narrator): Listen to a teacher talking in an English class.
- (Man): I haven't gotten any phone calls yet, so I'd like you to remind your parents to contact me about scheduling their mandatory parent-teacher conferences next week. These conferences will be about your academic standing within my class. All of your parents need to contact me as soon as possible to schedule an appointment.
- (Narrator): What is probably true about the students' parents?
5. (Narrator): Listen to a teacher making an announcement at the end of the day.
- (Man): Remember that a team of painters is coming in tomorrow to paint the walls. In this box on my desk are sheets of plastic that I want you to slip over your desks. Make sure you cover your desks completely so that no paint gets on them. Everything will be finished and the plastic will be removed by the time we return on Monday.
- (Narrator): What does the teacher want the students to do?
6. (Narrator): Listen to a principal speaking to the students over the intercom.
- (Man): [intercom filter] Good morning, students. Don't forget that a guest speaker, Professor Walter Smith, will be here early this afternoon. He is a scientist at our local university and has some great experiments to show you! Please proceed to the auditorium right after lunch.
- (Narrator): What is the purpose of the announcement?
7. (Narrator): Listen to a teacher speaking to a class.
- (Man): We identified a lot of plant species on our field trip yesterday and even talked about ways people use some of these plants for food or to make natural medicines. All of those plants were, of course, perfectly harmless to people and animals. But today, I'll show you photographs of some other plants you might also find in our area. However, unlike the plants we saw yesterday, the plants in these pictures are noxious to humans. You need to be able to identify noxious plants so that you'll know to avoid them.
- (Narrator): What does the teacher say about the plants in the photographs?

8. (Narrator): Listen to a message from a school principal.
- (Woman): I am very happy to announce that the new cafeteria we've been building all year has finally been completed! But I am sorry to say that we won't be able to eat in there until after the school vacation. Even though the building is finished, we are still waiting for the new tables and chairs to be delivered.
- (Narrator): Why does the principal apologize?
9. (Narrator): Listen to a math teacher talking to his class.
- (Man): OK everyone, take out a piece of paper. We have been talking about shapes for a few weeks now, so today we are going to practice drawing them from memory. By now, you should know the names of the basic shapes and how to draw them. You will need a pencil and a ruler. When I say the name of a shape, you will draw it on the paper and then compare with a partner. Ready? Here's the first one...
- (Narrator): What is probably true about the students?
10. (Narrator): Listen to a librarian talking to a class.
- (Woman): Here in the library we have a number of different tools that you can use for your research projects. Of course, we have a large number of books, but we also have magazines and journals. You can use the computers to search the Internet for information or to access our collections of academic articles.
- (Narrator): What is the purpose of the talk?

- 11-13 (Narrator): Listen to a conversation between two friends at school.
- (Girl): You look a little frustrated, Ken. What's wrong?
- (Boy): [Frustrated] Where's my mobile phone?! I'm sure I put it in the side pocket of my backpack, but it's not here. It must have fallen out.
- (Girl): I'm sure it's on the floor somewhere close by. Hey, I have an idea. You can borrow my phone, dial your number, and we can listen for your ringtone. If the phone is around here, it'll start ringing, and then we'll know where it is. Here, take my phone.
- (Boy): I wish we could do that, but we won't hear my phone because it's turned off! The teacher makes us turn off our phones when we're in class, remember? I hadn't switched it back on after I left the classroom.
- (Girl): Hmm. In that case, I think the best thing to do is make a few signs asking anyone who finds your phone to bring it back. You can hang them up on the walls all around the school.
- (Boy): But how will they contact me if they don't know me? I don't have my phone!
- (Girl): You can put my number on the signs. They can call me, bring the phone to me, and I'll give it back to you. Come on, let's get started. I've got some paper right here.
- (Narrator): Now answer the questions.

- 14-17 (Narrator): Listen to a conversation between two friends.
- (Girl): Hi, Mark. Are you on your way to science class now? I'll walk over with you.
- (Boy): [a bit surprised to see her] Cathy.... Oh, hi. Yes, but . . . what are you doing here? I thought you would still be on the trip to Pine Mountain with the nature club.
- (Girl): You're right. We weren't supposed to drive back until tonight. But we ended up coming back on the bus yesterday instead.
- (Boy): Why? I hope that nothing bad happened. Or was the weather bad? I heard it can snow in the mountains, even when it's warm here.
- (Girl): No, nothing bad happened—I mean . . . no one got hurt or anything—and it was sunny and warm in the mountains.
- (Boy): So . . . why did you come back early?
- (Girl): Well, I guess, in a way, weather was the issue. On the last day of the trip, we were going to climb to the top of Pine Mountain. But, apparently, last week it rained so much that parts of the hiking trail were washed away, so they closed it.
- (Boy): Wasn't there some other way to get to the top?
- (Girl): No, there was just the one path. We did go on a lot of nature walks the first two days, and we were getting kind of tired by then. But everyone was still really disappointed that we couldn't go all the way to the top. I will say one thing though, it was nice to get home and eat my mother's home-cooked meal.
- (Boy): [understanding her point] Right. Food cooked outside over a campfire isn't always very tasty!
- (Narrator): Now answer the questions.

- 18-21 (Narrator): Listen to a conversation between two friends at school.
- (Boy): Hi, Lisa.
- (Girl): Hi, Jeff. Hey, have you been to the art room today?
- (Boy): No, why?
- (Girl): Well, Mr. Jennings hung up a notice about a big project that's going on downtown. You know how the city's been doing a lot of work to fix up Main Street—you know, to make it look nicer? Well, they're going to create a mural.
- (Boy): You mean, like, make a painting on the entire wall of a building?
- (Girl): Exactly!
- (Boy): But where?
- (Girl): It's that big wall on the side of the public library. And students from this school are going to do the whole thing . . . create a design, and paint it, and everything. I wish I could be a part of it, but I'm too busy.
- (Boy): [excitedly] Cool! I'd love to help design a mural. Imagine everyone in town walking past that wall and seeing my artwork, every day.
- (Girl): I thought you'd be interested. They want the mural to be about nature, so I guess all the design ideas that students come up with should have a nature theme.
- (Boy): That makes sense—they've been planting so many trees and plants along the streets and in the park.
- (Girl): If you're interested you should talk with Mr. Jennings.
- (Boy): [half listening, daydreaming] This could be so much fun. Maybe I'll try to visit the zoo this weekend . . . you know, to see the wild animals and get some ideas, something to inspire me!
- (Girl): [with humor] Well maybe you should go to the art room first to get more information from Mr. Jennings.
- (Boy): [slightly sheepishly] Oh yeah. Good idea. Thanks for letting me know, Lisa! I'll go there right away.
- (Narrator): Now answer the questions.

- 22-25 (Narrator): Listen to a conversation between two students at school.
- (Boy): Is something wrong, Amanda? You look upset today.
- (Girl): [mildly upset] Oh, I got a book from the library today that I need for my report on ancient architecture. But I just realized it's missing a few pages!
- (Boy): Well, it's not a problem if it's just a few pages, right? You can use the rest of the book for your report.
- (Girl): No, it's missing pages from the most important section that I need for my paper.
- (Boy): Oh. Have you checked if there are other copies in the library?
- (Girl): Yes, and the librarian told me this was the only one they had.
- (Boy): Hmm. Well, if you tell the librarian about the missing pages, she can probably order a new copy of the book. That's what she does when books get too old to be used anymore.
- (Girl): But my report is due in two days! The new book won't get here for at least a week.
- (Boy): OK, then—I have a different idea. Did you say your report is about ancient architecture?
- (Girl): That's right.
- (Boy): Well, my uncle studies architecture. He has so many books about architecture at his house, it's almost like a library! I'm sure he has a copy of the book you're looking for--or at least a different book with the same information.
- (Girl): Wow! Do you think he'll let me borrow it?
- (Boy): Of course. We can walk over to the house together after school today. Then you can talk to him about the book.
- (Girl): That sounds great! I'll meet you at the main entrance right after school.
- (Narrator): Now answer the questions.

26-29 (Narrator): Listen to a part of a radio program about nature.

(Woman): The camel is an example of an animal that is especially adapted to survive in harsh conditions. First of all, camels have humps on their backs. Now, many people think that camels hold water in their humps. But that is actually not true. While camels do have to store water, what they carry in their humps is not water, but fat. That's their emergency supply of energy in case there's little food to eat.

Of course, camels wouldn't need to carry a safety supply of fat if it were easy to find something to eat where they live. Unfortunately, in the deserts camels can sometimes walk for days in the hot sun looking for food and water. So when there is little to eat, the fat from their hump allows them to survive for quite a long time—even up to two weeks—without eating anything.

When they do get an opportunity to eat and drink, camels consume as much as possible. A camel can drink incredible amounts of water, a lot more than most other animals can take in without getting sick. You see, there's a limit on how much an animal can drink. If an animal were to drink more than necessary, that could even be bad for that animal's health. But a camel's body does not suffer the effects of too much water. After it has stored up plenty of food and water, it can go on for days in the hot desert.

(Narrator): Now answer the questions.

30-33 (Narrator): Listen to part of a discussion in a history class.

(Man): We've been learning about transportation and how trains and automobiles have changed how people live. Now, a more recent development has been air travel. When the first airplane was flown just over a hundred years ago . . . well, we're used to it today. But imagine what it was like to see airplanes flying for the first time. Yes, Anna—you have a question?

(Girl): But didn't people fly in balloons before that—I mean those big, hot-air balloons?

(Man): Well, actually, yes—you're absolutely right, Anna. In fact, the first hot-air balloon carrying a person flew more than two hundred years ago. Balloons were quite popular at first, but one problem with balloons is that they depend on wind . . . and pilots never know for sure where the wind will take them. Sometimes a balloon lands hundreds of miles away from a planned landing spot. The problem today is not as serious as it was in the past, because these days a balloon pilot can simply use a radio or cell phone and call for help. But if you're using balloons for transportation, it's a big problem.

(Girl): I guess if you're going to buy a ticket to travel somewhere, you want to know where you're going! But . . . the reason I thought of balloons is, on the TV news they said that there's going to be a ballooning contest in our town next month. A lot of people flying hot air balloons are going to take off from the high school field. They're all supposed to fly somewhere and see who gets there first.

(Man): Oh, that would be great to go see! And you can be sure that the pilots in that contest will be finding out the weather forecast. The most crucial factor is the wind—its direction and strength. If you get onboard but forgot to check the wind, a balloon flight may turn out to be a long adventure before you touch the ground again. So you can see why hot-air balloons are used today mostly just for fun.

(Narrator): Now answer the questions.

34-37 (Narrator): Listen to a teacher talking in a biology class.

(Woman): We've talked before about how ants live and work together in huge communities. Well, one particular kind of ant community also grows its own food. So you could say these ants are like people—like farmers. And what do these ants grow? They grow fungi [FUN-guy].

Fungi are kind of like plants—mushrooms are a kind of fungi. These ants have gardens, you could say, in their underground nests. This is where the fungi are grown.

Now, this particular kind of ant is called a leaf-cutter ant. Because of their name, people often think that leaf-cutter ants eat leaves. If they cut up leaves they must eat them, right? Well, they don't! They actually use the leaves as a kind of fertilizer. Leaf-cutter ants go out of their nests looking for leaves from plants or trees. They cut the leaves off and carry them underground . . . and then feed the leaves to the fungi—the fungi are able to absorb nutrients from the leaves. What the ants eat are the fungi that they grow. In that way, they are like farmers!

The amazing thing about these ants is that the leaves they get are often larger and heavier than the ants themselves. If a leaf is too large, leaf-cutter ants will often cut it up into smaller pieces—but not all the time. Some ants carry whole leaves back into the nest. In fact, some experiments have been done to measure the heaviest leaf a leaf-cutter ant can lift without cutting it. It turns out, it depends on the individual ant. Some are stronger than others. The experiments showed that some “super ants” can lift leaves about 100 times the weight of their body!

(Narrator): Now answer the questions.

38-42 (Narrator): Listen to a talk in a history class.

(Man): If you think about it, thanks to e-mail and computers we hardly write letters on paper anymore. Most people don't even pay bills through the mail anymore, or mail in forms to schools or to the government. It seems almost everything can be done online now. Keep in mind, though, that e-mail is a very recent development. But postal services—systems for delivering physical, paper letters and documents and other items—well, they've been around for a long time.

For example, we know that in ancient times, documents were transported by riders on horseback. They usually used a relay system, which means that one mail carrier would travel a certain distance with the mail and then pass it on to someone else whose job was to take it the next part of the way. In ancient China, for example, the government set up a large network of stations where fresh horses were kept, so mail carriers could deliver official documents to faraway parts of the kingdom more quickly.

Now, during the Roman Empire almost 2,000 years ago, Roman rulers established their own system of roads and stations for mail delivery across the empire's vast lands. Interestingly, even after the Roman Empire ended, its postal system remained intact. In other words, even though there was no official Roman Empire to govern the territories, the people living in the area found the postal system created by the empire so useful that they continued to use it!

Then, about 500 years ago, during the Renaissance in Europe, different countries began to travel farther and farther when they started trading goods. This led to a need for commercial documents to be delivered quickly and safely. That's when private businesses got involved and started their own postal systems. So now it wasn't only governments that were delivering mail. And that's pretty much what it's like in the world today. Most governments operate their own postal services, but there are also many private companies that deliver letters and documents. Of course, with today's technology, there may soon be no need for any of them!

(Narrator): Now answer the questions.

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