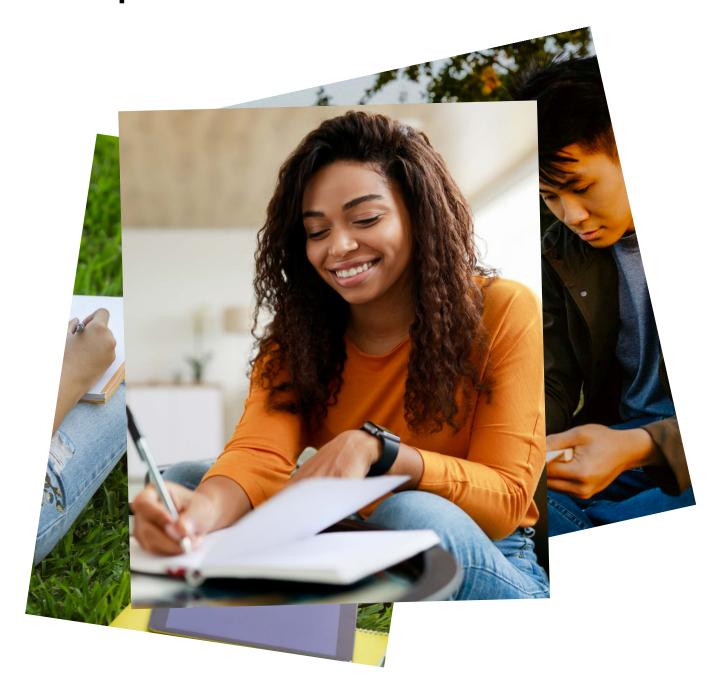
*toefl itp



TOEFLITP® test taker handbook

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Overview

This Handbook contains information about the TOEFL ITP® Level 1, Level 2 and Speaking tests. Instructors will inform test takers which tests they will take. There are similarities in Levels 1 and 2; be sure to read the descriptions of each test and the procedures that will need to be followed during the test. Sample practice questions for either test can be found online at **www.ets.org/toefl_itp/test_preparation/sample_questions** or in Appendix G. The sample practice questions will be similar to the actual questions on the test, but will vary in difficulty.

Test takers will be able to watch and experience the look and feel of the TOEFL ITP Speaking Test and practice responding to the sample questions. Visit the TOEFL ITP website for the Sample Test Video at: www.ets.org/toefl_itp/test_preparation/sample_questions.

Scores obtained at an institutional administration are reported **only** to the institution administering the test. **TOEFL ITP** scores are valid for two years from the test date. Language proficiency can change considerably in a relatively short period of time; therefore scores more than two years old cannot be reported or verified.

About the TOEFL ITP Tests

The TOEFL ITP tests are available in paper and digital format. The tests use academic and social content to evaluate the English language proficiency of non-native English speakers.

Comprised of multiple-choice questions, the **TOEFL ITP Level 1** and **TOEFL ITP Level 2** tests evaluate skills in 3 areas:

- Listening Comprehension measures the ability to understand spoken English as it is used in colleges and universities.
- Structure and Written Expression measures recognition of selected structural and grammatical points in standard written English.
- Reading Comprehension measures the ability to read and understand academic reading material written in English.

NOTE: The test you take may include questions that do not count towards scores. These are either questions that enable ETS to make test scores comparable across administrations, or new questions that help ETS determine how such questions function under actual testing conditions.

The **TOEFL ITP Speaking** test evaluates the skills needed to speak English in everyday situations, as well as some basic campus and academic settings. It consists of 4 tasks:

- 1 read aloud task
- 2 independent speaking tasks
- 1 integrated speaking task

NOTE: Currently, there is not a "Speaking Only" option and there is not a certificate available at this time for the Speaking test.

Test Structure

LEVEL 1

SECTION	NUMBER OF QUESTIONS	ADMINISTRATION TIME	SCORE SCALE
Listening Comprehension	50	35 minutes	31–68
Structure and Written Expression	40	25 minutes	31–68
Reading Comprehension	50	55 minutes	31–67
TOTAL	140	115 minutes	310-677

LEVEL 2

SECTION	NUMBER OF QUESTIONS	ADMINISTRATION TIME	SCORE SCALE
Listening Comprehension	30	22 minutes	20–50
Structure and Written Expression	25	17 minutes	20–50
Reading and Vocabulary	40	31 minutes	20–50
TOTAL	95	70 minutes	200-500

SPEAKING TEST

SECTION	NUMBER OF QUESTIONS	ADMINISTRATION TIME	SCORE SCALE
Speaking	4	Approximately 15 min	31–68

^{*}The Speaking score is not reported as a sub score to the Level 1/Level 2 test. It is reported as a total score for the Speaking test.

Preparing to Take the Test

TOEFL ITP tests are not based on the content of any particular English course, but rather on English language proficiency—the test taker's overall ability to use English. Improvement in proficiency may take some time and is generally achieved through a combination of practice and study.

These tests are not a "pass/fail" test. The test is designed to be a tool that measures improvement over time.

Before the Test

Test takers can prepare and improve English proficiency.

- Become familiar with the test format and testing requirements. For the paper-based tests, carefully review the following:
 - How to Complete Your Admission Form Appendix A. If your instructor requires this form be completed, please
 do so according to the directions provided. After you have completed the form, put it in a safe place; you will
 need it when you take the test. Before the test begins, you will copy information from your admission form onto
 your answer sheet.
 - Completing Your Answer Sheet Appendix B. Become familiar with the test format and know how to mark your answers on the answer sheet. You can then focus your attention on the test questions themselves.

- Sample Answer Sheet Appendix C
- Example: Completed Answer Sheet Appendix D

If you are taking the test from home, ensure you have received a copy of the Bring Your Own Proctor (BYOP) Test Taker Procedures from your local administering institution.

- Immerse yourself in the language as frequently as possible and in as many ways as possible. Read textbooks or
 other materials that cover a variety of subject areas (for example, sciences, social sciences, arts, business) and
 are written in an academic style. Watching movies and television and listening to the radio provide excellent
 opportunities to build your listening and speaking skills.
- TOEFL ITP Practice Tests. Check with your local EPN member for access to TOEFL ITP practice tests.
- Check with your local EPN member for other TOEFL ITP practice materials.
- Visit the TOEFL ITP website for Level 1 and Level 2 Practice questions as well as an online Speaking Sample Test Video. Watch and experience the look and feel of the TOEFL ITP Speaking test and practice responding to the tasks. www.ets.org/toefl_itp/test_preparation/sample_questions.

During the Test

- · Work quickly and carefully.
- Do not spend too much time on any one question.
- Try to answer every question to the best of your ability.
- Pay close attention to the time during each section.
 - In the Reading section you have to pace yourself, so work quickly and if you do not know the answer to a question, come back to it later.
 - In the Speaking section, you will **not** have the ability to go back to a question once you have reached the time limit for each task.
- Choose only one answer for each question. Choosing more than one answer for a question will be counted as wrong—even if one of the answers you chose is correct.
- · Scores will be based on the number of questions answered correctly. There is no penalty for guessing.
- Test takers that are taking the Speaking test will demonstrate their ability to speak about a variety of topics. Test takers must speak clearly and coherently into a headset microphone to record their responses to the four tasks.
- Note taking is allowed during the Speaking test and during the listening section of the Level 1 and Level 2 tests.

What to Bring for Testing

Classroom Testing

- Admission Form. If the test administrator requires an admission form, please complete the form located in the
 back of this handbook and bring it the day of the test. Before the test begins, copy information from the admission
 form onto the answer sheet. Please refer to "How to Complete Your Admission Form" in Appendix A for directions
 on how to complete the form.
- **Identification Documents.** The test taker may be required to provide identification (ID) before taking the test. Refer to the "Identification" Section of this document for more information.
- Pencils and Erasers. Bring several sharpened, medium soft (No. 2 or HB), black lead pencils. A pen, a pencil
 with colored lead, or a liquid lead pencil to mark your answer sheet is prohibited. A good-quality eraser that will
 completely erase any unintended marks made on your answer sheet is needed. Pencils and erasers will not be
 supplied by the test administrator.

At Home Testing

- **Identification Documents.** The test taker will be required to provide Identification (ID) before taking the test. Refer to the "Identification" Section for more information.
- **Note Taking Material.** The test taker cannot take notes on regular paper for security purposes. A desktop whiteboard with an erasable marker or paper inside a transparent sheet protector with an erasable marker is needed. The test taker **must** show the test administrator that all notes have been erased at the end of the test.
- **Compliant equipment.** The test taker will need to ensure their device(s) meets the minimum system requirements. Refer to the Bring Your Own Proctor (BYOP) Test Taker Procedures obtained from the local administering institution. **NOTE:** A compliant headset is required for the Speaking Test.

Testing Procedures and Regulations

The following procedures and regulations apply during the entire test session:

- Dress so that you can adapt to any room temperature.
- Except for ETS-authorized observers, no one else is allowed in the testing room while testing is in progress.
- · You may be required to present valid and acceptable identification documents (see "Identification" Section).
- Other than ID, personal items are not allowed in the testing room. This includes cell phones, food or beverages,
 or any electronic, listening or scanning device. Before the test, you will receive instructions from the test
 administrator regarding where to store personal items. You will not have access to your personal items during the
 test or during any breaks.
- There is no scheduled break during the test. You must have the test administrator's permission to leave the testing room. Any lost time cannot be made up.

For Classroom Testing:

- Test centers assume no responsibility for test takers' personal belongings.
- · The test administrator will assign you a seat.
- No test taker will be admitted after test materials have been distributed.
- Paper (not provided by the test administrator) is not permitted in the testing room.

- You will be provided with the appropriate materials and/or compliant equipment for your testing.
- If you are given a test book, you can also take notes in the blank areas of the test book during the listening parts of the test, but **not** on the answer sheets. At the conclusion of the test, you will be required to return your test book and answer sheet to the test administrator.
- Instructions for how to complete your answer sheet can be found in Appendix A.

Dismissal from a Test Session

A test administrator is authorized to dismiss you from a test session and your scores may be canceled due to violations such as, but not limited to, the following:

- · Attempting to take the test for someone else or have someone else take the test for you
- · Giving or receiving assistance during the test
- · Failing to follow instructions given by the test administrator
- Reading or working on one section of the test during the time allowed for another, or continuing to work after time
 is called
- Taking dictionaries, other books, notes, or recording or photographic devices into the testing room
- Creating a disturbance or behaving inappropriately
- · Copying test questions or answers or attempting to take testing material of any kind
- · Cheating in any other way

The TOEFL Program will accept any decisions or recommendations made by the test administrator regarding unacceptable behavior of test takers.

Identification

Test takers may be required to present valid and acceptable identification. It is your responsibility to ensure that your ID documents are up-to-date and available on the day of the test.

When ID documents are presented, they must be examined carefully by the staff member responsible for admitting the test takers.

ID Document Requirements

Acceptable ID documents vary according to the location of the test administration. However, there are general guidelines. Each ID document must meet **all** of the following requirements:

- Be an **original** document; photocopied documents are not acceptable
- Be a physical ID; an electronic ID issued to a mobile phone or any other electronic device is not acceptable
- Be valid; expired documents (bearing expiration dates that have passed) are not acceptable
- Show the test taker's full name
- Show a recent **photograph** that clearly matches the test taker
- · Include the test taker's signature

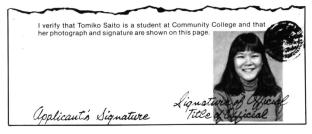
Acceptable Primary ID Documents

The following ID documents are preferred for admission to a test center within the test taker's country of citizenship:

- · Passport with photograph and signature
- · National ID with photograph and signature
- Driver's license with photograph and signature
- · State or Province ID card, including those issued by motor vehicle agencies, with photograph and signature
- Military ID with photograph and signature

Acceptable Supplemental ID Documents

- You may be required to provide a supplemental ID in addition to your primary ID if the test center staff questions your primary ID document for any reason, or if your primary ID document is otherwise acceptable but is missing your full name, photograph or signature.
- Supplemental ID documents **cannot** be used to resolve name discrepancies. The name on your primary ID **must exactly match** the name you used when you registered, excluding accent marks and spaces. If you cannot provide
 a supplemental ID listed below that contains your signature, you can present 2 government-issued IDs with
 photographs, as long as they are in the same name you used when you registered.
- Government-issued ID, including, but not limited to, those listed under Acceptable Primary ID Documents above
- Student ID
- institution: If you do not have a passport, or if your passport does not include your signature and photograph, a letter on official letterhead from the school you most recently attended is an acceptable supplemental ID document. The letter must have your photograph glued (not stapled) to it, and the title, signature and seal of the official who issued the letter must overlap the photograph, as shown. Student letters are valid for one year after date of issue.



Unacceptable ID Documents

The following documents are **not** acceptable as primary or supplemental ID under any circumstances:

- · Any document that is photocopied or expired
- · Any document that does not match exactly the name you used when you registered
- International driver's license
- · Draft classification card
- · International student ID
- · Credit/debit card of any kind
- Notary-prepared letter or document
- · Birth certificate
- · Social Security card
- Employee ID
- Any temporary ID
- · Diplomatic, consulate or embassy ID

Score Report

TOEFL ITP scores are valid only within the institution who administered the test. Scores are valid for two years from the date of the test.

Score reports are provided to test takers by the institution responsible for administering the test.

Test Taker Requests for Cancellation of Scores

If a test taker wishes to cancel scores, they must ask the test administrator to cancel the score prior to leaving the test administration.

Score Cancellation by the Test Administrator

Test administrators may request that a test taker's answer sheet not be scored if the test taker did not follow instructions or if the test administrator suspects cheating.

Score Cancellation by ETS

Following the test administration, ETS reserves the right to cancel scores if cheating is suspected.

Understanding Scores

How Scores Are Reported

Level 1 and Level 2 Score Report: The score report for TOEFL ITP Level 1 and Level 2 includes three section scores and a total score. Each correct answer counts equally toward the score for that section. There is no penalty for wrong answers. The total number of correct answers is called the "raw score." (**NOTE:** Some of the questions in the test may not count towards the section or total scores.)

The raw score for each section is converted by statistical means to a number on a scale. TOEFL ITP section scores are reported as scaled scores that range from 31 to 68; total scores are reported on a scale from 310 to 677. Because the Level 2 test contains less difficult questions than the Level 1 test, and because it is shorter, it provides effective measurement in the 20–50 score range for each section and in the 200–500 score range for the total score. For Level 2, 50 and 500 are the maximum obtainable scores. The scaled scores are the ones that appear on score reports.

The scaled score for each section is simply an indication of the test taker's performance on that section. It is neither the number nor the percentage of questions answered correctly.

The process used to convert your raw scores to scaled scores is called "score equating." Score equating ensures that test scores are equal for persons of equal proficiency regardless of the difficulty level of the particular test taken. Scaled scores are equated by methods based on item response theory.

To obtain the total score, add the scaled scores for each section and multiply by ten thirds. The example shows how the three scaled section scores are used to obtain the total score.

Section 1 Section 2 Section 3

Example:
$$48 + 56 + 52 = 156$$
 $(156 \times 10) \div 3 = 520$

Test scores cannot be perfectly precise. A person's score can vary just by chance from one test administration to another, even when there is no change in the person's true proficiency. The standard error of measurement is the index that describes the degree of precision in a measurement. In the case of the TOEFL ITP tests, the standard error of measurement of the total score is approximately 14 scaled score points. This means that if a test taker's "true" proficiency score—the score the person would earn if the test could measure his or her ability with perfect precision—is, for example, 560, the chances are about two out of three that the person's observed score will be somewhere between 546 and 574 (560 plus or minus 14).

Speaking Score Report: The score report for the TOEFL ITP Speaking test is provided as a separate score report from the TOEFL ITP Level 1 and Level 2 tests. *The Speaking score is not reported as a sub score to the Level 1/Level 2 test. It is reported as a total score for the Speaking test.*

The TOEFL ITP Speaking test scores are determined by the responses to the task prompts. Responses are scored using AI technology, which allows for immediate score reporting.

NOTE: Test scores will be provided by the institution administering the test.

Scores Obtained on Different Editions of the Test

Although every effort is made to keep the level of difficulty of each edition of the test the same, slight differences in difficulty do occur. However, the method of scoring the test takes even these minor differences into account. As an example, a total score of 500 on one edition of the test represents the same level of English-language proficiency—as measured by the test—as a score of 500 on another edition.

Acceptable Scores

Each institution determines for itself what scores, or ranges of scores, are acceptable. An acceptable score depends entirely on the requirements of the institution and vary from institution to institution, depending on such factors as field of study and level of study. There are no specific passing or failing scores set by ETS for the TOEFL ITP tests.

If you have questions about how your scores have been interpreted, contact the institution that administered the test.

Policy and Guidelines for the Use of TOEFL ITP Test Scores

Policies

Confidentiality: TOEFL ITP scores, whether for an individual or aggregated for an institution, are confidential and can be released only by authorization of the test taker, the test taker's parent or guardian if the test taker is a minor, or by compulsion of legal process.

Encouragement of Appropriate Use and Investigation of Reported Misuse: All organizational users of TOEFL ITP scores have an obligation to use the scores in accordance with the guidelines that follow. Organizations have a responsibility to ensure that all individuals using TOEFL ITP scores are aware of the guidelines and to monitor the use of scores, correcting instances of misuse when they are identified. The TOEFL ITP Program and local EPN members are available to assist institutions in resolving score-misuse issues.

Guidelines

Use Multiple Criteria: Regardless of the decision to be made, multiple sources of information should be used to ensure fairness and to balance the limitations of any single measure of knowledge, skills, or abilities. These sources may include hours of English-language classes, school grades, and recommendations from past teachers and administrators. When used in conjunction with other criteria, TOEFL ITP scores can be a powerful tool.

Maintain Confidentiality of TOEFL ITP Scores: All individuals who have access to TOEFL ITP scores should be aware of the confidential nature of the scores and agree to maintain their confidentiality. Policies should be developed and implemented to ensure that confidentiality is maintained.

Appropriate Uses and Misuses of TOEFL ITP Scores

The suitability of a TOEFL ITP test for a particular use should be explicitly examined before using test scores for that purpose. The list of appropriate uses of TOEFL ITP scores that follows is based on the policies and guidelines outlined on this page. The list is meant to be illustrative, not exhaustive, in nature.

There may be other appropriate uses of TOEFL ITP scores, but any use not listed below should be discussed in advance with TOEFL ITP Program staff and the local EPN member to determine its appropriateness.

If a use other than those listed below is contemplated, it is important for the score user to validate the use of the scores for that purpose. The TOEFL ITP Program staff and local EPN members are available to provide advice on the design of such validity studies.

Appropriate Uses

Based on the test design and the validity evidence collected to date, TOEFL ITP test scores are recommended for the following uses:

- 1 **placement** in English language programs within the administering institution
- 2 **progress monitoring** in English-language programs within the administering institution
- 3 **exiting** English language programs within the administering institution
- 4 skill building and preparation for the TOEFL iBT® test
- 5 admissions to short-term, non-degree programs within the administering institution
- 6 admissions to degree programs within the administering institution
- 7. **scholarship programs** within the administering institution

Misuses

Any use of test scores for purposes other than those listed on the previous page should be discussed with ETS before being implemented.

Comments

Test takers can provide comments during the test administration by informing their test administrator.

If a test taker has questions or comments regarding the TOEFL ITP test, please contact the local EPN member or the TOEFL ITP Program, ETS, 660 Rosedale Road, Princeton, New Jersey 08541, USA or email **toeflitp@ets.org.**

Test Question Inquiries

Language specialists prepare the test questions. These specialists follow careful, standardized procedures developed to ensure that all test material is of consistent high quality. Each question is reviewed by several members of the ETS staff. The TOEFL Committee of Examiners, an independent group of professionals in the fields of linguistics, language testing, and language teaching that reports to the TOEFL Board of Trustees, is responsible for the test content.

After test questions have been reviewed and revised as appropriate, they are selectively administered in trial situations and then assembled into tests. The tests are then reviewed according to established ETS and TOEFL Program procedures to ensure that all possible versions of the tests are free of cultural bias. Statistical analyses of individual questions ensure that all questions provide appropriate measurement information.

Although ETS employs extensive quality control checks throughout the development of test questions and the preparation of final tests, typographical errors or flaws in questions may occasionally occur. Report questions about test items to TOEFL Institutional Services immediately after taking the test:

TOEFL Institutional Services

Email: ITP@ets.org

Mailing address:

TOEFL Institutional Services

ETS

PO Box 6156

Princeton, NJ 08541-6156, USA

Contact information:

609-771-7550, Monday-Friday, from 8 AM-4:30 PM EST

Please include the name of the test, the section of the test, the test date, the institution where the test was taken, and, if possible, the number of the test item being questioned.

Complaints about the testing facilities or the test administration should be reported to Institutional Services within three days after the test date. Reports should include the date of the test, the institution, city, and country in which the test was administered.

Appendix A: How to Complete Your Admission Form

Remove the admission form in the back of this Handbook, then fill out the form according to the following instructions.

- A. If the institution assigns you a student number, enter the number in the boxes in the top left-hand corner of the form.
- B. Print the location of the testing room, the test date, and the time of the test in the appropriate spaces. Also check the box for the test you will take. (Someone at the institution may already have entered this information.)
- C. In the area marked NAME, print or type your name. Using one box for each letter, first print your family name (surname). Leave one box blank, and then print your first name. Leave the next box blank, and then print as many letters of your middle name as you have room for. Your NAME on your Admission Form must **exactly** match your identification.
- D. In the area labeled BIRTH DATE, put a number in each box. If you were born before October or before the tenth day of the month, be sure to write a zero. As an example, if your birth date were September 4, 1985, your completed boxes would look like this:



- E. In the area marked NATIVE COUNTRY CODE, copy the code number of your native country from the list in Appendix E. If your country is not listed, write in 999. (Note that the names of some countries may have changed since this Handbook was printed.)
- F. In the area marked NATIVE LANGUAGE CODE, look for your native language in the list in Appendix F. Copy the code number that is next to your native language. Remember that there are many languages spoken in the world, and not all of them are included in the list. If your language is not in the list, enter 999 in the boxes.
- G. Complete the examination record form portion of the admission form. **Do not detach it**. This portion of the admission form will be detached by the person admitting you to the testing room. You must provide all the information requested, and you must sign your name on the signature line. The examination record form will not be returned to you; it will become the institution's record of your signature and address as of the day you are tested.

Appendix B: Completing Your Answer Sheet

When you take the test, you will be given an answer sheet like the one shown in Appendix C.

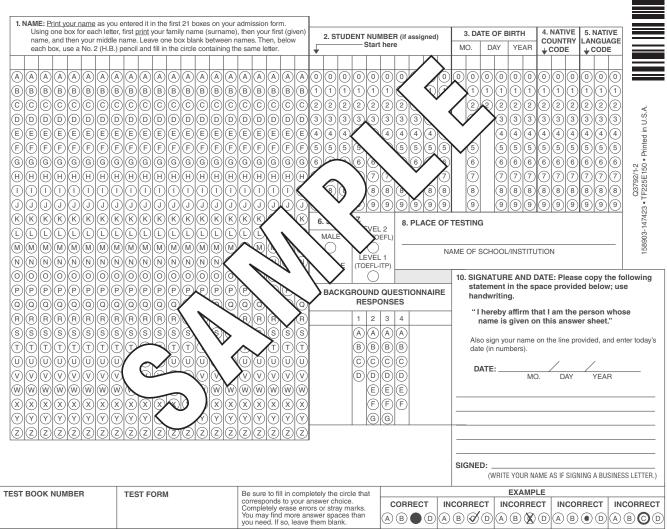
It is important that you fill out your answer sheet very carefully because the identifying information you provide will be printed exactly the same way on the score report sent to the institution administering the test.

Look at the sample answer sheet in Appendix C; then read "Example: Completed Answer Sheet" in Appendix D. Practice filling out the sample answer sheet according to the instructions given. When you have finished, continue reading the rest of this Handbook.

If you did not write your native country code or native language code on your admission form, turn to Appendix A and follow the directions for completing these areas on the admission form. You will not be permitted to use your Handbook when you are completing your answer sheet in the testing room.

Appendix C: Sample Answer Sheet

*toeflitp



		You may find more answer spaces than you need. If so, leave them blank.	
	SECTION 1	SECTION 2	SECTION 3
	1 A B C D 21 A B C D 41 A B C D	1 A B C D 21 A B C D	1 (A (B) (C) (D) (21 (A (B) (C) (D) (D) (D) (D) (D) (D) (D) (D) (D) (D
	2 A B C D 22 A B C D 42 A B C D	2 A B C D 22 A B C D	2 (A (B) (C) (D) 22 (A (B) (C) (D) 42 (A (B) (C) (D) 43 (A (B) (C) (D) 44 (A (B) (C) (D) 44 (A (B) (C) (D) 45 (A) (A) (C) (D) 45 (A (B) (C) (D) 45 (A)
	3 (A) (B) (C) (D) (23 (A) (B) (C) (D) (43 (A) (B) (C) (D)	3 A B C D 23 A B C D	3 A B C D 23 A B C D 43 A B C D
	4 (A (B) (C) (D) 24 (A (B) (C) (D) 44 (A (B) (C) (D)	4 A B C D 24 A B C D	4 A B C D 24 A B C D 44 A B C D 24 A B C D 25 A B C D 2
	5 A B C D 25 A B C D 45 A B C D	5 A B C D 25 A B C D	
	6 A B C D 26 A B C D 46 A B C D	6 A B C D 26 A B C D	
	7 (A (B) (C) (D) 27 (A (B) (C) (D) 47 (A (B) (C) (D) 47 (A (B) (C) (D) 47 (A (B) (C) (D) 47 (A (B) (C) (D) (D) 47 (A) (D) (D) 47 (A) (D) (D) 47 (A) (D) (D) 47 (A (B) (C) (D) (D) (D) 47 (A) (D) (D) 4	7 A B C D 27 A B C D	
	8 A B C D 28 A B C D 48 A B C D	8 A B C D 28 A B C D	7
	9 (A (B) (C) (D) 29 (A (B) (C) (D) 49 (A (B) (C) (D) 10 (A (B) (C) (D) 30 (A (B) (C) (D) 50 (A (B) (C) (D) (D) (D) (D) (D) (D) (D) (D) (D) (D	9 A B C D 29 A B C D	9 A B C D 29 A B C D 49 A B C D
	10 (A) (B) (C) (D) (30 (A) (B) (C) (D) (50 (A) (B) (C) (D) (11 (A) (B) (C) (D) (A) (A) (A) (B) (C) (D) (A) (A) (A) (B) (C) (D) (A) (A) (A) (B) (C) (D) (A) (A) (A) (B) (C) (B) (A) (A) (A) (A) (A) (A) (A) (A) (A) (A	10 A B C D 30 A B C D 11 A B C D 31 A B C D	
	12 (A (B) (C) (D) (32 (A) (B) (C) (D)	12 A B C D 32 A B C D	12 A B C D 32 A B C D
	13 (A (B) (C) (D) (33 (A (B) (C) (D) (D) (D) (D) (D) (D) (D) (D) (D) (D	13 A B C D 33 A B C D	13 (A) (B) (C) (D) (33 (A) (B) (C) (D)
	14 (A (B) (C) (D) 34 (A (B) (C) (D)	14 (A) (B) (C) (D) 34 (A) (B) (C) (D)	14 (A (B) (C) (D) 34 (A (B) (C) (D) 25 (C) (D) 26 (C) (
	15 (A) (B) (C) (D) (35 (A) (B) (C) (D)	15 A B C D 35 A B C D	15 (A) (B) (C) (D) (B) (C) (B) (B) (C) (B) (B) (B) (B) (B) (B) (B) (B) (B) (B
	16 A B C D 36 A B C D	16 A B C D 36 A B C D	16 A B C D 36 A B C D
	17 (A) (B) (C) (D) 37 (A) (B) (C) (D)	17 A B C D 37 A B C D	17 (A (B) (C) (D) (S) (S) (S) (S) (S) (S) (S) (S) (S) (S
	18 (A) (B) (C) (D) 38 (A) (B) (C) (D)	18 A B C D 38 A B C D	
	19 (A) (B) (C) (D) (39 (A) (B) (C) (D)	19 A B C D 39 A B C D	18 (A) (B) (C) (D) (38 (A) (B) (C) (D) (19 (A) (B) (C) (D) (19 (A) (A) (B) (C) (D) (19 (A) (A) (B) (C) (D) (19 (A) (A) (B) (C) (D) (A) (A) (A) (A) (A) (A) (A) (A) (A) (A
_	20 (A) (B) (C) (D) 40 (A) (B) (C) (D)	20 A B C D 40 A B C D	20 A B C D 40 A B C D C C C C C C C C C C C C C C C C C

TOEFL ITP Background Questionnaire

1. Before today, how many times have you taken a TOEFL ITP test?

- a. None
- b. One
- c. Two or more

Note: There is no option D for this question.

2. Reason for taking a TOEFL ITP test

- a. To demonstrate my proficiency in English for placement in an English language program
- b. To demonstrate my proficiency in English upon completing a program in English as a foreign language
- c. To enter a short-term, non-degree program in an English-speaking country
- d. To enter a degree program in a non-English speaking country where English is not the dominant medium of instruction
- e. To enter a collaborative international degree program where English language training will be a feature of the program
- f. To obtain an indication of my English language proficiency for my own information
- g. Other/Scholarship

3. What is your current level of study?

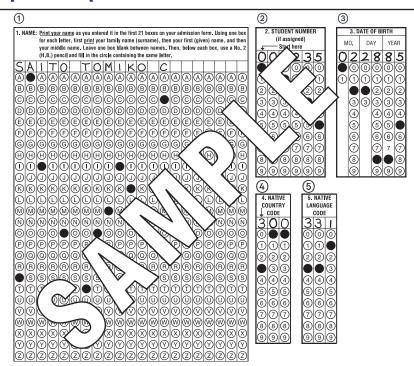
- a. Elementary school
- b. Middle school
- c. High school
- d. 2 year college/community college
- e. 4 year undergraduate college
- f. Graduate/post-graduate college
- g. Other

4. How much time have you spent studying English in a middle/high school or a college/university?

- a. None
- b. Less than 1 year
- c. 1 year or more, but less than 2 years
- d. 2 years or more, but less than 5 years
- e. 5 years or more, but less than 10 years
- f. 10 years or more

TOEFL ITP® test taker handbook

Appendix D: Example: Completed Answer Sheet



- ① In area 1 (NAME), Tomiko Saito printed her name in the boxes just as she did on her admission form. She printed her family name first (SAITO), left a space blank, then printed her first name (TOMIKO), left a space blank, then printed her middle initial. Under each box she filled in the circle corresponding to the letter she placed in that box.
- ② In area 2 (STUDENT NUMBER), she copied from her admission form the student number assigned by her institution and then filled in the corresponding circle beneath each number. (If you are not given a student number, you will leave this area blank.)
- ③ In area 3 (DATE OF BIRTH), she copied her birth date from her admission form and then filled in the corresponding circle beneath each number.
- ④ In area 4 (NATIVE COUNTRY CODE), she copied the number she wrote on her admission form and then filled in the corresponding circle beneath each number.
- (5) In area 5 (NATIVE LANGUAGE CODE), she copied the number she wrote on her admission form and then filled in the corresponding circle beneath each number.

Now practice filling in the sample answer sheet on Appendix C. Be sure to use your admission form when you fill in the identifying information. Your admission form contains all the information you will need except for areas 6–10. Be sure to take the form to the testing room on test day.

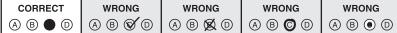
Responses to Questions. You will mark your answers to the test questions in areas identified as Section 1, Section 2, and Section 3 on the answer sheet. Each row of four circles corresponds to the four answer choices for each question; only one of the answer choices is correct. You will not use all of the answer response spaces.

The marks you make will be read by an electronic scoring machine, and the machine can read only one mark in each row of four circles. The machine-scoring process is subject to frequent, careful quality control checks, including hand scoring a sample of the answer sheets received from each institution. Every effort is made to ensure accurate scoring.

However, you are responsible for marking your answer sheet properly. Follow these directions:

- Use a medium-soft (No. 2 or HB) black lead pencil.
- Be careful to mark the space that corresponds to the answer you choose for each question. Also, make sure
 you mark your answer in the row with the same number as the number of the question you are answering.
 You will not be permitted to make any corrections after time is called.
- Mark only one answer to each question.
- Mark your answers on your answer sheet and not in the test book. You will receive credit only for answers
 marked in the circles on the answer sheet.
- Completely fill the circle with a heavy, dark mark so you cannot see the letter inside the circle; light or partial
 marks may not be read properly by the machine.
- Erase any extra marks completely.

The examples below show you the correct way and wrong ways to mark your answer sheet. Be sure to fill in the circles the correct way.



Appendix E:

COUNTRY AND REGION CODES

Use this list when indicating the code for the country where you are currently living (your mailing address) and the code for the country where you were born (your native country).

Afghanistan	00
Albania	00
Algeria	00
American Samoa	00
Andorra	00
Antarctica	00
Angola	00 010
Anguilla	O 10
Antigua and	0 1
Barbuda	010
Argentina	012
Argeriuria	U K
Armenia	0 10
Aruba	011
Australia	02
Austria	02
Azerbaijan	02
Azores	03
Bahamas	03
Bahrain	04
Bangladesh	04
Barbados	05
Belgium	05
Belize	05
Benin	05
Bermuda	06
Bhutan	06
Bolivia	06
Bosnia and	
Herzegovina	06
Botswana	070
Bouvet Island	074
Brazil	07
British Virgin Islands	07
British West Indies	0.
Brunei Darussalam	08
Bulgaria	 80
Myanmar (Burma)	oo
Burundi	00
Virgin Islands	00
(British)	nα
Belarus	oo
Cameroon	O o
Carneroori	400
Canada	100
Cape Verde Micronesia, Federated	100
Micronesia, Federated	40-
States of	101
Cayman Islands	110
Central African Republic	
Republic	113
Chad	114
Chile	115
Colombia	120
Comoros	122
Congo Republic	125
Cook Islands	126
Costa Rica	130
Congo Republic	133
Cuba	135

Cyprus	140
CyprusCzech Republic	142
Denmark	150
Djibouti	150
DJIDOUU	100
Dominica,	
Commonwealth of	154
Dominican Republic	155
Ecuador	
	100
Cocos (Keeling)	
Islands	166
Egypt	170
El Salvador	175
Li Gaivauoi	170
Mayotte	1/6
United Kingdom	180
Eritrea	182
Eritrea Equatorial Guinea	183
	100
Estonia	
Ethiopia	185
Faeroe Island	187
FijiFinland	100
France	200
French Polynesia	202
French Guiana	203
Gabon	204
Gambia	205
Gaza Strip, The	206
Georgia	208
Germany	210
Ghana	215
Gibraltar	217
Greece	220
Grenada	
Greenland	220
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(Kalaallit Nunaat)	227
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Guadeloupe	228
Guadeloupe	228
GuadeloupeGuam	228 229
Guadeloupe Guam Guatemala	228 229 230
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Guadeloupe Guarm Guatemala. Guinea Guinea-Bissau Guyana Sth Georgia & Sth Sandwich Is Haiti Honduras	228 229 230 233 234 235 239 240 245
Guadeloupe	228 229 230 233 234 235 239 240 245 248
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Guadeloupe	228 229 230 233 234 235 240 245 248 250 251
Guadeloupe	228 229 230 233 234 235 239 240 245 248 250 251 255
Guadeloupe Guaremala Guinea Guinea-Bissau Guyana Sth Georgia & Sth Sandwich Is Haiti Honduras Aland Islands Hong Kong Hungary Iceland India	228 229 230 233 234 235 239 240 245 248 250 251 255
Guadeloupe	228 229 230 233 234 235 239 240 245 248 250 251 255 260
Guadeloupe	228 229 230 233 234 235 240 245 248 250 251 255 260 261
Guadeloupe. Guam. Guatemala. Guinea. Guinea-Bissau Guyana. Sth Georgia & Sth Sandwich Is. Haliti. Honduras. Aland Islands. Hong Kong. Hungary. Loeland India French Southern Territories. Indonesia	228 229 230 233 234 235 239 240 245 251 255 260 261 265
Guadeloupe	228 229 230 233 234 235 239 240 245 251 255 260 261 265
Guadeloupe Guarm Guatemala Guinea Guinea-Bissau Guyana Sth Georgia & Sth Sandwich Is Haiti Honduras Aland Islands Hong Kong Hungary Iceland India French Southern Territories Indonesia Iran	228 229 230 233 234 235 240 245 251 255 260 261 265 270 273
Guadeloupe Guarm Guatemala Guinea Guinea-Bissau Guyana Sth Georgia & Sth Sandwich Is Haiti Honduras Aland Islands Hong Kong Hungary Iceland India French Southern Territories Indonesia Iran	228 229 230 233 234 235 240 245 251 255 260 261 265 270 273
Guadeloupe. Guam. Guatemala. Guinea. Guinea-Bissau Guyana Sth Georgia & Sth Sandwich Is. Haiti. Honduras. Aland Islands. Hong Kong. Hungary. Iceland India French Southern Territories Indonesia Iran.	228 229 230 233 234 235 240 245 251 255 260 261 265 270 273

Israel	280
Italy	
Cote d'Ivoire	
(Ivory Coast)	200
(IVOI y Coast)	200
Jamaica	. 295
Japan	
Jordan	.305
Cambodia	.307
Kazakstan	.308
Kenya	
Kwajalein	311
Kiribati	
Korea (DPR)	01/
Korea (DPK)	. 314
Korea (ROK) Kuwait	.315
Kuwait	.320
Kyrgyzstan	.323
Laos	.325
Latvia	.328
Lebanon	
Lesotho	333
Heard and McDonald	.000
	22/
Islands	
Liberia	.335
Libya	.340
Liechtenstein	
Lithuania	.344
Luxembourg	.345
Macao	
Macedonia,	. •
Former Yugoslav	240
Former Yugoslav Republic of	.348
Former Yugoslav Republic of Madagascar	350
Former Yugoslav Republic of Madagascar Madeira Islands	.350 .353
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Former Yugoslav Republic of Madagascar Madeira Islands Malawi Malaysia Maldives Mali Malta Martinique Mariana Islands, Northern Marshall Islands Mauritania Mauritania Mauritius Mexico	.350 .353 .355 .360 .361 .363 .365 .366 .367 .368 .370 .375
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Former Yugoslav Republic of Madagascar	350 353 355 360 361 363 365 366 367 368 370 375 376 378 379
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Creole	415
Nicaragua	
Niger	
Nigeria	
Niue	433
Northern Ireland	434
Norway	
Oman	
Pakistan	
Palau	
Panama	
Paraguay	455
China, People's	
Republic	457
Peru	
Philippines	
Poland	470
Puerto Rico	
Portugal	
Qatar	477
Zimbabwe	
Reunion	
Romania	
Russia	
St. Kitts and Nevis	
Rwanda	
San Marino	488
Sao Tome and	
Principe	489
Saudi Arabia	
Scotland	
Senegal	
Seychelles	498
Montenegro	
Sierra Leone	
Monstserrat	
Slovakia	
Slovenia	
SingaporeSolomon Islands	505
SomaliaSouth Africa	507
South Africa	510
Spain	515
Sri Lanka	
St. Lucia St. Vincent and the	521
Grenadines	EOO
Sudan	
Suriname	
Swaziland	
Sweden	
Switzerland	535
SyriaSyria	
Tahiti	
Taiwan	
Taiikistan	
Tanzania	

Thailand.....

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nga	.570
orfolk Island	
inidad and	
Tobago	575
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Outlying Islands	
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rkey	.585
rks and	
Caicos Islands	586
valu	
nited Kingdom	588
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ganda	
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mirates	.591
nited States	
of America	
ırkina Faso	.593
bekistan	594
uguay	
nuatu	
itican City	507
nezuela	
etnam	
S Virgin Islands	
ales	
est Bank	
tcairn	612
amoa (formerly	
Western Samoa)	620
men	
goslavia	625
mor-Leste	
	020
ongo	000
formerly Zaire)	630
ımbia	
int Helena	654
aint Pierre and	
liquelon	666
erbia	688
estern Sahara	732
albard and	102
Jan Mayen	77.7.
kelau	112
allis and	
utuna Islands	
her	999

567

Appendix F:

NATIVE LANGUAGE CODES

Afrikaans	101
Amharic	
Bemba	
Berber	
Chichewa	
Efik-Ibibio	
Ewe	
Kanuri	
Fula (Peulh)	122
Oromo (Oromo)	
Moré	
Nyanja	131
Hausa	
lbo (lgbo)	136
Ruanda	141
Kikuyu	142
Lingala	145
Luba-Lulua	148
Kirundi	149
Ganda (Luganda)	151
Luo	153
Malagasy	156
Malinke-	
Bambara-Dyula	
Mende	
Sesotho	166
Setswana	167
Siswati	169
Shona	
Somali	173
Swahili	
Xhosa	
Tigrinya	179
Twi-Fante (Akan)	182

Wolof	185
Yoruba	188
Zulu	191
Guarani	
Assamese	301
Bhili	302
Bikol	303
Bengali	
Burmese	
Khmer	
(Kampuchean)	310
Cebuano (Visayan)	
Chinese	
Buyi	317
Panay-Hiligaynon	319
Gujarati	320
Cantonese	
Hindi	323
Dong	325
llocano	326
Indonesian	
Japanese	
Javanese	
Kannada	
(Kanarese)	335
Mandarin	336
Kashmiri	
Kazakh	339
Korean	340
Mongolian	341
Kurdish	342
Lao	
Malay	
Malayalam	

Marathi	348
Nepali	351
Konkani	352
Oriya	353
Punjabi	355
Pashtu	357
Rajasthani	
Kurukh (Oraon)	
Sindhi	
Sinhalese	361
Minankabau	362
Sundanese	364
Samar-Leyte	365
Tagalog	367
Uighur	368
Tamil	370
Tatar	371
Santali	372
Telugu	
Madurese	375
Thai	
Tibetian	
Tulu	382
Urdu	385
Vietnamese	388
Yi	393
Zhuang	
Armenian	
Azeri	
Bashkir	
Basque (Euskara)	404
Albanian	405
Bulgarian	407
Relatuccian	/ ₁ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\

348	Catalan	410
351	Corsican	
352	Chuvash	
353	Czech	
355	Croatian	414
357	Danish	
358	Dutch	
359	English	
360	Estonian	
361	Finnish	
362	French	434
364	Galician	436
365	German	437
367	Georgian	
368	Greek	
370	Yiddish	442
371	Hungarian (Magyar)	443
372	Icelandic	447
373	Italian	450
375	Kyrgyz	451
376	Latvian	
379	Lithuanian	453
382	Macedonian	454
385	Maltese	455
388	Norwegian	456
393	Moldavan	
396	Polish	459
401	Portuguese	461
402	Provençal	463
403	Romanian	464
404	Russian	467
405	Serbian	
407	Serbo-Croatian	
408	Slovak	473

Slovene	474
Spanish	478
Swedish	481
urkmen	483
urkish	484
Jkrainian	487
Jzbek	495
rabic	501
arsi (Persian)	504
lebrew	507
ijian	601
Silbertese	602
íusaiean	604
1arshallese	607
alauan	610
idgin	611
onapean	613
Samoan	
ahitian	619
ongan	
rukese	625
Jlithian	628
apese	631

Appendix G: Practice Questions

The following practice questions and the directions for each section are similar to those you will find in the tests. Because the directions are part of the timed test, you should become familiar with them before you take the test. You will get the most benefit from the practice questions by trying to answer them just as you would in the actual test. These questions can be found at:

www.ets.org/toefl.

Read the questions carefully, and mark your answers in the spaces provided on page 35. The answer keys are in Appendix H, but you should not look at them until you have tried to answer all the questions.

Each section of the test has a time limit. The test administrator will tell you when to start and stop each section. **During each time period, you may read or work only on the section of the test you are told to work on.** If you finish one section early, you may **not** go on to the next section before you are told to do so, and you may **not** go back to a section you have already worked on. Failure to follow this rule will be considered cheating, and your scores will be canceled.

How to Mark Your Answer Sheet

Look at the following example.

Sample Answer



The number of judges on the United States Supreme Court is determined by Congress, ______ by the Constitution.

- (A) nevertheless
- (B) instead
- (C) despite
- (D) not

The correct sentence should read, "The number of judges on the United States Supreme Court is determined by Congress, not by the Constitution." Therefore, you should choose answer (D). With your pencil, fill in the space that contains a "D."

If you wish to change an answer, completely erase your first answer and fill in your new one.

Level 1 Practice Questions

Section 1—Listening Comprehension

This section is designed to measure the ability to understand spoken English. It contains three parts, each administered by audio recording.

Part A

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

Listen to an example.

Sample Answer \bigcirc B C D

On the recording, you will hear:

(woman) I don't like this painting very much.

(man) Neither do I.

(narrator) What does the man mean?

In your test book, you will read:

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

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

PRACTICE QUESTIONS

1. You will hear:

(man) Shall I lock up the computer lab now

before I go home?

(woman) Don't bother. I'm not leaving for a

while—I can check it on my way out.

(narrator) What will the woman probably do?

You will read: (A) Lock the computer lab later.

(B) Leave with the man.

(C) Buy a new lock for the computer lab.

(D) Show the man where the lab is.

2. You will hear:

(man) Do you mind if I turn the television off?

(woman) Well, I'm in the middle of watching a

program.

(narrator) What does the woman imply?

You will read: (A) The man should watch the

- program too. (B) The man should leave the
- television on.
- (C) The program will be over soon.
- (D) She'll watch television later.

3. You will hear:

(woman) I heard the math requirements for

graduation are being changed.

(man) Yes. And I may be short one course.

(narrator) What does the man mean?

You will read: (A) He isn't sure what course to take.

- (B) The math course is too short.
- (C) He may not meet the graduation requirements.
- (D) The graduation date has been changed.

Part B

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

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

PRACTICE CONVERSATION AND QUESTIONS

(narrator) Questions 4 through 7. Listen to a conversation about a trip.

(man) Are you ready for "The Big Apple"?

(woman) Excuse me?

(man) You know, New York City. You are going to New York with us, aren't you? I wanted to show everybody around my old neighborhood.

(woman) Oh...sure! I wouldn't miss it especially when the tour guide is a native New Yorker.

(man) I thought we could start at the Museum of Modern Art. Right now there's an exhibit on twentiethcentury American painters.

(woman) Fine with me...but what were you saying about...a big apple?

(man) "The Big Apple." It's a nickname for New York. I think I heard once that it started with jazz musicians in the 20's.

(woman) Oh.

(man) Whenever they played a concert in a city, they called that city an "apple." In those days, New York was the biggest city in the country, so they called it "The Big Apple."

(woman) Hey, I have an idea! Let's go to a jazz club while we're there.

(man) Sounds good.

Questions:

4. You will hear:

(narrator) What is the man planning to see?

You will read: (A) An art exhibit.

(A) An art exhibit.(B) A Broadway play.

(C) A modern dance production.

(D) An opera.

5. You will hear:

(narrator) What can be inferred about the man?

You will read: (A) He is a jazz musician.

(B) He wants to join the woman's club.

(C) He is in his twenties.

(D) He was born in New York.

6. You will hear:

(narrator) What does the word "Apple" in the phrase "The Big Apple" refer to?

You will read: (A) An instrument.

(B) A city.

(C) A theater.

(D) A concert.

7. You will hear:

(narrator) Who gave New York its nickname?

You will read: (A) Painters.

(B) Tour guides.

(C) Musicians.

(D) Grocers.

Part C

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

Here is an example.

On the recording, you will hear:

(narrator) Listen to an instructor talk to his class about a television program.

(man) I'd like to tell you about an interesting TV program that'll be shown this coming Thursday. It'll be on from 9 to 10 pm on Channel 4. It's part of a series called "Mysteries of Human Biology." The subject of the program is the human brain—how it functions and how it can malfunction. Topics that will be covered are dreams, memory, and depression. These topics are illustrated with outstanding computer animation that makes the explanations easy to follow. Make an effort to see this show. Since we've been studying the nervous system in class, I know you'll find it very helpful.

Now listen to a sample question. Sample Answer

In your test book, you will read:

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

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

Here is another example.

Sample Answer

You will hear:



(narrator) Why does the speaker recommend watching the program?

In your test book, you will read:

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

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

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

PRACTICE TALK AND QUESTIONS

(narrator) Questions 8 through 10. Listen to a talk about animal behavior.

(woman) Today's discussion is about a common animal reaction—the yawn. The dictionary defines a yawn as "an involuntary reaction to fatigue or boredom." That's certainly true for human yawns, but not necessarily for animal yawns. The same action can have quite different meanings in different species.

> For example, some animals yawn to intimidate intruders on their territory. Fish and lizards are examples of this. Hippos use yawns when they want to settle a quarrel. Observers have seen two hippos yawn at each other for as long as two hours before they stop quarreling.

> As for social animals like baboons or lions—they yawn to establish the pecking order within social groups, and lions often yawn to calm social tensions. Sometimes these animals yawn for a strictly physiological reason—that is, to increase oxygen levels. And curiously enough, when they yawn for a physical reason like

that, they do what humans do—they try to stifle the yawn by looking away or by covering their mouths.

Questions:

8. You will hear:

(narrator) What is the speaker's main point?

You will read: (A) Animals yawn for a number of reasons.

- (B) Yawning results only from fatigue or boredom.
- (C) Human yawns are the same as those of other animals.
- (D) Only social animals yawn.

9. You will hear:

(narrator) According to the speaker, when are hippos likely to yawn?

- **You will read:** (A) When they are swimming.
 - (B) When they are quarreling.
 - (C) When they are socializing.
 - (D) When they are eating.

10. You will hear:

(narrator) What physiological reason for yawning is mentioned?

- You will read: (A) To exercise the jaw muscles.
 - (B) To eliminate fatigue.
 - (C) To get greater strength for attacking.
 - (D) To gain more oxygen.

Section 2—Structure and Written **Expression**

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

Structure

Directions: Questions 1–4 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Look at the following examples.		orders can usually be easily
Example I Geysers have often been compared to volcanoes they both emit hot liquids from below the Earth's surface.	ple Answer (A) of	a popular form of payment.
 (A) due to (B) because (C) in spite of (D) regardless of (D) regardless of (E) The sentence should read, "Geysers have ofter compared to volcanoes because they both empliquids from below the Earth's surface." Therefore should choose answer (B). 	nit hot (D) of the power	
-	Directions: In questions 5–1 underlined words or phrases of the sentence are marked the one underlined word or pin order for the sentence to be answer sheet, find the number	s. The four underlined parts (A), (B), (C), and (D). Identify ohrase that must be changed oe correct. Then, on your
(A) so that hardly(B) where there hardly was(C) hardly was(D) there was hardly	the space that corresponds you have chosen. Look at the following exam	to the letter of the answer
The sentence should read, "During the early portion of ocean navigation, there was hardly any need sophisticated instruments and techniques." The you should choose answer (D). Now begin work on the questions.	d for Guppies are sometimes <u>call</u>	
PRACTICE QUESTIONS 1. Refrigerating meats the spread of (A) retards	The sentence should read, "(called rainbow fish because Therefore, you should choos	of the males' bright colors."
(B) retarding(C) to retard(D) is retarded2. Throughout the animal kingdom,		
the elephant. (A) whale is only the (B) only the whale is (C) is the whale only	Shirley Chisholm became an United States politician. D	n <u>important</u> C

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

Now begin work on the questions.

(D) only whale is the

PRACTICE QUESTIONS

5. Electrical disturbances on Earth are frequently В caused with storms on the surface of the sun. 6. Inventor Granville Woods received him first patent on January 3, 1884, for a steam boiler furnace. С

7. A deficient of folic acid is rarely found in humans because the vitamin is contained in a wide variety of C foods.

8. The gopher digs with the big strong claws of its two front foot and with its overhanging front teeth.

9. An internationally famous ballerina, Maria Tallchief demonstrated that the quality of ballet in North America could equal those of the ballet in Europe.

10. As two nuclei move closer together, their mutual Α electrostatic potential energy becomes more large and more positive.

Section 3—Reading Comprehension

This section is designed to measure the ability to read and understand short passages similar in topic and style to those found in universities and colleges. Test takers read a variety of short passages on academic subjects. Each passage is followed by a number of questions about the material. To avoid creating an advantage to individuals in any one field of study, sufficient context is provided so that no subject-specific familiarity with the subject matter is required to answer the questions.

Directions: In this section you will read several passages. Each one is followed by a number of questions about it. You are to choose the **one** best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find

the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

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

SAMPLE PASSAGE AND QUESTIONS

The railroad was not the first institution to impose regularity on society, or to draw attention to the importance of precise timekeeping. For as long as Line merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day. The value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably (10) chaotic: the massive daily transfers of goods, services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

Sample Answer Example I

What is the main idea of the passage?

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

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

Example II

Sample Answer (A) (B) (C)

A B D

In line 7, the phrase "this tradition" refers to

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

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

PRACTICE PASSAGE

The Alaska pipeline starts at the frozen edge of the Arctic Ocean. It stretches southward across the largest and northernmost state in the United States, ending at a remote ice-free seaport village nearly 800 miles from where it begins. It is massive in size and extremely complicated to operate.

The steel pipe crosses windswept plains and endless miles of delicate tundra that tops the frozen ground. It weaves through crooked canyons, climbs sheer mountains, plunges over rocky crags, makes its way through thick forests, and passes over or under hundreds of rivers and streams. The pipe is 4 feet in diameter, and up to 2 million barrels (or 84 million gallons) of crude oil can be pumped through it daily.

(15) Resting on H-shaped steel racks called "bents," long sections of the pipeline follow a zigzag course high above the frozen earth. Other long sections drop out of sight beneath spongy or rocky ground and return to the surface later on. The pattern of the pipeline's up-and-down route is determined by the often harsh demands of the arctic and subarctic climate, the tortuous lay of the land, and the varied compositions of soil, rock, or permafrost (permanently frozen ground). A little more than half of the pipeline is elevated above the ground.
(25) The remainder is buried anywhere from 3 to 12 feet, depending largely upon the type of terrain and the

One of the largest in the world, the pipeline cost approximately \$8 billion and is by far the biggest (30) and most expensive construction project ever undertaken by private industry. In fact, no single business could raise that much money, so 8 major oil companies formed a consortium in order to share the costs. Each company controlled oil rights to particular shares of land in the oil fields and paid into the pipeline-construction fund according to the size of its holdings. Today, despite enormous problems of climate, supply shortages, equipment breakdowns, labor disagreements, treacherous (40) terrain, a certain amount of mismanagement, and even theft, the Alaska pipeline has been completed and is operating.

PRACTICE QUESTIONS

- 1. The passage primarily discusses the pipeline's
 - (A) operating costs
 - (B) employees
 - (C) consumers
 - (D) construction
- 2. The word "it" in line 5 refers to
 - (A) pipeline
 - (B) ocean
 - (C) state
 - (D) village
- 3. According to the passage, 84 million gallons of oil can travel through the pipeline each
 - (A) day
 - (B) week
 - (C) month
 - (D) year
- 4. The phrase "Resting on" in line 15 is closest in meaning to
 - (A) Consisting of
 - (B) Supported by
 - (C) Passing under
 - (D) Protected with
- 5. The author mentions all of the following as important in determining the pipeline's route EXCEPT the
 - (A) climate
 - (B) lay of the land itself
 - (C) local vegetation
 - (D) kind of soil and rock
- 6. The word "undertaken" in line 31 is closest in meaning to
 - (A) removed
 - (B) selected
 - (C) transported
 - (D) attempted
- 7. How many companies shared the costs of constructing the pipeline?
 - (A) Three
 - (B) Four
 - (C) Eight
 - (D) Twelve

properties of the soil.

- 8. The word "particular" in line 35 is closest in meaning to
 - (A) peculiar
 - (B) (specific
 - (C) exceptional
 - (D) equal
- 9. Which of the following determined what percentage of the construction costs each member of the consortium would pay?
 - (A) How much oil field land each company owned
 - (B) How long each company had owned land in the oil fields
 - (C) How many people worked for each company
 - (D) How many oil wells were located on the company's land
- 10. Where in the passage does the author provide a term for an earth covering that always remains frozen?
 - (A) Line 4
 - (B) Line 15
 - (C) Line 23
 - (D) Line 37

Level 2 Practice Questions

Section 1—Listening Comprehension

This section is designed to measure the ability to understand spoken English. It contains three parts, each administered by audio recording.

Part A

In this part, you will hear the speaker on the recording make a short statement. The statement will be spoken iust one time. You must then read four sentences, labeled (A), (B), (C), and (D), in the test book and choose the one closest in meaning to the sentence just heard.

Listen to an example.

Sample Answer



On the recording, you will hear:

(narrator) When she read the letter she couldn't believe her eyes.

In the test book, you will read:

- (A) She couldn't see the letter well enough to read it.
- (B) She was amazed by what the letter said.
- (C) She was surprised to receive another letter.
- (D) She didn't realize she had read the letter before.

The correct choice is (B).

PRACTICE QUESTIONS

1. You will hear:

(narrator) To tell the truth, I'm not much interested in ancient history.

- You will read: (A) There's great interest shown in my ancient history class.
 - (B) It's hard to tell which facts are true in ancient history.
 - (C) It isn't easy to read ancient history texts.
 - (D) I really don't care much for ancient history.

2. You will hear:

(man) He lacks discipline in his study habits.

In the test book, you will read:

- (A) His study habits are poor.
- (B) He doesn't have a good place to study.
- (C) His habit is to study late.
- (D) He was disappointed with his studies.

3. You will hear:

(narrator) She never wakes up before her

alarm goes off.

- You will read: (A) She never hears her alarm clock ringing.
 - (B) Her alarm clock doesn't ring when it should.
 - (C) She doesn't know where her alarm clock is.
 - (D) She always sleeps until the alarm clock wakes her.

Part B

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

Listen to an example.

Sample Answer



On the recording, you will hear:

(woman) How's your new job?

(man) OK, but it'll take a while to learn the new ropes.

(narrator) What does the man say about his job?

In the test book, you will read:

- (A) He has trouble getting there sometime.
- (B) He isn't familiar with the work yet.
- (C) It makes him feel restricted.
- (D) He doesn't have time to explain it.

The correct choice is (B).

PRACTICE QUESTIONS

4. You will hear:

(man) Everybody said this astronomy course would be easy.

(woman) But it hasn't quite worked out that way, has it?

(narrator) What does the woman think about the course?

You will read: (A) It's too long.

- (B) Few people took it.
- (C) It's unexpectedly difficult.
- (D) There are too many field trips.

5. You will hear:

(man) Do you think Professor Smith will cancel class on account of the special conference?

(woman) Not likely.

(narrator) What does the woman mean?

- You will read: (A) She doesn't like the professor very much.
 - (B) She doubts classes will be canceled.
 - (C) She doesn't want to attend the conference.
 - (D) She wonders whether the professor is an accountant.

6. You will hear:

(man) This exam is going to cover a lot of chapters.

(woman) But it's mostly a review of the required reading anyway, isn't it?

(narrator) What does the woman say about the exam?

- You will read: (A) Most of the students have taken it already.
 - (B) The students are not ready to take it.
 - (C) It won't cover much new material.
 - (D) It isn't going to cover many chapters.

Part C

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

PRACTICE CONVERSATION AND QUESTIONS

Here is an example.

On the recording, you will hear:

(narrator) Listen to the talk.

(woman) Although I think the United States generally has an excellent system of transportation, I do not think that it does a good job of transporting people between cities that are only a few hundred miles apart. A person commuting between Detroit and Chicago, or between San Francisco and Los Angeles, so-called strip cities, may spend only a relatively short time in the air while spending several hours getting to and from the airport. This situation makes flying almost as time-consuming as driving. Moreover, airplanes use a lot of their fuel just getting into the air. They simply are not fuel-efficient on short trips. Highspeed trains may be an answer. One fairly new proposal for such a train is for something called a "maglev," meaning a magnetically levitated train. Maglevs will not actually <u>ride</u> on the tracks, but will fly above

tracks that are magnetically activated. This will save wear and tear on the tracks. These trains will go faster than one hundred fifty miles per hour—at that speed, conventional trains have trouble staying on the tracks. As you can see, maglevs offer exciting possibilities for the future.

Now listen to a sample question:

Sample Answer

(A) (C) (D)

(narrator) What is the main topic of the talk?

In the test book, you will read:

- (A) Energy conservation.
- (B) A new kind of transportation.
- (C) Strip cities.
- (D) Advantages of air transportation over railroads.

The correct choice is (B).

Here is another example.

Sample Answer



(narrator) When are airplanes not fuel efficient? In the test book, you will read:

- (A) On short trips.
- (B) On long trips.
- (C) When flying over cities.
- (D) When flying at high altitudes.

The correct choice is (A).

Here is another example.

Sample Answer

A B ■ D

On the recording, you will hear:

(narrator) How does a maglev operate? In the test book, you will read:

- (A) It uses nuclear energy.
- (B) It rests on a cushion of pressurized air.
- (C) It flies over magnetically activated tracks.
- (D) It uses a device similar to a jet engine.

The correct choice is (C).

PRACTICE DIALOGUE AND QUESTIONS

- (narrator) Listen to a conversation about finding a new apartment.
 - (man) Hey, I heard you're looking for a different apartment.
 - **(woman)** Yeah, the place I'm in now is a real dump.
 - (man) It looked okay when I was there.
 - (woman) Oh, the boiler keeps breaking and when it does, we lose the heat for several days at a time.
 - (man) Why doesn't the owner replace it?
 - (woman) Well, she says it's cheaper to keep fixing it. She's a nice enough person; just sort of stingy. In any case, I'm sick of being cold.
 - (man) Can you get your deposit back if you move?
 - **(woman)** If I give two months notice, I can get the whole thing back.
 - (man) So, what kind of place are you looking for?
 - (woman) I think I'll try to get into one of those high rises near the university. They're nothing really special, but at least they're new and functional.
 - (man) I've heard that those buildings are pretty noisy. The walls are thin and you can hear everything going on in the other apartments.
 - (woman) Oh, that'll never do. I need some place quiet to finish my thesis. I guess I'll have to look at some more ads. Maybe new isn't necessarily better.
 - (man) Why don't you try some of those apartments in Windsor? They're supposed to be nice.
 - (woman) Aren't they awfully expensive?
 - (man) Not really. You'd be surprised at how reasonable some of them are. The problem with being out there is that the bus doesn't run out that way.
 - (woman) That'd definitely be a problem. I can't afford a car right now. I guess I'd better check a few places here in the city before I make a decision.

7. You will hear:

(narrator) What is wrong with the woman's

current apartment?

You will read: (A) It's too noisy.

- (B) It's not convenient to the university.
- (C) The heating system is defective.
- (D) The owner is unpleasant.

8. You will hear:

(narrator) What must the woman do to have her

deposit returned?

You will read: (A) Tell the owner two months in advance that she's moving.

- (B) Alert the housing authorities to her problem.
- (C) Move to another apartment in the same building.
- (D) Leave by the end of the month.

9. You will hear:

(narrator) What does the woman require of her next apartment?

You will read: (A) It must be on a higher floor.

- (B) It must have quiet surroundings.
- (C) It must be within driving distance of the university.
- (D) It must be in a new building.

10. You will hear:

(narrator) Why might living in Windsor be a problem for the woman?

You will read: (A) Rent would be very expensive.

- (B) Public transportation wouldn't be available.
- (C) Apartment complexes in Windsor are old.
- (D) Apartments in Windsor tend to be noisy.

Section 2—Structure and Written **Expression**

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

Structure

Directions: Questions 1–5 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter you have

cnosen.
Look at the following example: Sample Answer
Mt. Hood in the state of Oregon. (A) although (B) and (C) is (D) which
The correct choice is (C).
PRACTICE QUESTIONS
 most important event in San Francisco's history was the disastrous earthquake and fire of 1906. (A) The (B) It was the (C) That the (D) There was a
2. Vegetables are an excellent source vitamins.(A) of(B) has(C) where(D) that
 3. Microscopes make small things appear larger than (A) really are (B) are really (C) are they really (D) they really are

- (A) covers (B) that covers

 - (C) covering
 - (D) is covered
- 5. Janet Collins's struggle to make a place for herself in ballet is the kind of a life story _____ a fascinating novel might be written.

4. The city of Montreal _____ over 70 square miles.

- (A) of
- (B) by
- (C) for whom
- (D) about which

Written Expression

Directions: In questions 6–10, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), or (D). Identify the **one** underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Look at the following example.

Sample Answer

Fewest than half of all the adults fully

Α

 $\frac{\text{understand}}{\mathsf{B}} \, \frac{\mathsf{kinds}}{\mathsf{C}} \, \mathsf{and} \, \mathsf{amounts} \, \mathsf{of} \, \mathsf{exercise}$

necessary for an effective physical fitness program.

The correct answer is (A).

PRACTICE QUESTIONS

6. How $\underline{\frac{\text{many}}{\Delta}}$ people know that the Brooklyn Bridge,

 $\frac{\text{built in 1883, } \underline{\text{were the world's first suspension }}\underline{\text{bridge?}}}{D}$

7. Anna Maxwell's $\underbrace{\text{gift for organization}}_{A}$ was $\underbrace{\text{exemplified}}_{C}$

by her service $\underline{\text{while}}$ the Spanish-American War in 1898. $\overline{\text{D}}$

8. When a <u>severe</u> ankle <u>injury</u> forced <u>herself</u> to give up

reporting in 1926, Margaret Mitchell began writing

her novel, Gone with the Wind.

9. Anne Elizabeth McDowell is best remembered for

a weekly journal, *Woman's Advocate*, who she

launched in January 1855.

10. A ray of light passing $\frac{\text{through}}{A} \frac{\text{the center}}{B}$

lens <u>keep</u> its <u>original</u> direction.

C D

Section 3—Vocabulary and Reading Comprehension

Vocabulary

Directions: Each sentence has an underlined word or phrase. Below each sentence are four other words or phrases marked (A), (B), (C), and (D). You are to choose the **one** word or phrase that **best keeps the meaning** of the original sentence if it is substituted for the underlined word or phrase. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter you have chosen.

Look at the following example.

Sample Answer

It is difficult to get young people to plan for their old age, which seems very distant to them.

- (A) impossible
- (B) faraway
- (C) observable
- (D) fearful

The correct choice is (B).

PRACTICE QUESTIONS

- 1. Receptors for the sense of smell are located at the top of the nasal cavity.
 - (A) upper end
 - (B) inner edge
 - (C) mouth
 - (D) division
- 2. Passenger ships and aircraft are often equipped with ship-to-shore or air-to-land radio telephones.
 - (A) highways
 - (B) railroads
 - (C) planes
 - (D) sailboats
- 3. Dotting the marshy expanse of the Florida Everglades are little islands known locally as hummocks.
 - (A) generally
 - (B) to all
 - (C) in that area
 - (D) occasionally

- 4. It is not possible for people to <u>remember</u> everything that they have thought, felt, or done.
 - (A) recall
 - (B) appreciate
 - (C) repeat
 - (D) discuss
- 5. When preparing a <u>diet</u>, a person should be aware that vitamin D acts to increase the amount of calcium absorbed by the body.
 - (A) schedule of exercise
 - (B) nutritional plan
 - (C) study of longevity
 - (D) medicinal chart

Reading Comprehension

This section is designed to measure the ability to read and understand short passages similar in topic and style to those found in universities and colleges. Test takers read a variety of short passages on academic subjects. Each passage is followed by a number of questions about the material. To avoid creating an advantage to individuals in any one field of study, sufficient context is provided so that no subject-specific familiarity with the subject matter is required to answer the questions.

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

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

SAMPLE PASSAGE AND QUESTIONS

A new atomic clock being developed for navigation satellites will perform better than previous devices. The clock, which incorporates a hydrogen maser, will use a Line new microwave cavity design to provide a compact and

- (5) lightweight package, and new electronic techniques to maintain long-term stability. The clock can provide precise navigation information because it is stable to one second in three million years. The differences in the time when signals from four satellites arrive at one
- (10) location can be used to calculate that position to within a few yards.

Look at the following example.

Sample Answer

From the passage, it can be inferred that which of the following characteristics of the clock mentioned will be most impressive?

- (A) Its compact size
- (B) Its weight
- (C) Its accuracy
- (D) Its ability to measure distance

The correct choice is (C).

- 6. It can be inferred from the passage that the new clock will be
 - (A) long-lasting
 - (B) harmful to humans
 - (C) produced in great numbers
 - (D) very attractive looking
- 7. According to the passage, signals from how many satellites will be used to calculate a position?
 - (A) 1
 - (B) 2
 - (C) 3
 - (D) 4
- 8. What is the primary purpose of the passage?
 - (A) To teach a lesson
 - (B) To sell a product
 - (C) To support a theory
 - (D) To provide information

	CTICE QUESTIONS—LEVEL 1 completely fills the answer space.
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Appendix H: Answer Keys

Answer Ke	y for Level 1 Practic	e Questions
Listening	Structure and	Reading
Comprehension	Written Expression	Comprehension
1. A 6. B	1. A 6. A	1. D 6. D
2. B 7. C	2. B 7. A	2. A 7. C
3. C 8. A	3. B 8. C	3. A 8. B
4. A 9. B	4. A 9. D	4. B 9. A
5. D 10. D	5. C 10. D	5. C 10. C

Answer h	Key for Level 2 Practi	ce Questions
Listening Comprehension	Structure and Written Expression	Vocabulary and Reading Comprehension
1. D 6. C 2. A 7. C 3. D 8. A 4. C 9. B 5. B 10. B	1. A 6. C 2. A 7. D 3. D 8. C 4. A 9. D 5. D 10. C	1. A 5. B 2. C 6. A 3. C 7. D 4. A 8. D

STUDENT NUMBER						
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