

# Practice Test

for the

## TOEFL<sup>®</sup> Junior<sup>™</sup> Standard Test



Part of the TOEFL<sup>®</sup> Family of Assessments

*Contains one full practice test*

**NO TEST MATERIAL ON THIS PAGE**

# Listening Comprehension Section

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

## 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 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.

**2. What will the class probably do next?**

- (A) Design a poster
- (B) Color the leaves
- (C) Eat lunch outside
- (D) Collect fallen leaves

**3. What is the purpose of the talk?**

- (A) To tell the students when they can begin working on their projects
- (B) To request the students work with each other in pairs
- (C) To specify the types of materials the students will use
- (D) To inform the students they will need time to clean up

**4. What is the teacher explaining?**

- (A) Why the city is located where it is
- (B) How travel to the city has changed over time
- (C) How the first tunnels in the city were built
- (D) Why the river is important to the city's history

**5. What does the teacher tell the students to do?**

- (A) Bring in some gardening tools
- (B) Wear old clothes to school
- (C) Look outside for seeds to plant
- (D) Clean the dirt off their clothes

**6. What is probably true about the dance?**

- (A) It is a very popular event.
- (B) It is not usually held on a Friday.
- (C) It will take place in the cafeteria.
- (D) It is the first dance of the school year.

**7. What does the teacher ask?**

- (A) For someone to turn on the lights
- (B) For someone to close the curtains
- (C) For someone to move the television
- (D) For someone to turn on the television

**8. What will the students probably do next?**

- (A) Read a book
- (B) Write an essay
- (C) Watch a video
- (D) Form discussion groups

**9. What is the purpose of the talk?**

- (A) To help students understand the characters they are reading about
- (B) To advise students on ways they can improve their writing
- (C) To praise the students who wrote the best stories in class
- (D) To describe the lives of some famous writers

**10. What point does the speaker make about the alphabet in ancient Norway?**

- (A) It had very few letters.
- (B) It was quite difficult to learn.
- (C) It spread to other parts of the world.
- (D) It was similar to the Chinese writing system.

## PART 1

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. Where is the conversation probably taking place?**

- (A) Near the entrance to the city library
- (B) At a table in the cafeteria
- (C) On a sidewalk at school
- (D) Inside the art building

**12. What did the boy lose?**

- (A) A watch
- (B) A book bag
- (C) A library book
- (D) His homework assignment

**13. According to the conversation, what has not been decided yet?**

- (A) Who is going to study for the test
- (B) Where a group is going to meet to study
- (C) What topic the girl will choose for her art project
- (D) When the boy will go to the cafeteria

**14. What are the speakers happy to see when they enter the cafeteria?**

- (A) That their friends are there
- (B) That their favorite foods are being served today
- (C) That there are few people in the line
- (D) That the cafeteria will stay open longer than usual

**15. What do the speakers say about the drinks in the cafeteria?**

- (A) They are expensive.
- (B) There are not any hot ones.
- (C) There are many kinds to choose from.
- (D) The types available change every day.

**16. What does the boy suggest the girl do?**

- (A) Try something new
- (B) Ask if there is any soup
- (C) Read the menu carefully
- (D) Order the same meal that he orders

**17. What will the boy NOT order for lunch?**

- (A) Juice
- (B) Soup
- (C) Salad
- (D) Dessert

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**18. What is the girl on her way to do?**

- (A) Attend a meeting
- (B) Pick up a schedule
- (C) Return a library book
- (D) Watch a performance

**19. What does the girl say about her experience with dancing?**

- (A) She has tried only one style of dancing.
- (B) She has been dancing for a long time.
- (C) She sometimes teaches children how to dance.
- (D) She has never danced in front of an audience.

**20. What happened because of a rainstorm?**

- (A) A walkway had to be closed.
- (B) A building's roof was damaged.
- (C) A basketball game was canceled.
- (D) An assembly had to be rescheduled.

**21. What does the boy say he needs to do?**

- (A) Meet a teammate
- (B) Go to a music class
- (C) Return a basketball to a teacher
- (D) Make a phone call in the main office

**22. What does the boy ask the girl to do?**

- (A) Join a team
- (B) Help him study
- (C) Eat lunch with him
- (D) Lend him a textbook

**23. What subject is the girl interested in?**

- (A) Math
- (B) History
- (C) Science
- (D) Geography

**24. What does the boy offer to give the girl?**

- (A) A library card
- (B) The title of a book
- (C) A list of questions
- (D) The names of students

**25. Where will the event be held this year?**

- (A) In the gym
- (B) In the library
- (C) In the cafeteria
- (D) In the science room

## PART 1

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) Unusual foods served in castles
- (B) The training of cooks in castles
- (C) The earliest known castle kitchen
- (D) The workings of a castle's kitchen

**27. What was important about the location of a castle's kitchen?**

- (A) It was connected to the great hall.
- (B) It was below the chef's living area.
- (C) It allowed food to be served hot.
- (D) It protected castle residents from fires.

**28. What does the teacher say about vegetables?**

- (A) They were expensive.
- (B) They were grown in the castle's garden.
- (C) They were bought from nearby villages.
- (D) They were kept frozen in winter.

**29. According to the teacher, what was the chef's main responsibility?**

- (A) Managing the kitchen workers
- (B) Buying the ingredients for meals
- (C) Baking bread for everyone in the castle
- (D) Presenting the food to the king and queen

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**30. What are the speakers mainly talking about?**

- (A) A new road in their town
- (B) A new way to build roads
- (C) The early history of roads
- (D) The cost of building roads

**31. Why does the woman talk about animals?**

- (A) To explain how the first roads were created
- (B) To point out that long ago most people did not travel much
- (C) To describe an event that happened on a road nearby
- (D) To suggest that traveling on country roads can be dangerous

**32. Why did people in England build ridge ways?**

- (A) To connect small towns to major cities
- (B) To allow cars to drive around small towns
- (C) To create roads that water would not wash away
- (D) To create a separate road for transporting animals

**33. What does the woman say about roads in ancient Greece?**

- (A) They were constructed on all of Greece's islands.
- (B) They were not as good as roads built by the Romans.
- (C) They often washed away in the rain.
- (D) They connected Greece to the Roman Empire.

**34. What is the speaker mainly talking about?**

- (A) An unusual part of the Atlantic Ocean
- (B) A kind of seaweed that is eaten by most fish
- (C) The discovery of an uncommon type of seaweed
- (D) A kind of sea animal that lives only in the Atlantic Ocean

**35. According to the speaker, what do certain currents in the Atlantic Ocean do?**

- (A) They cause the Sargasso Sea to become smaller and smaller over time.
- (B) They keep the water in the middle of the Sargasso Sea from moving much.
- (C) They make fish from the Sargasso Sea drift to other places.
- (D) They prevent seaweed in the Sargasso Sea from being eaten by sea creatures.

**36. What is the speaker explaining when he mentions sailing ships?**

- (A) How the Sargasso Sea was discovered
- (B) How seaweed got into the Sargasso Sea
- (C) How unusual the water in the Sargasso Sea looks
- (D) How little wind there is in the Sargasso Sea

**37. What is sargassum?**

- (A) A species of fish
- (B) A kind of seaweed
- (C) A fast-moving current
- (D) A slow-moving sailing ship

**38. According to the speaker, what is surprising about some animal species that live in the Sargasso Sea?**

- (A) They have short life spans.
- (B) They are larger than expected.
- (C) They are usually found closer to land.
- (D) They are not native to the Atlantic Ocean.

**39. What is the main topic of the talk?**

- (A) The eating habits of large sea animals
- (B) An animal with an unusual physical feature
- (C) An animal with a very long life
- (D) Mythical creatures of Europe

**40. Why does the teacher mention unicorns?**

- (A) To explain why people thought narwhals were also mythical
- (B) To discuss why it is so difficult to find narwhals
- (C) To tell the class what they will learn about next week
- (D) To describe what a narwhal's tooth looks like

**41. Why did people in Europe hundreds of years ago think the narwhal was special?**

- (A) They thought they could use its tooth to make medicine.
- (B) They thought it brought good luck.
- (C) They thought it was a type of mermaid.
- (D) They thought it was a highly intelligent animal.

**42. Why does the teacher mention peacocks?**

- (A) To demonstrate how valuable narwhals are
- (B) To describe the different colors of male narwhals
- (C) To help explain the purpose of the male narwhal's tooth
- (D) To talk about a popular animal in medieval Europe



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# Language Form and Meaning Section

## 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 1-5 refer to the following note.

Lisa:

1. 

(A) So
(B) While
(C) Because
(D) Although

 you were at basketball practice today, your teacher,
2. Mr. Morris, called on the phone to talk with you. He 

(A) take
(B) to take
(C) is taking
(D) was taken

 one of
- his other classes on a field trip to the aquarium this Saturday. A student in that
3. class is sick and 

(A) will be able not
(B) not will be able
(C) be able will not
(D) will not be able

 to go. Mr. Morris wants to know
4. whether you'd like to take 

(A) that student's place
(B) that student's place is
(C) of that student's place
(D) that student's place, which

 on the trip. He

**PART 2**

5. said that he is 

(A) asking
(B) offering
(C) deciding
(D) discussing

 you the chance first because of the great report

you wrote about whales. You'll need to let him know tomorrow.

Love,

Mom.

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**PART 2**

Questions 6-9 refer to the following announcement.

6. A man's wristwatch 

(A) finds
(B) finding
(C) has found
(D) was found

 in the lobby of Luigi's Pizza

7. Restaurant on Tuesday, February 16. A restaurant worker 

(A) seemed
(B) intended
(C) discovered
(D) influenced

8. the watch after the restaurant had closed that evening. Anyone 

(A) a guest was
(B) a guest being
(C) he was a guest
(D) who was a guest

at the restaurant that day and is missing a watch should call Luigi's at 555-1953.

9. Callers will be asked 

(A) a detailed description is given
(B) to give a detailed description
(C) giving a detailed description
(D) a detailed description gave

 of the watch.

Questions 10-13 refer to the following announcement.

10. 

(A) Because a student
(B) Being a student
(C) It was a student
(D) A student

 from Barksdale High School won this year's

regional mathematics competition. Ellen Murphy was among ten finalists in

11. the last round of the competition. The final question was a very 

(A) wide
(B) difficult
(C) physical
(D) powerful

algebra problem. The first student to answer the question correctly was

12. named 

(A) the winner.
(B) is the winner.
(C) being the winner.
(D) will be the winner.

 One student finished the problem

13. 

(A) as fast
(B) fastest
(C) to be fast
(D) faster than

 Ms. Murphy, but his answer was incorrect. Ms. Murphy

solved the problem correctly and took the grand prize.

**PART 2**

Questions 14-17 refer to the following part of a short story.

When Dan knocked on the door of the old gray house, he was a little

14. 

(A) total.
(B) funny.
(C) foreign.
(D) nervous.

 His friends at school had said that the woman who lived in

15. the house was unfriendly, but Dan was sure that

- |                            |
|----------------------------|
| (A) finding the cat        |
| (B) the cat he had found   |
| (C) he had found the cat   |
| (D) the cat had been found |

in his yard was hers. He wanted to take it to her.

“Hello,” a woman’s voice responded to his knock. “Who is it?”

16. “Hi. I’m your neighbor from down the street,” Dan said

- |            |
|------------|
| (A) as     |
| (B) that   |
| (C) which  |
| (D) during |

she opened the door a few centimeters. “Is this cat yours?”

“Oh, my goodness,” the woman said with a big smile. She pulled the door

open wide. “Yes, this is Daisy, and I’ve been worried about her! Thank you so

17. much for

- |              |
|--------------|
| (A) bring    |
| (B) brings   |
| (C) brought  |
| (D) bringing |

her back!”

**PART 2**

Questions 18-25 refer to the following notice.

18. 

(A) Begins
(B) Beginning
(C) Is beginning
(D) To have begun

 next Tuesday, the science building will be under

19. construction. Workers will 

(A) making
(B) be made
(C) be making
(D) been making

 repairs to the outside

of the building for approximately four weeks. While this work is

20. being 

(A) done,
(B) made,
(C) taken,
(D) entered,

 most classes will continue as usual inside the

21. building. However, if any classes need to be moved 

(A) greatly
(B) temporarily
(C) successfully
(D) thoughtfully

22. to other rooms, teachers will inform their students. 

(A) At
(B) On
(C) Over
(D) During

 the

construction, the front entrance to the science building will be closed.

**PART 2**

23. 

(A) As a result,
(B) Even though,
(C) All of a sudden,
(D) On the other hand,

 all students will have to use the doors on the

24. north side to enter the building. Also, please remember 

(A) keeping out
(B) to keep out
(C) keeps out
(D) kept out

25. of the way of all construction equipment. Anyone 

(A) is having a question
(B) they have questions
(C) there is a question
(D) who has questions

about the upcoming construction work should contact the school's main office.

**PART 2**

Questions 26-33 refer to the following magazine article.

26. Unlike some other sharks, the basking shark is

- (A) no threat to
- (B) no threatening
- (C) not to threaten
- (D) a threat is not to

27. humans. Growing to a size

- (A) as large
- (B) is larger
- (C) many large
- (D) much larger

than that of the average human,

this giant fish simply ignores divers who swim up to it. The diet of a basking

28. shark

- (A) resists
- (B) insists
- (C) consists
- (D) persists

of fish and small animals such as squid, shrimp,

29. and crabs. When it is hungry, it looks for places

- (A) what
- (B) where
- (C) which
- (D) whose

great numbers

30. of these small animals can be found. Once it locates an area

- (A) a crowd
- (B) crowded
- (C) has crowded
- (D) it is crowded

with fish, a basking shark simply opens its huge mouth and slowly swims

31. through it. 

(A) Water flows
(B) Flowing water
(C) To flow water
(D) Water flowing

 into its mouth and continues out through a

special filter structure that traps the small fish and other creatures. Although

32. this method 

(A) does require not of eating
(B) does not require of eating
(C) of eating does not require
(D) not of eating does require

 the shark to move quickly,

33. it still requires a lot of effort. 

(A) Enough food is obtained,
(B) To obtain enough food,
(C) Enough food obtaining,
(D) It obtains enough food,

 a basking

shark will filter up to two thousand tons of water per hour.

**PART 2**

Questions 34-42 refer to the following essay.

34. People's behavior during public events has changed

- (A) by
- (B) for
- (C) after
- (D) over

the years,

35. perhaps because views on

- (A) considering what
- (B) they considered it
- (C) what is considered
- (D) that it is considered

appropriate have changed.

36. During a classical music concert, for example,

- (A) no people to clap
- (B) people do not clap
- (C) clapping people do not
- (D) people are not clapping

37. until the musicians finish playing the composition. It would be hard

- (A) imagines
- (B) imagined
- (C) to imagine
- (D) imagination

the audience clapping in the middle of a performance. It may come as a surprise

38. to many, however, that long ago, this is exactly

- (A) what people did.
- (B) that people do it.
- (C) people had done it.
- (D) what did people do.

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**PART 2**

39. The audience laughed loudly, clapped, and (A) cheerful  
(B) cheered  
(C) cheering  
(D) has cheered great moments.

40. That was (A) why  
(B) how  
(C) what  
(D) which people showed their regard for a performer's skills. One

41. reason that people's behavior was so (A) differs  
(B) differed  
(C) to differ  
(D) different may be that in the past,

classical music concerts were more like today's pop music shows. Long ago,

42. classical music was not thought to be (A) more serious since  
(B) so serious than  
(C) as serious so  
(D) as serious as it is now.



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# Reading Comprehension Section

## 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 this 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 1-5 are about the following note from a teacher.

Dear Cathy,

Thanks for volunteering to clean up the science laboratory this afternoon. Usually, when a student does this for the first time, I go to the lab to show him or her exactly what to do. However, today I have a teacher's staff meeting at 3:30, so I can't be there. Still, I'm sure everything will be fine, since you have worked in the lab many times. Here is what you should do:

1. Clean all the glass containers that were used in class today.
2. After washing the containers, place them upside down on a towel to dry.
3. Wipe down all the worktables with a wet cloth.
4. Put all the microscopes that have been left out back on the equipment shelf.
5. Sweep the floor.
6. Put the trash outside the door.
7. Turn off the lights and lock the door when you leave.

If you have any questions, please ask Ms. Edwards in the classroom next door.

You can return the key to me tomorrow when we have class at 10:30.

Thank you so much for your help!

— Mr. Marston

**PART 3**

1. **In line 2 of the note, the word this refers to \_\_\_\_\_.**
  - (A) saying thank you
  - (B) finishing homework
  - (C) going to the science laboratory
  - (D) cleaning the science laboratory
  
2. **Where will Mr. Marston probably be when Cathy cleans the lab?**
  - (A) In the lab
  - (B) In his office
  - (C) At a meeting
  - (D) In the classroom next door
  
3. **Where should Cathy put the glass containers?**
  - (A) On a towel
  - (B) Near the door
  - (C) Next to the sink
  - (D) On the equipment shelf
  
4. **What should Cathy do immediately after sweeping the floor?**
  - (A) Lock the lab door
  - (B) Put away any microscopes
  - (C) Wipe down the worktables
  - (D) Take the trash out of the lab
  
5. **When should Cathy give the key back to Mr. Marston?**
  - (A) On her way home
  - (B) In class the next day
  - (C) Right after she cleans the lab
  - (D) Before school begins the next morning

### PART 3

**Questions 6-10 refer to the following letter in a school newspaper.**

*Line* This is my first year attending Wilson Middle School. Last year I went to a different middle school. Over the summer my father got a new job, so our whole family moved. Now I go to Wilson.

*5* I want to make some comments based on my unique perspective as someone who has attended two different middle schools. For example, I was surprised by all the complaints that the students at Wilson make about the food in the cafeteria. Either they don't like it, or they want more choices. But I like the food. The dishes are pretty tasty. And as for choices, at the school I went to last year there were never more than two lunch options each day. Sometimes there was only one!

*10* However, I don't want anyone to think that I have a negative opinion of the Wilson students. Actually, I have been impressed with how involved the students here are. I plan to participate in some of the special clubs here that are organized by students, like the photography club and the hiking club. At my last school, students were not as actively involved in forming clubs.

6. **Why is the author a student at Wilson Middle School?**

- (A) Because his family recently moved
- (B) Because his father is a teacher there
- (C) Because it is the best school in the area
- (D) Because he just completed primary school

7. **In line 4, the word perspective is closest in meaning to \_\_\_\_\_.**

- (A) cause and effect
- (B) back and forth
- (C) out of date
- (D) point of view

8. **In line 9, the word one refers to \_\_\_\_\_.**

- (A) day
- (B) school
- (C) option
- (D) cafeteria

9. **Why does the author like the food at Wilson Middle School?**

- (A) It tastes good.
- (B) It is very healthful.
- (C) The servings are large.
- (D) Students help to make it.

10. **What does the author imply about the students at his previous school compared to students at Wilson Middle School?**

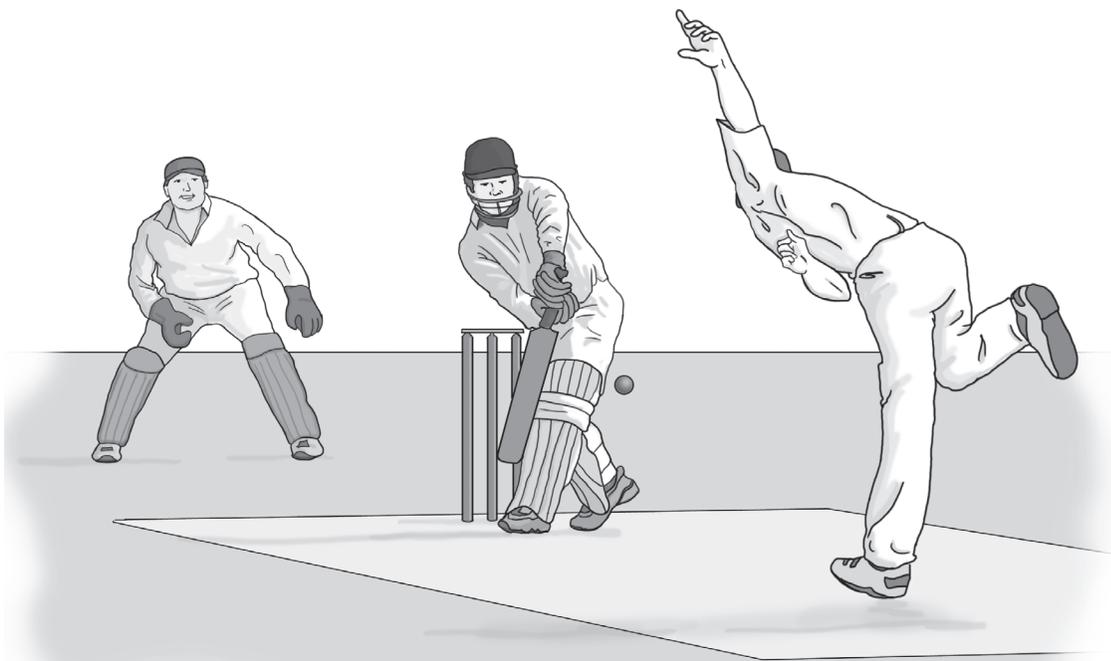
- (A) They did better in their studies.
- (B) They planned fewer activities.
- (C) They belonged to sports clubs.
- (D) They gave him more help.

**Questions 11-17 are about the following story.**

*Line* Cricket—how I detested this game when I was young! My family would spend hours and hours watching it on television while I angrily waited for it to end. Every game seemed the same. Yes, one team won and the other one lost, but it was always the same game—some men pitching a ball, some running back and forth.

5 Then something happened. I became old enough to start playing cricket myself with the other kids in my neighborhood. We found a place to play wherever we could put up a wicket. We played on the street, in the backyard—even on the tops of buildings, believe it or not!

10 I can recall so clearly the sounds of the ball hitting the bat and the quick running feet. I can still feel the sun on my face as I played and the bruises and scratches from falling down. I can still see the blue sky fading to darkness behind the buildings as our games continued into the night. It became my favorite thing in the world. Now I watch it not with anger, but with fond memories of the endless days and nights spent playing the game.



11. What title best summarizes the main idea of the passage?
- (A) Cricket: A Game for All Ages
  - (B) How I Learned to Love Cricket
  - (C) The Dangers of Playing Cricket
  - (D) Learning the Rules of a Difficult Game
12. In line 1, the word detested is closest in meaning to \_\_\_\_\_.
- (A) hated
  - (B) played
  - (C) wanted
  - (D) watched
13. What best describes the author's attitude toward cricket when he was very young?
- (A) It was boring to watch.
  - (B) It was difficult to learn.
  - (C) It was fun to talk about.
  - (D) It was dangerous to play.
14. According to the author, what was surprising about some of the cricket games he played?
- (A) They were played without bats.
  - (B) They were played on rooftops.
  - (C) No one cared who won them.
  - (D) No one got hurt playing them.
15. The author describes memories of all of the following EXCEPT \_\_\_\_\_.
- (A) how the sun felt on his skin
  - (B) how the ball sounded hitting the bat
  - (C) how the sky turned from light to dark
  - (D) how the rules of the game caused arguments
16. What change does the author describe?
- (A) He could not remember the rules of cricket at first, but then he decided it did not matter.
  - (B) He was afraid of getting hurt playing cricket at first, but then he stopped being afraid.
  - (C) He did not like cricket at first, but then he began to enjoy it.
  - (D) He liked playing cricket at first, but then he grew tired of it.
17. In line 13, the word fond is closest in meaning to \_\_\_\_\_.
- (A) old
  - (B) cruel
  - (C) happy
  - (D) interesting

**Questions 18-23 are about the following story.**

*Line* Edward rang the Millers' doorbell. Mr. and Mrs. Miller had moved into the neighborhood last month. They had a five-year-old son, and they had asked Edward to watch him that evening while they went out.

"Hello, Edward," Mrs. Miller said as she opened the door.

5 Mr. Miller stood behind her with a boy at his side. "This is Lucas," Mr. Miller said. "Lucas, this is Edward. He will watch you tonight while Mom and I are out."

The little boy waved shyly to Edward. The Millers asked Edward to entertain Lucas for an hour and then put him in bed.

10 After Lucas's parents left, Edward went with the boy to his room. They played some games and built a tower out of wooden blocks.

"It's time for you to go to sleep now," Edward said. Lucas looked disappointed, but he changed into his pajamas and got into bed.

"Will you read me a story?" he asked Edward.

15 Edward took a picture book from the shelf and read it to Lucas. When he finished reading the book to Lucas, he turned out the light and said good night. But as soon as Edward left the room, Lucas called out to him.

"What's wrong?" Edward asked.

"I'm afraid of the dark," Lucas explained.

Edward turned on the small light by Lucas's bed. "Good night," Edward said again.

20 Five minutes later, Lucas cried out again.

"What's wrong now?" Edward asked.

"I thought I heard a sound," Lucas said. "I think there might be a monster under my bed."

Edward explained that there was no monster under the bed, but Lucas was still afraid.

25 Finally, Edward went to the kitchen and found a flashlight. He shined the flashlight under Lucas's bed. "See?" he said. "No monster."

"Will you stay with me in case one comes?" Lucas begged.

Edward could see that the little boy was frightened. He agreed to sit in the chair by Lucas's bed, with the flashlight in his hand.

30 Edward sat in the chair, waiting for Lucas to fall asleep. The dim light in the room and the soft chair made Edward feel tired, too. He closed his eyes.

The next thing he knew someone was shaking him gently. Edward opened his eyes and saw Mr. and Mrs. Miller.

"We're home," Mrs. Miller whispered. "Thank you for taking care of Lucas. We had a wonderful evening."

35 Edward shook himself in amazement. Was the evening over already?

18. Why did Edward go to the Millers' house?

- (A) To borrow a flashlight
- (B) To take care of Lucas
- (C) To welcome the Millers to the neighborhood
- (D) To help the Millers move into their house

19. In line 7, the word entertain is closest in meaning to \_\_\_\_\_.

- (A) look for
- (B) cook for
- (C) play with
- (D) argue with

20. What did Edward and Lucas do before Lucas went to bed?

- (A) They built a tower of blocks.
- (B) They looked for a flashlight.
- (C) They put books on a shelf.
- (D) They drew pictures.

21. In line 26, the word one refers to a \_\_\_\_\_.

- (A) shelf
- (B) chair
- (C) monster
- (D) flashlight

22. How did Lucas probably feel about going to bed?

- (A) Disappointed and afraid
- (B) Angry and nervous
- (C) Relieved and tired
- (D) Sad and confused

23. Why did Lucas keep calling out to Edward?

- (A) He saw something under the bed.
- (B) He did not want to be left alone.
- (C) He could not reach the book on the shelf.
- (D) He forgot where the wooden blocks were.

Questions 24-31 are about the following newspaper article.

Line Marina Hills High School is fighting pollution in an unusual way. It's planting trees!

5 In an effort to fight pollution and help the environment, the Marina Hills Ecology Club offers free trees to institutions willing to plant them on their grounds. Among those that took advantage of the offer was Marina Hills High School. After consulting  
10 with his teachers on where to plant the trees, Principal Max Webb contacted the Ecology Club.

15 But when the seedlings arrived, Webb had an idea. Instead of planting the young trees in front of the school, he thought it would be better to put them behind the school, where the sun gets very hot in the afternoon.

20 "It gets so hot inside the building that the students start to sweat during their afternoon classes," said Webb. "Now the shade from our trees will bring them some relief."

25 "There was no argument from the teachers," he added. "When I proposed the idea, everyone said, 'Now why didn't I think of that!'"

30 The relief won't come until the trees grow taller, but the school will not have to wait long because it requested two species of trees that grow quickly.

35 "Time is key, and we wanted our trees to get big fast," said Webb. "We were given a wide choice, from shrubs to fruit trees. We requested eucalyptus and willow trees."

Webb said he is also looking forward to finally seeing some wildlife in the school yard at Marina Hills High School.

40 "If all you have is a grass lawn with no trees, you can't expect the local birds to come and visit," said Webb. "They have no place to make their nests. Now that will change, and we'll be able to see birds from  
45 our classroom windows."

24. What would be the most appropriate headline for this article?

- (A) Local School Gets Greener
- (B) Student Wins Science Award
- (C) Principal Discovers New Tree
- (D) Teacher Leads Ecological Club

25. What problem does Principal Webb talk about?

- (A) Pollution in the city
- (B) Classrooms that are too hot
- (C) Tall trees that block the view
- (D) Wild animals that destroy trees

26. What did the Ecology Club do for Marina Hills High School?

- (A) It helped design the school yard.
- (B) It put flowers in the classrooms.
- (C) It sold seeds to the school.
- (D) It provided free trees.

27. In line 13, the word seedlings is closest in meaning to \_\_\_\_\_.

- (A) bird nests
- (B) young trees
- (C) packages of seeds
- (D) members of a club

28. What decision was changed?

- (A) Which trees should be dug up
- (B) When the old trees should be cut down
- (C) Where the new trees should be planted
- (D) Which type of tree should be chosen

29. In line 22, the word them refers to \_\_\_\_\_.

- (A) trees
- (B) classes
- (C) students
- (D) teachers

30. What can be inferred from the article about eucalyptus and willow trees?

- (A) They grow quickly.
- (B) They become extremely tall.
- (C) They are less expensive than fruit trees.
- (D) They do not grow flowers in the springtime.

31. What does Principal Webb imply about the local birds?

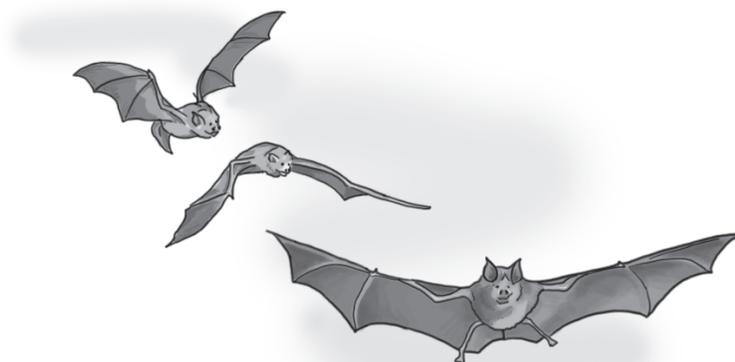
- (A) They make their nests on the ground.
- (B) They are not often seen at the school.
- (C) There are fewer of them due to the pollution problem.
- (D) They fly into the classrooms when the windows are open.

**Questions 32-42 are about the following passage.**

Line Being able to land safely is a critically important skill for all flying animals. Whereas terrestrial animals face no particular challenge when they need to stop running or crawling, flying animals move at much higher speeds, and they must be careful about how they land. Hitting the ground, or even water, at full flight speed would be quite dangerous. Before  
5 touching down, they must decrease their speed in order to land safely. Both bats and birds have mastered the skill of landing, but these two types of flyers go about it quite differently.

In the past it was believed that, in terms of flying mechanics, there was little difference between bats and birds. This belief was based only on assumption, however, because for years nobody had actually studied in graphic detail how bats move their wings. In recent  
10 years, though, researchers have discovered a number of interesting facts about bat flight. Bats are built differently from birds, and their wings incorporate both their front and hind limbs. This makes coordinating their limbs more difficult for bats and, as a result, they are not very good at flying over longer distances. However, they are much better at maneuverability: a bat can quickly change its direction of flight or completely reverse it,  
15 something a bird cannot easily do.

Another interesting characteristic of bat flight is the way in which bats land—upside down! Unlike birds, which touch down on the ground or on tree branches, bats can be observed flying around and then suddenly hanging upside down from an object overhead. How do they do it? A group of researchers recently used video cameras to film bats landing  
20 on nets suspended from the ceiling of their laboratory and studied the recordings in slow motion. They painted spots on the bats' wings to see in detail what happens to the wings in flight and during touchdown. It turns out that the bats flew in a straight line up to the net and then quickly flipped over and attached themselves to it upside down. One downside to this landing routine is that the bats often slam into their landing spot with some force,  
25 which probably causes pain. However, not all bats hit their landing spots with the same speed and force; these will vary depending on the area where a bat species makes its home. For example, a cave bat, which regularly perches on a hard stone ceiling, is more careful about its landing preparation than a bat more accustomed to landing in leafy treetops.



32. What is the main topic of the passage?

- (A) Places where flying animals choose to land
- (B) Why scientists have difficulty observing bats
- (C) Differences in the eating habits of bats and birds
- (D) Ways in which bats move differently from birds

33. In line 2, the word terrestrial is closest in meaning to \_\_\_\_\_.

- (A) high-flying
- (B) fast-moving
- (C) tree-climbing
- (D) ground-living

34. According to the passage, what skill is crucial for flying animals?

- (A) Diving underwater
- (B) Slowing down to land
- (C) Flying over great distances
- (D) Balancing on high branches

35. Which of the following is a false assumption about bats that was recently corrected?

- (A) They cannot hear.
- (B) They sleep upside down.
- (C) They fly similarly to birds.
- (D) They hide in tree branches.

36. According to the passage, what is an advantage that bats have over birds?

- (A) Bats can land on a greater variety of surfaces.
- (B) Bats can turn in the air more quickly.
- (C) Bats can eat while flying.
- (D) Bats are lighter.

37. In line 11, the word incorporate is closest in meaning to \_\_\_\_\_.

- (A) add
- (B) deliver
- (C) include
- (D) discover

38. In line 14, the word it refers to \_\_\_\_\_.

- (A) bat
- (B) bird
- (C) direction
- (D) maneuverability

39. The researchers used all of the following to study bats EXCEPT \_\_\_\_\_.

- (A) nets
- (B) paint
- (C) cables
- (D) cameras

**PART 3**

40. In line 20, the word suspended is closest in meaning to \_\_\_\_\_.

- (A) hanging
- (B) entering
- (C) falling
- (D) living

41. In line 24, the word slam is closest in meaning to \_\_\_\_\_.

- (A) crash
- (B) bring
- (C) break
- (D) change

42. According to the passage, what helps determine a bat's landing speed?

- (A) What it eats
- (B) How old it is
- (C) How big it is
- (D) Where it lives



**NO TEST MATERIAL ON THIS PAGE**

**NO TEST MATERIAL ON THIS PAGE**

# Answer Key

Use the answer key below to determine which questions you answered correctly and incorrectly.

- For the Listening Section, replay the CD while reading the script to help you recognize words you may not have understood correctly. The answer choices from the test have been reprinted with the script for questions 1-10. Refer back to the page number listed for questions 11-42.

## Practice Test – Answer Key

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

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