

# TOEFL® Primary™ Practice Tests

## Reading and Listening

STEP 2



Part of the  
TOEFL®  
Young  
Students  
series



## Notes to User

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The *TOEFL® Primary™* practice materials were created by professional test developers at ETS. The test questions are an accurate reflection of the questions found in an actual *TOEFL® Primary™* test.

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

The *TOEFL® Primary™* Program does not operate, endorse, or recommend any schools or study materials that claim to prepare students for the tests in a short time or promise high scores. Any use of this practice material by a school or study program does not mean that it has been endorsed by ETS or the *TOEFL® Primary™* Program.

In order to complete the Listening practice test, you will need to access the following website for the audio files:

**[http://www.ets.org/toefl\\_primary/practice\\_test\\_step\\_2](http://www.ets.org/toefl_primary/practice_test_step_2)**.

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## ABOUT THE *TOEFL*® *PRIMARY*™ TESTS

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

Educational trends indicate a global need for a well-designed, objective measure of proficiency in English to help younger students.

Educational Testing Service (ETS) developed the *TOEFL*® *Primary*™ tests for the English language learning needs of students as young as 8 years old who have been learning English for about a year or more, though the tests may be appropriate for other students as well.

The *TOEFL*® *Primary*™ tests are not based on or limited to any specific curriculum. All *TOEFL*® *Primary*™ tests assess students' knowledge, skills, and abilities for fulfilling core communication goals in English. These communication goals are shared across curricula worldwide. The tests allow teachers and parents to learn about young students' developing English skills. Scores can be used to plan future lessons that match students' needs and to support decisions to place students in classes appropriate for their ability levels. The tests can also be used to measure student progress in developing English language proficiency over time.

These practice tests will help students know what to expect when they take the *TOEFL*® *Primary*™ Reading and Listening Test–Step 2 tests. Students will become familiar with the types of questions and how to mark the answer sheet. Students will not receive scores based on their performance on the practice tests.

There are no passing or failing scores set by ETS for the *TOEFL*® *Primary*™ tests — each school decides for itself how to use scores.



## WHAT IS IN THE TESTS?

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The *TOEFL® Primary™* Reading and Listening–Step 2 tests are paper-and-pencil tests of reading and listening proficiencies and are designed for young students who have acquired some communicative skills. The Reading test has 37 questions, including example questions. The Listening test has 39 questions, including example questions. The total testing time for both tests together is about 1 hour.

### READING TEST

The **Reading** test assesses students' abilities to:

- recognize simple words.
- understand simple sentences.
- understand 2–4 simple sentences about a topic.
- find information in menus, schedules, and posters.
- understand a paragraph of about 150 words on an everyday topic.
- locate and connect information within a sentence or in a paragraph.
- understand sentences that are more complex and include less familiar vocabulary.
- find and interpret information in menus, schedules, or posters.
- understand a sequence of instructions.
- understand a story of about 250 words.
- understand a paragraph on an academic subject.
- locate and connect information throughout text.
- infer and draw conclusions.

The Reading test contains 2 different question types:

#### ■ **Sentence clues**

Students read a short description and select one option that matches what is described.

#### ■ **Reading sets**

Students read a passage, which may be one or more paragraphs or which may be of another type (menu, schedule, poster, etc.) and answer 2–4 questions about the passage.



## LISTENING TEST

The **Listening** test assesses students' abilities to:

- recognize simple words.
- understand simple directions heard at home and at school.
- comprehend commonly used expressions and phrases.
- identify details in short social conversations.
- understand the purpose of messages and announcements of about 50 words.
- understand conversations and messages that contain less familiar vocabulary.
- understand stories and simple academic texts of about 250 words.
- connect information within teacher instructions, messages, stories, dialogues, conversations, and simple academic texts.
- infer and draw conclusions from spoken texts.

The Listening test contains 4 different question types:

### ■ Listen to directions

Students see 3 pictures and hear some directions. Students select the picture that shows the person(s) who followed the directions they heard.

### ■ Details in conversation

Students listen to a conversation and answer one question about a detail in the conversation. The question and answer choices are both spoken on the audio track and shown in the test book.

### ■ Messages

Students listen to a message and answer one question about the message. The question and answer choices are both spoken on the audio track and shown in the test book.

### ■ Listening sets

Students listen to a passage and answer 3–4 questions about the passage. The questions are both spoken on the audio track and printed in the test book.



## PREPARING FOR THE TOEFL® PRIMARY™ TESTS

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### TAKING THE READING AND LISTENING—STEP 2 TESTS

Taking the practice tests in this book will give students a good idea of what actual testing is like in terms of the types of questions and the time limits they will have. Students will have 30 minutes to complete the Reading test, and the Listening test time is controlled by a recording. During actual testing, if a student finishes the Reading test in less than 30 minutes, he or she cannot go on to the Listening test. In the same way, students are not permitted to go back to the Reading test when they are working on the Listening test.

Each test begins with a set of directions that includes sample questions and answers. It is important that students read or listen to these directions so they understand exactly what to do before they start to work.

Here are more guidelines for using the practice tests:

- Choose a quiet room in which to work.
- Use a stopwatch or a clock so students can know the correct amount of time for the Reading test.
- Use a sharpened No. 2 or HB black lead pencil and an eraser.
- Remove any study materials from the work area.



## ANSWER SHEET

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### COMPLETING YOUR ANSWER SHEET

#### When marking answers on the answer sheet, students must:

- Use a No. 2 or HB black lead pencil.
- Be sure to match the question number you are answering in the test book to the same number on the answer sheet.
- Do not mark in the test book.
- Fill in only one circle for each question.
- Fill in the entire circle completely.

#### Taking the practice tests:

- Remove the Reading and Listening answer sheet from this book (page vii).
- Leave this book open to page 3. Place the book and the answer sheet in front of you.
- Set your timer for 30 minutes and begin the Reading test.
- You have 30 minutes to finish the Reading test.
- After 30 minutes, stop working on the Reading test.
- The audio files for the Listening practice test can be accessed from the following website:  
[http://www.ets.org/toefl\\_primary/practice\\_test\\_step\\_2](http://www.ets.org/toefl_primary/practice_test_step_2). Students will play the audio file from a computer.  
The test narrator will tell them what to do.
- Turn to page 38 in this book to review your answers. You can find the scripts for the Listening items on page 39.
- If you did not have time to answer all of the Reading questions, go back and try to answer those questions.



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intentionally blank.**

# Reading

1.  A  B  C
2.  A  B  C
3.  A  B  C
4.  A  B  C
5.  A  B  C
6.  A  B  C
7.  A  B  C
8.  A  B  C
9.  A  B  C
10.  A  B  C
11.  A  B  C
12.  A  B  C
13.  A  B  C

14.  A  B  C
15.  A  B  C
16.  A  B  C
17.  A  B  C
18.  A  B  C
19.  A  B  C
20.  A  B  C
21.  A  B  C
22.  A  B  C
23.  A  B  C
24.  A  B  C
25.  A  B  C
26.  A  B  C

27.  A  B  C
28.  A  B  C
29.  A  B  C
30.  A  B  C
31.  A  B  C
32.  A  B  C
33.  A  B  C
34.  A  B  C
35.  A  B  C
36.  A  B  C
37.  A  B  C
38.  A  B  C
39.  A  B  C

# Listening

1.  A  B  C
2.  A  B  C
3.  A  B  C
4.  A  B  C
5.  A  B  C
6.  A  B  C
7.  A  B  C
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10.  A  B  C
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28.  A  B  C

29.  A  B  C
30.  A  B  C
31.  A  B  C
32.  A  B  C
33.  A  B  C
34.  A  B  C
35.  A  B  C
36.  A  B  C
37.  A  B  C
38.  A  B  C
39.  A  B  C
40.  A  B  C
41.  A  B  C

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intentionally blank.**

# Reading

## Part 1

Read and find the answer.

Fill in the correct circles on your answer sheet.

Let's do an example.

1. Students go to class here. Teachers work here. It has many desks.

What is it?

- (A) A house
- (B) A school
- (C) A bank

The correct answer is a school. Fill in "B" on your answer sheet.

2. You borrowed a book from the library. You think it is on your table. You want to read it, but it is not there.

The book is \_\_\_\_\_.

- (A) owned
- (B) bought
- (C) lost

3. Seasons do this. Leaves do this. People do this when they put on different clothes.

They \_\_\_\_\_.

- (A) end
- (B) change
- (C) fall

# Reading

4. There are many things to drink in your kitchen. For example, you can drink some juice. Or, you can drink some water instead.

You have a \_\_\_\_\_.

- (A) friend
- (B) choice
- (C) gift

5. This word describes some colors. People use this word to talk about the light from the sun. This word can also describe a smart person.

- (A) clear
- (B) bright
- (C) clever

6. You have four pieces of candy. You want to share the candy with three friends. You give one piece of candy to each friend. Now, everyone has the same amount of candy.

You are being \_\_\_\_\_.

- (A) proud
- (B) fair
- (C) difficult

7. You are waiting in line at the water fountain. Your friend is in front of you. She tells you to drink first.

She tells you to \_\_\_\_\_.

- (A) go ahead
- (B) calm down
- (C) pick out



Read the sign. Answer questions 8 to 11 .

Do you love flowers?  
Come to the

## Flower Sale



At Harrington School

Saturday and Sunday, May 12 and 13, 8am–3pm

### Outside on the playground

You can buy flowers for many reasons:

- for the garden
- for inside the home
- for a friend
- for a family member

### Inside the school classrooms

In addition to flowers, you can buy:

- pots to plant your flowers in
- plant food
- pictures of flowers for your home

If you have questions about the Flower Sale,  
call Frank at 555-0216 or Sue at 555-0924.

# Reading



8. **Where can you go to buy plant food?**

- (A) The playground
- (B) A classroom
- (C) A garden

9. **You can buy both flowers and \_\_\_\_\_.**

- (A) seeds
- (B) vegetables
- (C) flower pictures

10. **Where is the flower sale?**

- (A) In a garden
- (B) At a school
- (C) At someone's home

11. **When is the flower sale?**

- (A) On a weekend
- (B) In the winter
- (C) During a holiday

# Reading

**Read the e-mail. Answer questions 12 and 13.**

To: Jess  
From: Erika  
Subject: Aquarium Trip

I had a really great time at the aquarium this weekend with my mom and dad. We saw a lot of big fish, and I even got to feed some. I also saw some sharks. They were not too scary. I can show you some funny pictures of them. Do you want to know what I liked most about the trip? I got to see penguins jumping and swimming in the water. I hope you can go to the aquarium with me the next time I go.

From,  
Erika

**12. What was Erika's favorite part of the aquarium?**

- (A) Taking pictures of sharks
- (B) Feeding the big fish
- (C) Watching the penguins

**13. Why does Erika write to Jess?**

- (A) To teach Jess about penguins
- (B) To tell Jess about a family trip
- (C) To invite Jess to the beach

# Reading

**Read the e-mail. Answer questions 14 and 15.**

To: Cory  
From: Daniella  
Subject: Our friend Lee

Thank you for telling us again that Lee is moving to a new school next week. Art class is his favorite class, and I thought we could make a painting for him as a present. Do you think this is a good idea?

I do not have any paint at home, so I am going to the art store tomorrow after school with my mom. We can work on the painting together. Lee's last day at our school is Friday, so we have to finish it before then. Let me know what you think.

Daniella

**14. Why is Daniella going to the store?**

- (A) To buy paint
- (B) To help her mother
- (C) To choose a present for Lee

**15. Why does Daniella write to Cory?**

- (A) To tell him that Lee is moving
- (B) To thank him for a painting
- (C) To ask him to help with a painting

# Reading

**Read the e-mail. Answer questions 16 and 17.**

To: Lucy.Rae  
From: Grandma.Rae  
Subject: Something special for you

You know that early in the morning I like to take a nice walk on the beach near my house, right? Well, today while I was walking, I felt something hard under my foot. I looked down and saw a beautiful seashell hiding in the sand. It is blue and white, and since it had no animal inside, I took it home with me. I know how much you like seashells, so I'll give it to you the next time I see you!

Love,  
Grandma

**16. What does Grandma like to do in the morning?**

- (A) Visit Lucy
- (B) Take a walk
- (C) Sleep late

**17. Why does Grandma write to Lucy?**

- (A) To describe what she sees from her house
- (B) To invite her to come to the beach
- (C) To tell her about something she found



# Reading

Read the instructions. Answer questions 18 to 20.



## Surprise others with this great trick!

This is a fun science trick that you can show your family and friends. All you need is some water, a bowl, some pepper, and some liquid soap (the type used to wash dishes).

### Here is what to do:

1. Put some water in the bowl.
2. Put some pepper in the bowl. The pepper will float on top of the water. It does not fall to the bottom of the bowl. Use enough pepper to cover the water.
3. Place the tip of your finger in the water. Nothing happens.
4. Now, put a bit of liquid soap on your finger.
5. Place the tip of your finger in the water again. This time, the pepper should move quickly to the sides of the bowl. It looks like the pepper is afraid of the soap!

### Try again!

What happens if you try using other materials, such as milk or lemon juice? Find out! Start with a new bowl, and put some water and pepper in it, just like you did before. Now, put some lemon juice on your finger. When you place your finger in the water, the pepper should not move. Try again with milk. The pepper should stay where it is again. The trick only works with soap!

# Reading



**18. What do you put in the bowl first?**

- (A) Pepper
- (B) Water
- (C) Soap

**19. What happens when you touch the water with soap on your finger?**

- (A) Nothing happens to the pepper.
- (B) The pepper falls to the bottom of the bowl.
- (C) The pepper moves to the sides of the bowl.

**20. What happens when you do not use soap?**

- (A) Nothing happens to the pepper.
- (B) The pepper falls to the bottom of the bowl.
- (C) The pepper moves to the sides of the bowl.

Read the instructions. Answer questions 21 to 23.



## How to Make a Puppet

If you have one sock but not the other, what can you do? Have some fun and make a puppet! A puppet is a toy you put on your hand. Learn how to make one with a sock.

### Things you need:

- One sock
- Glue
- A pair of scissors
- 2 buttons
- Colored paper

### Directions:

1. Put your hand inside the sock. Practice opening and closing the sock with your hand so it looks like a mouth talking.
2. Now that you know where the puppet's mouth is, you need to decide where you want to put the eyes. Take your hand out of the puppet and glue two buttons where you want the eyes to be.
3. With scissors, cut the colored paper into long pieces. This is the puppet's hair.
4. Take one of the long pieces of colored paper and put some glue on one end. Glue it above the puppet's eyes. Do this for each piece of paper. Now your puppet has hair.
5. Your puppet is done. Now you can play with your puppet and pretend that it can talk. You can even put on a show for your family and friends!

# Reading



**21. What do you need for the first step?**

- (A) A sock
- (B) Two buttons
- (C) Colored paper

**22. What are the buttons used for?**

- (A) The puppet's eyes
- (B) The puppet's hair
- (C) The puppet's clothes

**23. What is the last step before your puppet is done?**

- (A) Gluing buttons on the sock
- (B) Gluing colored paper to the sock
- (C) Cutting colored paper into pieces

# Reading

**Read a story about Amy and Betsy. Answer questions 24 to 27.**

"I want to go camping like you and Dad did a few weeks ago," Betsy said to her older sister Amy. "I will like it."

"I am not so sure, Betsy," Amy explained. "You need to be older, and you have to be brave in the forest. I think that the wild animals will scare you."

This made Betsy angry. If her sister could do it, she could, too! She wanted to show Amy that she was brave.

"Amy, we can ask mom if we can camp out tonight in the yard behind our house. I can show you that I can stay out there the whole night and not be scared."

"That is a good idea, Betsy. And when you get scared, I will be there to take care of you!" Amy said. Betsy wanted to show that Amy was wrong.

That night, Betsy and Amy were in a tent behind their house. They used two small flashlights to read books to each other. Amy tried to scare her sister, but Betsy was not scared.

Suddenly, Betsy saw a dark shadow covering the side of the tent. She smiled because she knew that the shadow belonged to their cat, Max. Betsy turned to Amy, and Amy's eyes were wide open. Amy shouted, "Wild animal! Wild animal!" Max burst into their tent, happy to see the children.

Betsy was happy, too. She showed that she was not afraid to go camping.

**24. What is the story about?**

- (A) Taking care of a pet
- (B) Learning how to play a new game
- (C) Camping behind a house

**25. Where did Amy go with her dad?**

- (A) To the forest
- (B) To the park
- (C) To the school

# Reading



**26. Why did Amy and Betsy use flashlights?**

- (A) To make shadows
- (B) To read books
- (C) To find their pet

**27. Why did Betsy smile at the end of the story?**

- (A) Because she saw her father
- (B) Because she knew the cat was outside the tent
- (C) Because she saw a wild animal

# Reading

Read a story about Kaila. Answer questions 28 to 31.



“Kaila, clean your room! Your grandfather will be here soon!” Kaila’s mother called out. Kaila was sitting on her bed reading a magazine.

“Okay, Mom,” Kaila said. She wanted to read her magazine, but she knew her mother wanted the room cleaned now.

Kaila put the magazine down and looked around her room. There were many clothes and magazines on the floor and under her bed. She did not think she could finish before her grandfather arrived.

“I can start by putting my clothes in the closet,” she thought to herself. “This is the one thing I can finish before my grandfather comes.”

She opened her closet doors and began putting her clothes away. Then she saw something in the back of the closet on the floor. It was a small wooden box.

“Where did that come from?” Kaila thought to herself. She opened the lid. Inside the box were several photographs of a young boy. The photographs looked very old.

Kaila’s mother opened the door. “Are you almost done cleaning your room, Kaila?” she asked.

“Not yet, but look what I found,” Kaila said, showing her mother the photographs. “Who is this?”

Kaila’s mother looked at the photographs and smiled. “That’s your grandfather when he was a boy. He grew up in this house. In fact, this used to be his room.”

“Wow. I did not know that,” Kaila said. “I cannot wait until he gets here. I think he will enjoy seeing these.”

# Reading



**28. What is the story about?**

- (A) Kaila finding something special
- (B) Kaila cleaning the kitchen
- (C) Kaila and her grandfather looking at photographs

**29. What does Kaila think about cleaning her room?**

- (A) It will be easy.
- (B) It will take a long time.
- (C) It will make her grandfather happy.

**30. What is in the back of Kaila's closet?**

- (A) A box
- (B) Some clothes
- (C) A magazine

**31. What will Kaila do next?**

- (A) Help her mother clean another room
- (B) Look for a new magazine to read
- (C) Show the photographs to her grandfather

# Reading

Read about hot air balloons. Answer questions 32 and 33.



Hot air balloons are special balloons that are very large and can fly in the sky. Hot air balloons can even carry people! People can stand in big baskets attached to the bottom of the balloon and fly up in the air. The balloon floats up into the air because of hot air. When air is heated, it becomes lighter and it rises on top of the colder air. That's why there is a small flame at the bottom of the balloon. This small fire heats the air inside the balloon. The hot, light air inside the balloon causes it to go up into the air.

**32. Why does hot air rise?**

- (A) Because it is light
- (B) Because it is clean
- (C) Because it is small

**33. What is the reading about?**

- (A) When to travel in a hot air balloon
- (B) Who rides hot air balloons
- (C) How hot air balloons fly

# Reading

Read about owls. Answer questions 34 and 35.



Animals protect themselves from danger in many different ways. Some animals change colors so other animals cannot see them. The white-faced owl is a bird that has an interesting way to scare away other animals. White-faced owls change their shape when they meet dangerous animals. For example, if the owl sees another animal that is the same size, the owl will puff its feathers and wings so that it looks really big. But if this owl sees a larger bird, it will make itself look very thin, as if it is sick. These owls pretend to be sick and thin so that larger birds will not want to eat them.

**34. What is the reading about?**

- (A) How an animal protects itself
- (B) How an animal changes color
- (C) How animals talk to one another

**35. When does a white-faced owl look sick and thin?**

- (A) When it sees a bird of the same size
- (B) When it sees a smaller bird
- (C) When it sees a larger bird

# Reading

Read about guitars. Answer questions 36 and 37.



Musicians have played guitars for a long time. There is a stone picture from the Middle East that is 3300 years old, and it shows a man playing a musical instrument with three strings that looks like a guitar. The strings are important because a person moves the strings to make music. These old instruments were made out of different materials such as wood, shells, and some strings were made of silk. About 200 years ago, a man in Spain named Antonio Torres started to design instruments with six strings and a bigger body. His new guitars also had a bigger, louder sound. These were the first modern guitars, like the ones people play all over the world today.

**36. What does the stone picture from the Middle East show?**

- (A) A man making a guitar
- (B) Many different kinds of guitars
- (C) An old instrument that looks like a guitar

**37. Why was Antonio Torres important?**

- (A) He started making guitars out of wood.
- (B) He changed the size of guitars.
- (C) He made guitars with only three strings.



**You finished the reading test.**

No test questions on this page



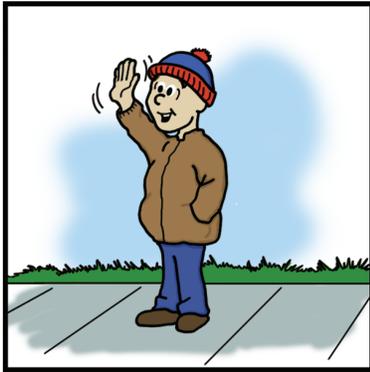
# Listening

## Part 1

Fill in the correct circles on your answer sheet.

Let's do an example.

1.



(A)



(B)



(C)

The answer is "B." Fill in "B" on your answer sheet.

Now, you do it.

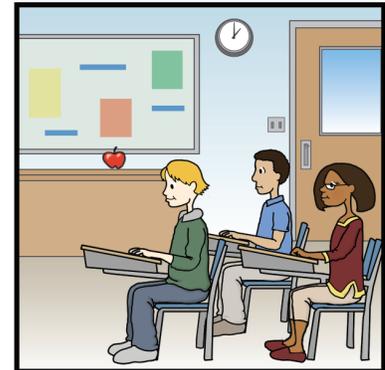
2.



(A)



(B)



(C)



# Listening

3.



(A)



(B)



(C)

4.



(A)

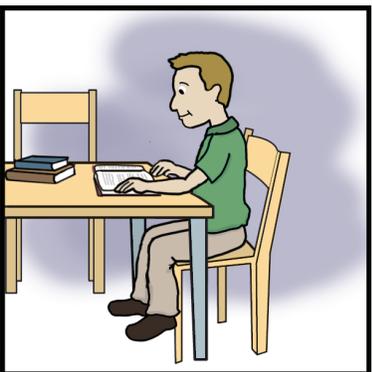


(B)

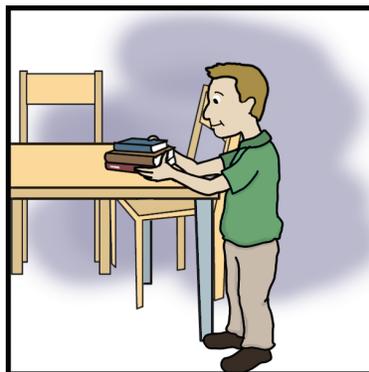


(C)

5.



(A)



(B)



(C)



# Listening

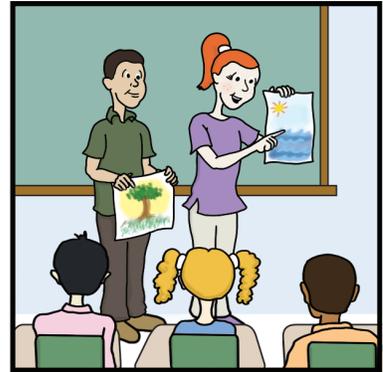
6.



(A)



(B)

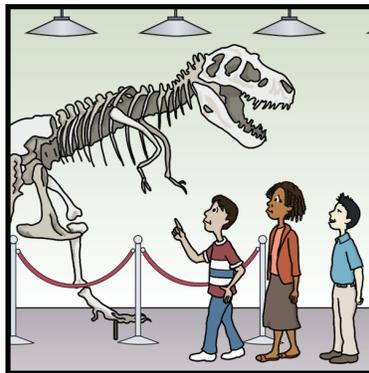


(C)

7.



(A)



(B)



(C)





# Listening

## Part 2

Listen to a conversation and answer the question.

Fill in the correct circle on your answer sheet.

Let's do an example.

8. **When is the girl's party?**

- (A) Tonight
- (B) Next week
- (C) This weekend

The answer is "C." Fill in "C" on your answer sheet.

Now, you do it.

9. **What will the girl do next?**

- (A) Buy some new clothes
- (B) Quickly wash her clothes
- (C) Find different clothes to wear

10. **What did the boy enjoy most during the class trip?**

- (A) The video about dinosaurs
- (B) The pictures of ocean life
- (C) The room of rocks

11. **What will the boy and girl do next?**

- (A) Go to the library
- (B) Draw a picture of a flower
- (C) Buy some colored pencils



# Listening

**12. Why does the girl write down her phone number?**

- (A) Because she wants her friend to call her
- (B) Because she wants to know when a book arrives
- (C) Because she wants to find someone to play a game with

**13. What does the boy want the girl to do?**

- (A) Go to the library to get some books
- (B) Work on a project at his house
- (C) Stay after school to study for a test

**14. What is the boy going to do on Saturday?**

- (A) Ride his bike
- (B) Look at butterflies
- (C) Buy some flowers



# Listening

## Part 3

Listen and answer the question.

Fill in the correct circle on your answer sheet.

Let's do an example.

15. What did Mike call about?

- (A) Homework
- (B) A movie
- (C) A library book

The answer is "B." Fill in "B" on your answer sheet.

Now, you do it.

16. What will Carmen do tomorrow?

- (A) Give a book to Tracy
- (B) Look for a book at the library
- (C) Talk about a book with Tracy

17. Why did Colin call?

- (A) To invite him to work at his house
- (B) To ask what he needs to do for homework
- (C) To tell him what to buy at the store

18. What will Gabe do tomorrow?

- (A) Play a game with a friend
- (B) Clean his room
- (C) Visit his grandmother's house



# Listening

**19. What will the boy do on Saturday?**

- (A) Go to a ball game
- (B) Help his parents move
- (C) Watch a movie

**20. Why did Roger call?**

- (A) To tell Shawn they are going to be on the baseball team
- (B) To ask Shawn to go to a baseball game after school
- (C) To remind Shawn to go to baseball practice

**21. Why did Ms. Eng call?**

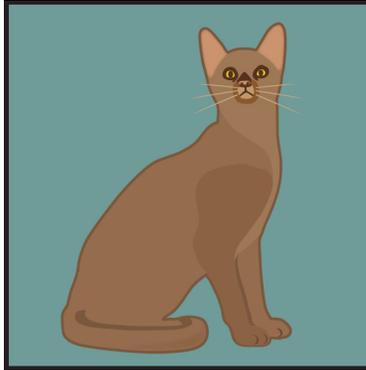
- (A) To tell Nellie where the game is going to be
- (B) To tell Nellie to bring soccer balls tomorrow
- (C) To ask Nellie about the weather



# Listening

## Part 4

Listen to a story about a cat named Max.



22. What is the story about?

- (A) A cat playing in the garden
- (B) A cat searching for some food
- (C) A cat looking for his friends

23. Where did Max go first?

- (A) The kitchen
- (B) The living room
- (C) The garden



# Listening

**24. What did Max think he would see at the table?**

- (A) The family having dinner
- (B) The children doing homework
- (C) The children playing a game

**25. What were the children doing during the story?**

- (A) Building something
- (B) Cooking dinner
- (C) Watching television



# Listening

Listen to a story about Ricky and Adam.

**26. Who talks about leaving on time?**

- (A) Ricky
- (B) Adam
- (C) The father

**27. Why are Ricky and Adam hungry?**

- (A) They ate breakfast early.
- (B) They smelled food in the basket.
- (C) They did not like the food at lunch.

**28. What will Ricky and Adam do at the beach?**

- (A) Play with their pails and kite
- (B) Swim in the water
- (C) Play with a beach ball

**29. Who is Adam?**

- (A) Ricky's father
- (B) Ricky's friend
- (C) Ricky's brother



# Listening

Listen to a teacher giving a science lesson.



**30. What is special about the homing pigeon?**

- (A) They like to live inside houses.
- (B) They build large homes for their young.
- (C) They can always find their way home.

**31. What is true about these birds?**

- (A) They carry heavy objects.
- (B) They fly very fast.
- (C) They make very loud noises.

**32. How did these birds help people in the past?**

- (A) They found important objects.
- (B) They built nests in safe places.
- (C) They carried letters.



# Listening

Listen to a guide talking in an aquarium.

**33. How are whales different from fish?**

- (A) They breathe air.
- (B) They live in water.
- (C) They move their tails to swim.

**34. What do whale songs sound like?**

- (A) Other ocean animal sounds
- (B) People singing
- (C) Strange noises

**35. Why do whales sing?**

- (A) To frighten other animals
- (B) To find food
- (C) To play with their children



# Listening

**Listen to a teacher in a history class.**

**36. What is a good name for this lesson?**

- (A) How to build new boats
- (B) Learning from an old boat
- (C) Why old boats are better than new boats

**37. How did people find the old boat?**

- (A) Divers swam to it.
- (B) Workers used computers.
- (C) People saw it from a boat.

**38. How did the workers build the new boat?**

- (A) They used parts of old boats.
- (B) They used wood and small machines.
- (C) They used computers and large machines.

**39. Where did the workers go on the new boat?**

- (A) Oman
- (B) Africa
- (C) Singapore



**You finished the listening test.**

## REVIEW MATERIALS

## ANSWER KEY

- Use the answer key below to determine which questions you answered correctly and incorrectly.
- For the Listening Section, replay the audio while reading the script located on pages 39–56 to help you recognize words you may not have understood correctly.

Practice Test–Answer Key							
Reading Test			Listening Test				
1	B	22	A	1	B	22	C
2	C	23	B	2	A	23	B
3	B	24	C	3	B	24	B
4	B	25	A	4	A	25	A
5	B	26	B	5	B	26	C
6	B	27	B	6	B	27	A
7	A	28	A	7	A	28	A
8	B	29	B	8	C	29	C
9	C	30	A	9	C	30	C
10	B	31	C	10	B	31	B
11	A	32	A	11	A	32	C
12	C	33	C	12	B	33	A
13	B	34	A	13	B	34	C
14	A	35	C	14	B	35	B
15	C	36	C	15	B	36	B
16	B	37	B	16	A	37	A
17	C			17	A	38	B
18	B			18	B	39	C
19	C			19	B		
20	A			20	A		
21	A			21	A		



## LISTENING TEST SCRIPT

1. **(Narrator):** Listen to a teacher.

**(Man):** In a minute we are going outside. Please put on your coats and hats because it is cold outside.

**(Narrator):** What did the teacher tell the students to do?

2. **(Narrator):** Listen to a teacher.

**(Woman):** All right, everyone! Play time is over. It's time to go back inside. Please line up in front of the door. Remember, we're going straight to the library to hear from the librarian, so don't go to the classroom.

**(Narrator):** What did the teacher tell the students to do?

3. **(Narrator):** Listen to a teacher.

**(Woman):** We're going to do a fun science lesson today. On your desks are two empty bowls. Please take one of them and fill it with water at the sink. Then we can begin our lesson.

**(Narrator):** What did the teacher tell the students to do?

4. **(Narrator):** Listen to a teacher talking to a class

**(Woman):** Okay, it's time for some quiet reading time. Find a good place in the room to sit with your book. You should be by yourself — far away from other students. We will read to ourselves until it is eleven o'clock.

**(Narrator):** What did the teacher tell the students to do?

5. **(Narrator):** Listen to a mother.

**(Woman):** Josh, you borrowed books from your friend Maria, right? I think she wants them back. Please find them and put them on the kitchen table. I am going by Maria's house later today, so I can bring them back to her for you.

**(Narrator):** What did the mother tell her son to do?



6. **(Narrator):** Listen to a teacher.

**(Man):** Yesterday in art class you did a great job painting pictures of nature. Today, we will write about our paintings. So, take out your notebooks and write a few sentences that describe your artwork. Then, at the end of the day, you may take your painting home.

**(Narrator):** What did the teacher tell his students to do?

7. **(Narrator):** Listen to a teacher talking to a class at a science museum.

**(Man):** Before we go to look at the dinosaurs in the museum, you need an information sheet. I have them. You don't have to answer the questions for homework, but we are going to talk about them in class tomorrow. The questions will help you find important information inside the dinosaur exhibit.

**(Narrator):** What did the teacher tell the students to do?

8. **(Narrator):** Listen to a conversation between a teacher and a student. Listen for the answer to this question:  
When is the girl's party?

**(Woman):** Congratulations! Are you doing anything special to celebrate?

**(Girl):** Yes, I'm having a party this weekend.

**(Woman):** Will you have cake?

**(Girl):** Yes.

**(Narrator):** When is the girl's party?

**Answer Choices:**

(A) Tonight

(B) Next week

(C) This weekend



9. **(Narrator):** Listen to a conversation between a girl and her mother. Listen for the answer to this question: what will the girl do next?
- (Woman):** Remember, later today we're going to a party at your aunt Lisa's house. Do you know what you're going to wear?
- (Girl):** I want to wear a white shirt and my favorite pants, but the pants are dirty. Do we have time to wash them?
- (Woman):** I'm sorry, dear, but we can't. There is not enough time. We need to leave soon.
- (Girl):** Oh, no. Then I need to quickly choose something else to wear.
- (Narrator):** What will the girl do next?

**Answer Choices:**

- (A) Buy some new clothes
- (B) Quickly wash her clothes
- (C) Find different clothes to wear



10. **(Narrator):** Listen to a conversation between a boy and a girl. Listen for the answer to this question: What did the boy enjoy most during the class trip?
- (Boy):** Hey, Lindsay, did you have fun on our class trip to the science museum yesterday?
- (Girl):** Yes, it was great! The room filled with different kinds of rocks was interesting, but I liked the video about the dinosaurs the best. What was your favorite part of the museum?
- (Boy):** I also liked the dinosaur video, but I liked the pictures of ocean life even more. The fish were so beautiful.
- (Girl):** It was a good class trip. I hope I can go back there soon!
- (Narrator):** What did the boy enjoy most during the class trip?

**Answer Choices:**

- (A) The video about dinosaurs.
- (B) The pictures of ocean life.
- (C) The room of rocks.



11. **(Narrator):** Listen to a conversation between two students. Listen for the answer to this question: What will the boy and girl do next?
- (Girl):** Have you heard about the school art competition next week?
- (Boy):** Yes! Are you going to make something for it?
- (Girl):** I think so. I really like to draw.
- (Boy):** Really? What are you going to draw?
- (Girl):** I think I'll draw some flowers. And I have some new colored pencils that I can use. But I need to choose what kind of flower to draw.
- (Boy):** I think I can help you. Let's go to the library and look for books about flowers. We can look at pictures of different flowers, and you can choose the best one to draw.
- (Narrator):** What will the boy and girl do next?

**Answer Choices:**

- (A) Go to the library
- (B) Draw a picture of a flower
- (C) Buy some colored pencils



- 12. (Narrator):** Listen to a conversation between a girl and a worker at a bookstore. Listen for the answer to this question: Why does the girl write down her phone number?
- (Man):** Welcome to the bookstore! How can I help you?
- (Girl):** Hi. I'm looking for a book called the Last Game.
- (Man):** Hold on a second. I can look on the computer to see if we have it. What's the name of the book again?
- (Girl):** The Last Game.
- (Man):** OK, let's see... Well, we did have several copies of this book, but we sold the last one yesterday.
- (Girl):** I see.
- (Man):** Yes, sorry about that. But if you give me your name and phone number, we can contact you when we get more copies of the book.
- (Girl):** That sounds good. Thanks!
- (Man):** Okay, just write down your name and phone number here.
- (Narrator):** Why does the girl write down her phone number?

**Answer Choices:**

- (A)** Because she wants her friend to call her
- (B)** Because she wants to know when a book arrives
- (C)** Because she wants to find someone to play a game with



**13. (Narrator):** Listen to a conversation between two students. Listen for the answer to this question: What does the boy want the girl to do?

**(Girl):** Hi Jeff, can you work with me on our history project after school today?

**(Boy):** Yes, I can. Do you want to come to my house this afternoon to work on it? Yesterday, I went to the library and brought home some history books. We can use them for our project.

**(Girl):** OK, that sounds like a good plan. I also have some good books. I'll bring them over.

**(Boy):** Great! Then I'll wait for you at the end of the school day, so we can walk home together.

**(Narrator):** What does the boy want the girl to do?

**Answer Choices:**

**(A)** Go to the library to get some books.

**(B)** Work on a project at his house.

**(C)** Stay after school to study for a test.



- 14. (Narrator):** Listen to a conversation between two students. Listen for the answer to this question: What is the boy going to do on Saturday?
- (Girl):** Hi Ben. What are you doing this Saturday?
- (Boy):** Hi Amy. I am going to ride my new bike. What are you doing?
- (Girl):** I'm going to the butterfly festival. It's in the flower garden at the town park.
- (Boy):** A butterfly festival! That sounds like fun.
- (Girl):** Yes, the flowers in the garden are blooming, so there will be lots of different types of butterflies. They like flowers!
- (Boy):** I think I'll come with you on Saturday. I can ride my bike another day.
- (Girl):** You should bring a pair of gloves with you. We're going to learn how to plant flowers to make our own butterfly garden.
- (Narrator):** What is the boy going to do on Saturday?

**Answer Choices:**

- (A)** Ride his bike
- (B)** Look at butterflies
- (C)** Buy some flowers
- 15. (Narrator):** Listen to a phone message.
- (Boy):** Hi, Laura. It's Mike. I forgot to ask you at school when the movie starts. Call me back when you come home from the library.
- (Narrator):** What did Mike call about? The choices are:
- (A)** Homework
- (B)** A movie
- (C)** A library book



16. **(Narrator):** Listen to the phone message.

**(Girl):** Hi Tracy, this is Carmen. I just finished reading a great book. It's the one about the adventure in the forest that you wanted to read too. I will bring it to school tomorrow, so I can give it to you. I think you will really like it. It's a bit long, and it might take a few days to finish. But, when you are done, we can talk about it together. See you tomorrow!

**(Narrator):** What will Carmen do tomorrow?

**Answer Choices:**

- (A) Give a book to Tracy
- (B) Look for a book at the library
- (C) Talk about a book with Tracy

17. **(Narrator):** Listen to the phone message.

**(Boy):** Hi Diego, this is Colin. Our teacher said that we're going to work together on the math project. We have to build an object with an interesting shape. Why don't you come to my house tomorrow after school, so we can start working on it? My mom can drive us to the store to buy what we need for this project. Maybe we can try to build a pyramid. That's an interesting shape! Call me back to let me know if you can.

**(Narrator):** Why did Colin call?

**Answer Choices:**

- (A) To invite him to work at his house
- (B) To ask what he needs to do for homework
- (C) To tell him what to buy at the store



18. **(Narrator):** Listen to the phone message.

**(Boy):** Hi, Amir. This is Gabe. I know we planned to play soccer tomorrow, but I have to stay home and clean up my room. My grandmother is coming to visit this weekend and my mom wants the house to be clean. Maybe we can play next weekend.

**(Narrator):** What will Gabe do tomorrow?

**Answer Choices:**

- (A) Play a game with a friend
- (B) Clean his room
- (C) Visit his grandmother's house

19. **(Narrator):** Listen to the phone message.

**(Boy):** Hi George. I'm sorry but I can't go to the ball game with you on Saturday. I think I told you that my family was going to move to a new apartment soon. Well, I finally heard that we're going to do it on Saturday, and I have to help my parents. Maybe we can go see a movie next weekend instead.

**(Narrator):** What will the boy do on Saturday?

**Answer Choices:**

- (A) Go to a ball game
- (B) Help his parents move
- (C) Watch a movie



20. **(Narrator):** Listen to the phone message.

**(Boy):** Hi Shawn. This is Roger. I know you weren't at school today, but I want to tell you that you made the baseball team. The coach put the list outside of the gym. I can't believe it, but my name was on the list too. I guess we'll be playing a lot more baseball together.

**(Narrator):** Why did Roger call?

**Answer Choices:**

- (A) To tell Shawn they are going to be on the baseball team
- (B) To ask Shawn to go to a baseball game after school
- (C) To remind Shawn to go to baseball practice

21. **(Narrator):** Listen to the phone message.

**(Woman):** Hi Nellie, this is Ms. Eng, your soccer coach. I'm calling about the game tomorrow since it was raining today and we couldn't have practice. Since it's also going to rain tomorrow, please don't go to the soccer field. We are still going to play the game, but it will be inside. Please meet us at the gym!

**(Narrator):** Why did Ms. Eng call?

**Answer Choices:**

- (A) To tell Nellie where the game is going to be
- (B) To tell Nellie to bring soccer balls tomorrow
- (C) To ask Nellie about the weather



**22–25. (Narrator):** Listen to a story about a cat named Max.

**(Man):** “Where are Abby and Andrew?” Max thought to himself. He was a very curious cat, always looking for the children to play with.

“First I’ll look in the living room,” the cat thought. He jumped on the sofa expecting to see the two children, but no one was there. “That’s strange,” he thought. “Andrew and Abby are always in the living room at this time of day. Their favorite television show is on!”

Then Max thought, “Maybe they’re in the kitchen. I hope they give me something delicious!” Max ran out of the living room and into the kitchen, but they weren’t there either. He had another idea. “They’re probably finishing some homework,” he thought. Max walked into the dining room and was surprised when he saw the empty table.

“I guess I’ll just go outside and play in the garden alone” thought the cat. When Max got outside, he heard some voices. “Were Abby and Andrew outside?” he thought excitedly. When Max ran across the garden, he saw Abby and Andrew building something with their father.

But what was it? Then, Abby saw Max. “Max!” Abby said. “Guess what we just finished making?” Max looked at the project the children had been working on. It was a tree house!

**(Narrator):** Now answer the questions.

**22. (Narrator):** What is the story about?

- (A) A cat playing in the garden
- (B) A cat searching for some food
- (C) A cat looking for his friends

**23. (Narrator):** Where did Max go first?

- (A) The kitchen
- (B) The living room
- (C) The garden



24. **(Narrator):** What did Max think he would see at the table?

- (A) The family having dinner
- (B) The children doing homework
- (C) The children playing a game

25. **(Narrator):** What were the children doing during the story?

- (A) Building something
- (B) Cooking dinner
- (C) Watching television

26–29. **(Narrator):** Listen to a story about Ricky and Adam.

**(Woman):** “Come on! We will be late,” Ricky and Adam’s father said. He wanted to leave an hour ago. Ricky and Adam’s father talked a lot about leaving on time. He didn’t like driving in traffic with all the other cars.

Ricky, Adam, and their parents were ready to go to the beach. The boys were ready when they woke up, of course. They ate breakfast early in the morning and were already hungry for lunch. Now they wanted to arrive at the beach. Then, they would open the large basket filled with delicious cheese sandwiches, grapes, cookies, and lemonade.

Ricky and Adam planned many things for the beach trip. They didn’t like to swim, but they wanted to collect shells in their new beach pails. They wanted to build sand castles with their pails. And they wanted to fly their kite. They planned so many things, but they were still at home. They went into the car. A few minutes after they left home—with their baskets and pails and towels and kite—Ricky’s little brother started talking. And Ricky did not like what he heard.

**(Narrator):** Now answer the questions.



26. **(Narrator):** Who talks about leaving on time?
- (A) Ricky
  - (B) Adam
  - (C) The father
27. **(Narrator):** Why are Ricky and Adam hungry?
- (A) They ate breakfast early.
  - (B) They smelled food in the basket.
  - (C) They did not like the food at lunch.
28. **(Narrator):** What will Ricky and Adam do at the beach?
- (A) Play with their pails and kite
  - (B) Swim in the water
  - (C) Play with a beach ball
29. **(Narrator):** Who is Adam?
- (A) Ricky's father
  - (B) Ricky's friend
  - (C) Ricky's brother



**30–32. (Narrator):** Listen to a teacher giving a science lesson.

**(Man):** Today I want to tell you about a special type of bird. This bird is called a homing pigeon. It is called a homing pigeon because it is excellent at finding its home. The homing pigeon always knows how to find the directions to its home nest, even from a distant place. This bird is also very fast and can fly for hundreds of kilometers without resting.

For that reason, before the telephone and e-mail were invented, people used homing pigeons to send messages back home. When people traveled they carried pigeons with them. When they needed to send a message home, they wrote a message on a small piece of paper and attached it to the bird's legs. Then, they set the pigeon free and let it fly. The pigeon carried the mail all the way back home.

**(Narrator):** Now answer the questions.

**30. (Narrator):** What is special about the homing pigeon?

- (A) They like to live inside houses.
- (B) They build large homes for their young.
- (C) They can always find their way home.

**31. (Narrator):** What is true about these birds?

- (A) They carry heavy objects.
- (B) They fly very fast.
- (C) They make very loud noises.

**32. (Narrator):** How did these birds help people in the past?

- (A) They found important objects.
- (B) They build nests in safe places.
- (C) They carried letters.



**33–35. (Narrator):** Listen to a guide talking in an aquarium.

**(Man):** Whales are some of the largest animals on Earth. Whales swim in the ocean. But even though whales live in the ocean, they are not really fish. They breathe air, just like you and me. And they don't swim like fish either. Whales move their tails up and down to move around in the water, while fish move their tails side to side when they swim. And did you know that whales can sing? Different kinds of whales sing different kinds of songs.

But whale songs do NOT sound like songs that people sing. Whale songs are more like strange sounds than songs to us. Some of these sounds include noises like groans, clicking, and roars. Why do whales sing songs? Some whales sing to find food. Others sing as a way to talk to other whales. And some sing to find other whales, especially their own children!

**(Narrator):** Now answer the questions.

**33. (Narrator):** How are whales different from fish?

- (A) They breathe air.
- (B) They live in water.
- (C) They move their tails to swim.

**34. (Narrator):** What do whale songs sound like?

- (A) Other ocean animal sounds
- (B) People singing
- (C) Strange noises

**35. (Narrator):** Why do whales sing?

- (A) To frighten other animals
- (B) To find food
- (C) To play with their children



**36–39. (Narrator):** Listen to a teacher in a history class.

**(Woman):** Almost one thousand two hundred years ago, a large boat traveled thousands of kilometers across the Indian Ocean. But when it was near Singapore, in Asia, the boat sank to the bottom of the ocean. Divers swam and found the boat in 1998. The boat was very different from today's boats. Today, people use computers, metal, and large machines to make boats. But a long time ago, people used wood and small machines to make boats.

After the divers found the old boat underwater, a group of people decided to build another boat. They wanted the new boat to be exactly like the boat they found underwater. And they wanted to make it the old way, too. Workers used wood from trees in Africa. They put the wood together with rope. They covered the rope with fish oil. The workers learned a lot about the old way of building boats. They finished the boat in 2010. They sailed to Singapore from Oman and traveled thousands of kilometers across the ocean. The boat sailed through storms and strong winds, but this time, it arrived safely.

**(Narrator):** Now answer the questions.

**36. (Narrator):** What is a good name for this lesson?

- (A) How to build new boats
- (B) Learning from an old boat
- (C) Why old boats are better than new boats

**37. (Narrator):** How did people find the old boat?

- (A) Divers swam to it.
- (B) Workers used computers.
- (C) People saw it from a boat.



38. **(Narrator):** How did the workers build the new boat?
- (A) They used parts of old boats.
  - (B) They used wood and small machines.
  - (C) They used computers and large machines.
39. **(Narrator):** Where did the workers go on the new boat?
- (A) Oman
  - (B) Africa
  - (C) Singapore



## TAKING THE TOEFL® PRIMARY™ TESTS

Students may be asked to take the TOEFL® Primary™ tests in their school or may request to take the tests through ETS or a local TOEFL® Primary™ associate.

After completing the Practice Test book, students should feel more familiar with the types of questions and how to mark the answer sheet during an actual TOEFL® Primary™ test. Taking the practice tests should help students identify areas where they need improvement.

When students take the actual TOEFL® Primary™ tests, they will receive a score report that shows their scores for each test. The score report will provide information on the English language abilities typical of test takers with similar scores.

Students' scores are also mapped to the Common European Framework of Reference (CEFR) as another means to understand students' English language abilities.

English reading ability is a rewarding skill, but it takes practice to improve. In addition to scores and CEFR level, the TOEFL® Primary™ score report provides a Lexile® measure to help parents and teachers find the right books for students. Lexile measures are the standard for matching readers with appropriate texts. Millions of English language learners and teachers worldwide use Lexile measures to help improve reading in English and track progress over time. With Lexile measures, readers at every age and proficiency level can find the right books to read. The service is free and easy to use. For more information, visit [www.lexile.com/toeflprimary](http://www.lexile.com/toeflprimary).

For more information and news on the TOEFL® Primary™ tests, visit our website at <http://www.ets.org/toeflprimary>.













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**TOEFL<sup>®</sup> Young STUDENTS series** 

**About the TOEFL<sup>®</sup> Young Students Series**  
Designed to set the foundation for the successful development of English-language skills, the TOEFL<sup>®</sup> Young Students Series features age-appropriate assessments, products and services — including the TOEFL Junior<sup>®</sup> and TOEFL<sup>®</sup> Primary<sup>™</sup> tests — to help guide younger students to the next steps of learning.

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