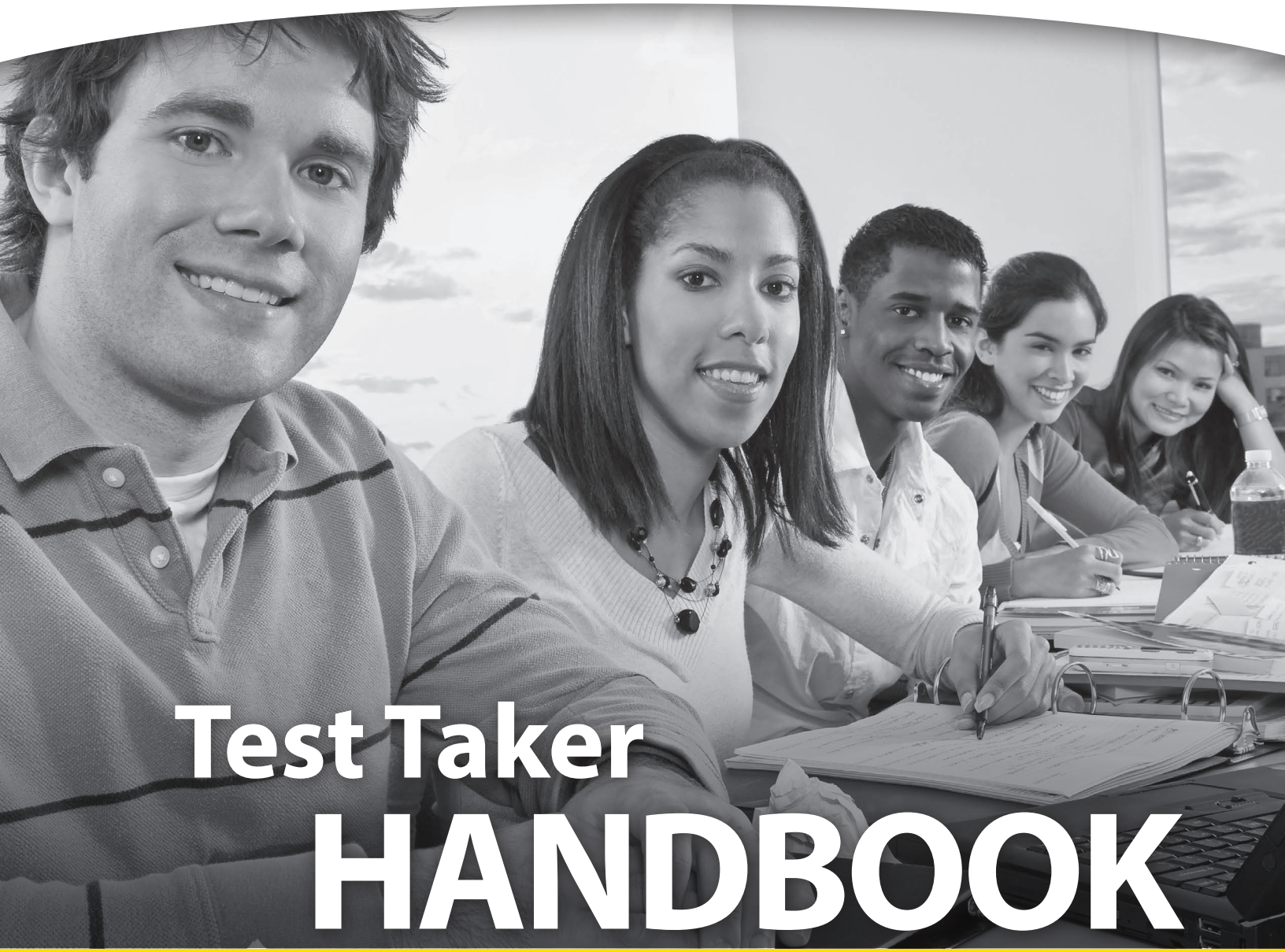
TOEFL ITP®

Quality Beyond Measure.



Test Taker HANDBOOK

This official *TOEFL*® handbook will help prepare you to take the *TOEFL ITP*® tests.

The *TOEFL ITP*® Assessment Series

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Admission Form . . . . . inside back cover

IMPORTANT NOTE

This *Handbook* contains information about the *TOEFL ITP*® Level 1 and Level 2 tests. Your instructor will tell you which of these tests you will take. Because Levels 1 and 2 are similar, you should read the descriptions of the tests and the procedures to be followed during the test. The practice questions on pages 10–20 are samples of the types of questions you will encounter when you take either test. Although actual test questions will be similar to the practice questions, they will vary in difficulty.

General Information

TOEFL ITP tests are paper based and use 100 percent academic content to evaluate the English language proficiency of non-native English speakers. All questions are in multiple-choice format, with four answer choices per question. The tests evaluate skills in three areas:

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

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

Scores obtained at an institutional administration are reported **only** to the institution administering the test. Students who need *TOEFL*® scores for admission to universities and colleges where English is the medium of instruction must take the official TOEFL test. *TOEFL ITP* scores are valid for two years from the test date. Because language proficiency can change considerably in a relatively short period of time, scores more than two years old cannot be reported or verified.

If you need official TOEFL scores for admission to a college or university, register to take the official TOEFL test. Online information is available through the TOEFL website (**www.ets.org/toefl**). Download an *Information and Registration Bulletin* for the TOEFL testing program by visiting the website at **www.ets.org/toefl/ibt/about/bulletin**.

Test Structure

Level 1

Section	Number of Questions	Administration Time	Score Scale
Listening Comprehension	50	35 minutes	31-68
Structure and Written Expression	40	25 minutes	31-68
Reading Comprehension	50	55 minutes	31-67
TOTAL	140	115 minutes	310-677

Level 2

Section	Number of Questions	Administration Time	Score Scale
Listening Comprehension	30	22 minutes	20-50
Structure and Written Expression	25	17 minutes	20-50
Reading and Vocabulary	40	31 minutes	20-50
TOTAL	95	70 minutes	200-500

Your admission form is inside the back cover of this *Handbook*. Complete the form according to the directions given. After you have completed the form, put it in a safe place; you will need it when you take the test. Before the test begins, you will copy information from your admission form onto your answer sheet.

Preparing to Take the Test

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

Before the Test

There are several things you can do to prepare for the test and improve your English proficiency:

- Become familiar with the test format and know how to mark your answers on the answer sheet. You can then focus your attention on the test questions themselves. Carefully review the test directions and the sample questions on pages 10–20, and the sample answer sheet.
- Immerse yourself in the language as frequently as possible and in as many ways as possible. Read textbooks or other materials that cover a variety of subject areas (for example, sciences, social sciences, arts, business) and are written in an academic style. Watching movies and television and listening to the radio provide excellent opportunities to build your listening skills.
- *TOEFL ITP Practice Tests*, *Volume 1*. Prepare for the *TOEFL ITP* test with real practice tests from ETS. This book contains two complete *TOEFL ITP* practice tests, a CD-ROM of the listening passages, answer keys, scoring information, study tips, and test-taking strategies.
- *Official Guide to the TOEFL ITP® Test*. This Official Guide is specifically written to help students prepare for the *TOEFL ITP* test and includes:
  - A description of all the types of questions on the test
  - Practice questions and answers with explanations
  - Two full-length practice tests
  - Useful strategies for improving academic English skills
  - A CD-ROM for the Listening section (MAC® compatible)

During the Test

- Work quickly and carefully.
- Do not spend too much time on any one question.
- Mark your answers on your answer sheet and not in the test book.
- Mark only one answer for each question. If you mark more than one answer, that question will be counted as wrong—even if one of the answers you marked is correct.
- You will receive credit only for answers marked in the circles on the answer sheet. Your score will be based on the number of questions you answer correctly. There is no penalty for guessing.
- Try to answer every question to the best of your ability.
- Pay close attention to the time during the Reading section of the test. In the Reading section you have to pace yourself, so work quickly and if you do not know the answer to a question, come back to it later.
- You cannot bring scratch paper into the testing room or make notes on the answer sheets.
- You can take notes in the blank areas of the test books during the listening parts of the test.

Completing Your Answer Sheet

When you take the test, you will be given an answer sheet like the one shown on page 8.

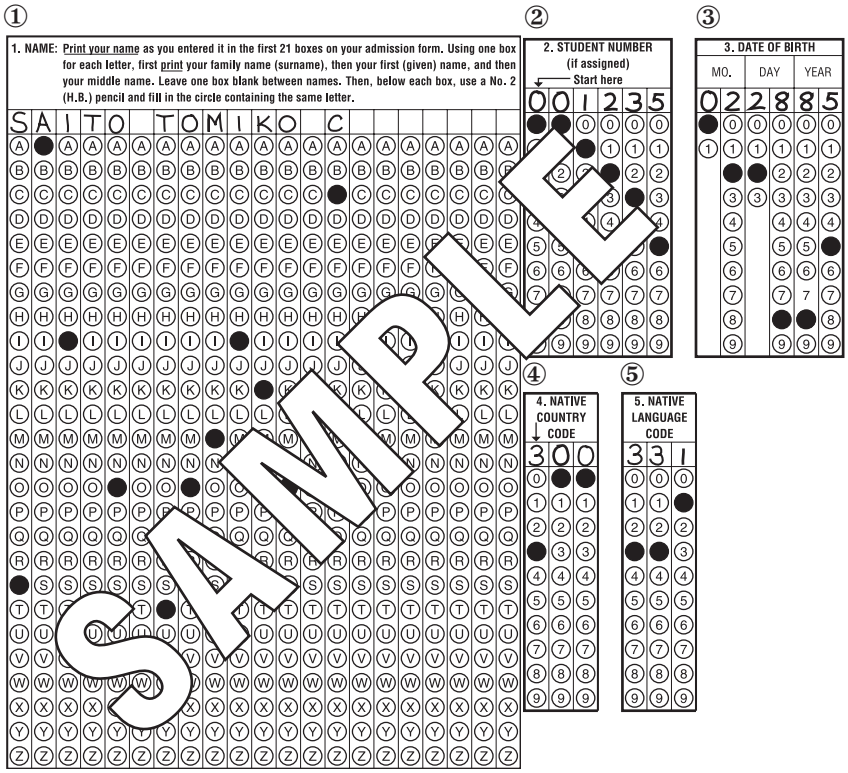
Identifying Information

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

Look at the sample answer sheet on page 11; then read "Part of Tomiko Saito's Answer Sheet" on page 5. Practice filling out the sample answer sheet according to the instructions given. When you have finished, continue reading the rest of this *Handbook*.

If you did not write your native country code or native language code on your admission form, turn to page 23 and follow the directions for completing these areas on the admission form. You will not be permitted to use your *Handbook* when you are completing your answer sheet in the testing room.

EXAMPLE: PART OF TOMIKO SAITO'S ANSWER SHEET



① In area 1 (NAME), Tomiko Saito printed her name in the boxes just as she did on her admission form. She printed her family name first (SAITO), left a space blank, then printed her first name (TOMIKO), left a space blank, then printed her middle initial. Under each box she filled in the circle corresponding to the letter she placed in that box.

② In area 2 (STUDENT NUMBER), she copied from her admission form the student number assigned by her institution and then filled in the corresponding circle beneath each number. (If you are not given a student number, you will leave this area blank.)

③ In area 3 (DATE OF BIRTH), she copied her birth date from her admission form and then filled in the corresponding circle beneath each number.

④ In area 4 (NATIVE COUNTRY CODE), she copied the number she wrote on her admission form and then filled in the corresponding circle beneath each number.

⑤ In area 5 (NATIVE LANGUAGE CODE), she copied the number she wrote on her admission form and then filled in the corresponding circle beneath each number.

Now practice filling in the sample answer sheet on page 8. Be sure to use your admission form when you fill in the indentifying information. Your admission form contains all the information you will need except for areas 6–10. Be sure to take the form to the testing room on test day.

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

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

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

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

CORRECT	WRONG	WRONG	WRONG	WRONG
Ⓐ Ⓑ ● Ⓓ	Ⓐ Ⓑ ✓ Ⓓ	Ⓐ Ⓑ ✗ Ⓓ	Ⓐ Ⓑ Ⓒ Ⓓ	Ⓐ Ⓑ ◉ Ⓓ

What to Bring to the Test Center

- **Admission Form.** You must bring your completed admission form. If it is not completed, it may cause you considerable delay. Directions for completing the form are on page 23.
- **Identification Document.** You may be required to provide identification (ID) before you take the test. Refer to "Identification" on this page for more information.
- **Pencils and Erasers.** You must bring several sharpened, medium soft (No. 2 or HB), black lead pencils. You may not use a pen, a pencil with colored lead, or a liquid lead pencil to mark your answer sheet. You will also need a good-quality eraser that will completely erase any unintended marks you make on your answer sheet. Pencils and erasers will not be supplied by the test supervisor.

Test Center Procedures and Regulations

The following procedures and regulations apply during the entire test session, which begins when you are admitted to the test center and ends when you leave the test center:

- Dress so that you can adapt to any room temperature.
- Friends or relatives who accompany you to the test center will not be permitted to wait in the test center or be in contact with you while you are taking the test. Except for ETS-authorized observers, visitors are not allowed in the testing room while testing is in progress.
- You may be required to present valid and acceptable identification documents (see "Identification" on this page).
- Other than ID, personal items are not allowed in the testing room. This includes cell phones, PDAs, smart phones, smart watches, and any other electronic devices. Before the test, you will receive instructions from test center staff regarding where to store personal items. You will not have access to your personal items during the test or during any breaks.
- Test centers assume no responsibility for test takers' personal belongings.
- The test center staff will assign you a seat.
- No test taker will be admitted after test materials have been distributed.
- Paper of any kind is not permitted in the testing room.
- There is no scheduled break during the test. You must have the supervisor's permission to leave the testing room. Any lost time cannot be made up.
- At the conclusion of the test, you will be required to return your test book and answer sheet to the supervisor.

Identification

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

When ID documents are presented, they must be examined carefully by the staff member responsible for admitting the test takers. In addition to checking the name on your ID against your admission form, the staff member will also check your photograph.

ID Document Requirements

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

- be an **original** document; photocopied documents are not acceptable
- be **valid**; expired documents (bearing expiration dates that have passed) are not acceptable
- show the test taker's full name, **matching exactly** the name that appears on the admission form
- show a recent **photograph** that clearly matches the test taker
- include the test taker's **signature**

Acceptable Primary ID Documents

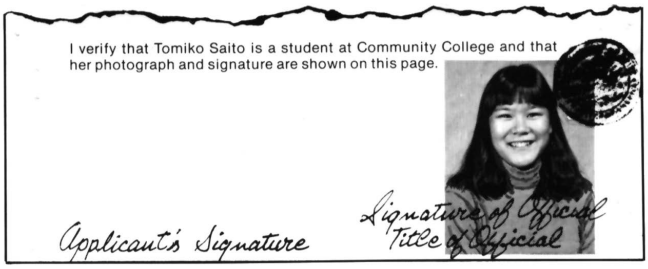
The following ID documents are preferred for admission to a test center **within the test taker's country of citizenship**:

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

Acceptable Supplemental ID Documents

- You may be required to provide a supplemental ID in addition to your primary ID if the test center staff questions your primary ID document for any reason, or if your primary ID document is otherwise acceptable but is missing your full name, photograph or signature.
- Supplemental ID documents **cannot** be used to resolve name discrepancies. The name on your primary ID **must exactly match** the name you used when you registered, excluding accent marks and spaces. If you cannot provide a supplemental ID listed below that contains your signature, you can present 2 government-issued IDs with photographs, as long as they are in the same name you used when you registered.
- Government-issued ID, including, but not limited to, those listed under **Acceptable Primary ID Documents** above
- Student ID

- **Confirmation of Identity Letter from your educational institution:** If you do not have a passport, or if your passport does not include your signature and photograph, a letter on official letterhead from the school you most recently attended is an acceptable supplemental ID document. The letter must have your photograph glued (not stapled) to it, and the title, signature and seal of the official who issued the letter must overlap the photograph, as shown below. Student letters are valid for one year after date of issue.



Unacceptable ID Documents

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

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

Dismissal from a Test Center

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

- taking a test book or answer sheet from the testing room
- attempting to take the test for someone else or have someone else take the test for you
- giving or receiving assistance during the test
- failing to follow instructions given by the test supervisor
- reading or working on one section of the test during the time allowed for another, or continuing to work after time is called
- taking dictionaries, other books, notes, or recording or photographic devices into the testing room
- creating a disturbance or behaving inappropriately
- copying test questions or answers
- cheating in any other way

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

SAMPLE ANSWER SHEET

ETS TOEFL ITP

786529

1. NAME: Print your name as you entered it in the first 21 boxes on your admission form. Using one box for each letter, first print your family name (surname), then your first (given) name, and then your middle name. Leave one box blank between names. Then, below each box, use a No. 2 (H.B.) pencil and fill in the circle containing the same letter.

2. STUDENT NUMBER (if assigned) Start here

3. DATE OF BIRTH MO. DAY YEAR

4. NATIVE COUNTRY CODE

5. NATIVE LANGUAGE CODE

6. SEX MALE FEMALE

7. LEVEL 2 (PRE-TOEFL) LEVEL 1 (TOEFL-ITP)

8. PLACE OF TESTING

NAME OF SCHOOL/INSTITUTION

9. BACKGROUND QUESTIONNAIRE RESPONSES

1	2	3	4
A	A	A	A
B	B	B	B
C	C	C	C
D	D	D	D
	E	E	E
	F	F	F
	G	G	

10. SIGNATURE AND DATE: Please copy the following statement in the space provided below; use handwriting.

"I hereby affirm that I am the person whose name is given on this answer sheet."

Also sign your name on the line provided, and enter today's date (in numbers).

DATE: _____ / _____ / _____
MO. DAY YEAR

SIGNED: _____
(WRITE YOUR NAME AS IF SIGNING A BUSINESS LETTER.)

SAMPLE

Q3792/1-2
109019-102832 • TF815E250 • Printed in U.S.A.

TEST BOOK NUMBER | **TEST FORM**

Be sure to fill in completely the circle that corresponds to your answer choice. Completely erase errors or stray marks. You may find more answer spaces than you need. If so, leave them blank.

EXAMPLE

CORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT
A B ● D	A B ✓ D	A B ✗ D	A B ● D	A B ◯ D

SECTION 1

1	A B C D	21	A B C D	41	A B C D				
2	A B C D	22	A B C D	42	A B C D				
3	A B C D	23	A B C D	43	A B C D				
4	A B C D	24	A B C D	44	A B C D				
5	A B C D	25	A B C D	45	A B C D				
6	A B C D	26	A B C D	46	A B C D				
7	A B C D	27	A B C D	47	A B C D				
8	A B C D	28	A B C D	48	A B C D				
9	A B C D	29	A B C D	49	A B C D				
10	A B C D	30	A B C D	50	A B C D				
11	A B C D	31	A B C D						
12	A B C D	32	A B C D						
13	A B C D	33	A B C D						
14	A B C D	34	A B C D						
15	A B C D	35	A B C D						
16	A B C D	36	A B C D						
17	A B C D	37	A B C D						
18	A B C D	38	A B C D						
19	A B C D	39	A B C D						
20	A B C D	40	A B C D						

SECTION 2

1	A B C D	21	A B C D	41	A B C D
2	A B C D	22	A B C D	42	A B C D
3	A B C D	23	A B C D	43	A B C D
4	A B C D	24	A B C D	44	A B C D
5	A B C D	25	A B C D	45	A B C D
6	A B C D	26	A B C D	46	A B C D
7	A B C D	27	A B C D	47	A B C D
8	A B C D	28	A B C D	48	A B C D
9	A B C D	29	A B C D	49	A B C D
10	A B C D	30	A B C D	50	A B C D
11	A B C D	31	A B C D		
12	A B C D	32	A B C D		
13	A B C D	33	A B C D		
14	A B C D	34	A B C D		
15	A B C D	35	A B C D		
16	A B C D	36	A B C D		
17	A B C D	37	A B C D		
18	A B C D	38	A B C D		
19	A B C D	39	A B C D		
20	A B C D	40	A B C D		

SECTION 3

1	A B C D	21	A B C D	41	A B C D		
2	A B C D	22	A B C D	42	A B C D		
3	A B C D	23	A B C D	43	A B C D		
4	A B C D	24	A B C D	44	A B C D		
5	A B C D	25	A B C D	45	A B C D	TCS	
6	A B C D	26	A B C D	46	A B C D		
7	A B C D	27	A B C D	47	A B C D		
8	A B C D	28	A B C D	48	A B C D		
9	A B C D	29	A B C D	49	A B C D		
10	A B C D	30	A B C D	50	A B C D	3R	3CS
11	A B C D	31	A B C D				
12	A B C D	32	A B C D				
13	A B C D	33	A B C D				
14	A B C D	34	A B C D				
15	A B C D	35	A B C D			2R	2CS
16	A B C D	36	A B C D				
17	A B C D	37	A B C D				
18	A B C D	38	A B C D				
19	A B C D	39	A B C D				
20	A B C D	40	A B C D			1R	1CS

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TOEFL ITP Background Questionnaire

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

a. None
b. One
c. Two or more

Note: There is no option D for this question.

2. Reason for taking a TOEFL ITP test

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

3. What is your current level of study?

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

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

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

Practice Questions

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

Read the questions carefully, and mark your answers in the spaces provided on page 20. The answer keys are on page 24, but you should not look at them until you have tried to answer all the questions.

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

How to Mark Your Answer Sheet

Look at the following example.

Sample Answer

Ⓐ Ⓑ Ⓒ ●

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

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

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

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

Level 1 Practice Questions

Section 1—Listening Comprehension

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

Part A

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

Listen to an example. **Sample Answer** ● Ⓑ Ⓒ Ⓓ

On the recording, you will hear:

(woman) *I don't like this painting very much.*
(man) *Neither do I.*
(narrator) *What does the man mean?*

In your test book, you will read:

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

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

PRACTICE QUESTIONS

1. You will hear:

(man) *Shall I lock up the computer lab now before I go home?*
(woman) *Don't bother. I'm not leaving for a while—I can check it on my way out.*
(narrator) *What will the woman probably do?*
You will read:
(A) Lock the computer lab later.
(B) Leave with the man.
(C) Buy a new lock for the computer lab.
(D) Show the man where the lab is.

2. You will hear:

(man) *Do you mind if I turn the television off?*
(woman) *Well, I'm in the middle of watching a program.*
(narrator) *What does the woman imply?*
You will read:
(A) The man should watch the program too.
(B) The man should leave the television on.
(C) The program will be over soon.
(D) She'll watch television later.

3. You will hear:

(woman) *I heard the math requirements for graduation are being changed.*
(man) *Yes. And I may be short one course.*
(narrator) *What does the man mean?*
You will read:
(A) He isn't sure what course to take.
(B) The math course is too short.
(C) He may not meet the graduation requirements.
(D) The graduation date has been changed.

Part B

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

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

PRACTICE CONVERSATION AND QUESTIONS

(narrator) *Questions 4 through 7. Listen to a conversation about a trip.*
(man) *Are you ready for "The Big Apple"?*
(woman) *Excuse me?*
(man) *You know, New York City. You are going to New York with us, aren't you? I wanted to show everybody around my old neighborhood.*
(woman) *Oh...sure! I wouldn't miss it—especially when the tour guide is a native New Yorker.*
(man) *I thought we could start at the Museum of Modern Art. Right now there's an exhibit on twentieth-century American painters.*
(woman) *Fine with me...but what were you saying about...a big apple?*
(man) *"The Big Apple." It's a nickname for New York. I think I heard once that it started with jazz musicians in the 20's.*
(woman) *Oh.*
(man) *Whenever they played a concert in a city, they called that city an "apple." In those days, New York was the biggest city in the country, so they called it "The Big Apple."*
(woman) *Hey, I have an idea! Let's go to a jazz club while we're there.*
(man) *Sounds good.*

Questions:

4. You will hear:

(narrator) *What is the man planning to see?*
You will read:
(A) An art exhibit.
(B) A Broadway play.
(C) A modern dance production.
(D) An opera.

5. You will hear:

(narrator) *What can be inferred about the man?*
You will read:
(A) He is a jazz musician.
(B) He wants to join the woman's club.
(C) He is in his twenties.
(D) He was born in New York.

6. You will hear:

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

You will read:
(A) An instrument.
(B) A city.
(C) A theater.
(D) A concert.

7. You will hear:

(narrator) *Who gave New York its nickname?*

You will read:
(A) Painters.
(B) Tour guides.
(C) Musicians.
(D) Grocers.

Part C

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

Here is an example.

On the recording, you will hear:

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

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

Now listen to a sample question.

Sample Answer (A) (B) ● (D)

(narrator) *What is the main purpose of the program?*

In your test book, you will read:
(A) To demonstrate the latest use of computer graphics.
(B) To discuss the possibility of an economic depression.
(C) To explain the workings of the brain.
(D) To dramatize a famous mystery story.

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

Here is another example.

Sample Answer (A) (B) (C) ●

You will hear:

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

In your test book, you will read:
(A) It is required of all science majors.
(B) It will never be shown again.
(C) It can help viewers improve their memory skills.
(D) It will help with course work.

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

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

PRACTICE TALK AND QUESTIONS

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

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

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

As for social animals like baboons or lions—they yawn to establish the pecking order within social groups, and lions often yawn to calm social tensions. Sometimes these animals yawn for a strictly physiological reason—that is, to increase oxygen levels. And curiously enough, when they yawn for a physical reason like that, they do what humans do—they try to stifle the yawn by looking away or by covering their mouths.

Questions:

8. You will hear:

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

You will read:
(A) Animals yawn for a number of reasons.
(B) Yawning results only from fatigue or boredom.
(C) Human yawns are the same as those of other animals.
(D) Only social animals yawn.

9. You will hear:

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

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

10. You will hear:

(narrator) *What physiological reason for yawning is mentioned?*

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

Section 2—Structure and Written Expression

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

Structure

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

Look at the following examples.

Example I **Sample Answer** (A) ● (C) (D)

Geysers have often been compared to volcanoes _____ they both emit hot liquids from below the Earth's surface.
(A) due to
(B) because
(C) in spite of
(D) regardless of

The sentence should read, "Geysers have often been compared to volcanoes because they both emit hot liquids from below the Earth's surface." Therefore, you should choose answer (B).

Example II **Sample Answer** (A) (B) (C) ●

During the early period of ocean navigation, _____ any need for sophisticated instruments and techniques.
(A) so that hardly
(B) where there hardly was
(C) hardly was
(D) there was hardly

The sentence should read, "During the early period of ocean navigation, there was hardly any need for sophisticated instruments and techniques." Therefore, you should choose answer (D).

Now begin work on the questions.

PRACTICE QUESTIONS

1. Refrigerating meats _____ the spread of bacteria.
   (A) retards
   (B) retarding
   (C) to retard
   (D) is retarded

2. Throughout the animal kingdom, _____ bigger than the elephant.
   (A) whale is only the
   (B) only the whale is
   (C) is the whale only
   (D) only whale is the

3. The fact _____ money orders can usually be easily cashed has made them a popular form of payment.
   (A) of
   (B) that
   (C) is that
   (D) which is

4. The first article of the United States Constitution gives Congress _____ to pass laws.
   (A) the power
   (B) has the power
   (C) the power is
   (D) of the power

Written Expression

Directions: In questions 5–10, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the **one** underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Look at the following examples:

Example I **Sample Answer** ● (B) (C) (D)

Guppies are sometimes <u>call</u> (A) rainbow <u>fish</u> (B) <u>because</u> (C) of the males' <u>bright</u> (D) colors.

The sentence should read, "Guppies are sometimes called rainbow fish because of the males' bright colors." Therefore, you should choose answer (A).

Example II **Sample Answer** (A) ● (C) (D)

<u>Serving</u> (A) several <u>term</u> (B) in Congress, Shirley Chisholm became an <u>important</u> (C) United States <u>politician</u> (D).

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

Now begin work on the questions.

PRACTICE QUESTIONS

5. Electrical (A) disturbances on Earth are frequently (B) caused with (C) storms on the surface (D) of the sun.

6. Inventor Granville Woods received him (A) first patent on (B) January 3, 1884, for (C) a steam (D) boiler furnace.

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

8. The gopher digs (A) with the big strong claws of its (B) two front foot (C) and with its overhanging (D) front teeth.

9. An internationally famous ballerina, (A) Maria Tallchief demonstrated (B) that the (C) quality of ballet in North America could equal those (D) of the ballet in Europe.

10. As (A) two nuclei move closer together, their mutual (B) electrostatic potential energy becomes (C) more large (D) and more positive.

Section 3—Reading Comprehension

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

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

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

SAMPLE PASSAGE AND QUESTIONS

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

Example I **Sample Answer** (A) (B) ● (D)

What is the main idea of the passage?

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

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

Example II **Sample Answer** (A) (B) (C) ●

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

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

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

PRACTICE PASSAGE

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

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

Resting on H-shaped steel racks called "bents," long sections of the pipeline follow a zigzag course high above the frozen earth. Other long sections drop out of

sight beneath spongy or rocky ground and return to the surface later on. The pattern of the pipeline's up-and-
(20) down route is determined by the often harsh demands of the arctic and subarctic climate, the tortuous lay of the land, and the varied compositions of soil, rock, or permafrost (permanently frozen ground). A little more than half of the pipeline is elevated above the ground.
(25) The remainder is buried anywhere from 3 to 12 feet, depending largely upon the type of terrain and the properties of the soil.

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

PRACTICE QUESTIONS

1. The passage primarily discusses the pipeline's
   (A) operating costs
   (B) employees
   (C) consumers
   (D) construction
2. The word "it" in line 5 refers to
   (A) pipeline
   (B) ocean
   (C) state
   (D) village
3. According to the passage, 84 million gallons of oil can travel through the pipeline each
   (A) day
   (B) week
   (C) month
   (D) year
4. The phrase "Resting on" in line 15 is closest in meaning to
   (A) Consisting of
   (B) Supported by
   (C) Passing under
   (D) Protected with
5. The author mentions all of the following as important in determining the pipeline's route EXCEPT the
   (A) climate
   (B) lay of the land itself
   (C) local vegetation
   (D) kind of soil and rock
6. The word "undertaken" in line 31 is closest in meaning to
   (A) removed
   (B) selected
   (C) transported
   (D) attempted
7. How many companies shared the costs of constructing the pipeline?
   (A) Three
   (B) Four
   (C) Eight
   (D) Twelve
8. The word "particular" in line 35 is closest in meaning to
   (A) peculiar
   (B) specific
   (C) exceptional
   (D) equal
9. Which of the following determined what percentage of the construction costs each member of the consortium would pay?
   (A) How much oil field land each company owned
   (B) How long each company had owned land in the oil fields
   (C) How many people worked for each company
   (D) How many oil wells were located on the company's land
10. Where in the passage does the author provide a term for an earth covering that always remains frozen?
   (A) Line 4
   (B) Line 15
   (C) Line 23
   (D) Line 37

Level 2 Practice Questions

Section 1—Listening Comprehension

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

Part A

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

Listen to an example. **Sample Answer** Ⓐ ● Ⓒ Ⓓ

On the recording, you will hear:

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

In the test book, you will read:

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

The correct choice is (B).

PRACTICE QUESTIONS

1. You will hear:

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

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

2. You will hear:

(man) *He lacks discipline in his study habits.*

In the test book, you will read:

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

3. You will hear:

(narrator) *She never wakes up before her alarm goes off.*

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

Part B

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

Listen to an example. **Sample Answer** Ⓐ ● Ⓒ Ⓓ

On the recording, you will hear:

(woman) *How's your new job?*

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

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

In the test book, you will read:

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

The correct choice is (B).

PRACTICE QUESTIONS

4. You will hear:

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

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

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

You will read:
(A) It's too long.
(B) Few people took it.
(C) It's unexpectedly difficult.
(D) There are too many field trips.

5. You will hear:

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

(woman) *Not likely.*

(narrator) *What does the woman mean?*

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

6. You will hear:

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

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

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

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

Part C

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

PRACTICE CONVERSATION AND QUESTIONS

Here is an example.

On the recording, you will hear:

(narrator) *Listen to the talk.*

(woman) *Although I think the United States generally has an excellent system of transportation, I do not think that it does a good job of transporting people between cities that are only a few hundred miles apart. A person commuting between Detroit and Chicago, or between San Francisco and Los Angeles, so-called strip cities, may spend only a relatively short time in the air while spending several hours getting to and from the airport. This situation makes flying almost as time-consuming as driving. Moreover, airplanes use a lot of their fuel just getting into the air. They simply are not fuel-efficient on short trips. High-speed trains may be an answer. One fairly new proposal for such a train is for something called a "maglev," meaning a magnetically levitated train. Maglevs will not actually ride on the tracks, but will fly above tracks that are magnetically activated. This will save wear and tear on the tracks. These trains will go faster than one hundred fifty miles per hour—at that speed, conventional trains have trouble staying on the tracks. As you can see, maglevs offer exciting possibilities for the future.*

Now listen to a sample question: **Sample Answer** (A) ● (C) (D)

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

In the test book, you will read:

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

The correct choice is (B).

Here is another example. **Sample Answer** ● (B) (C) (D)

On the recording, you will hear:

(narrator) *When are airplanes not fuel efficient?*

In the test book, you will read:

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

The correct choice is (A).

Here is another example. **Sample Answer** (A) (B) ● (D)

On the recording, you will hear:

(narrator) *How does a maglev operate?*

In the test book, you will read:

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

The correct choice is (C).

PRACTICE DIALOGUE AND QUESTIONS

(narrator) *Listen to a conversation about finding a new apartment.*

(man) *Hey, I heard you're looking for a different apartment.*

(woman) *Yeah, the place I'm in now is a real dump.*

(man) *It looked okay when I was there.*

(woman) *Oh, the boiler keeps breaking and when it does, we lose the heat for several days at a time.*

(man) *Why doesn't the owner replace it?*

(woman) *Well, she says it's cheaper to keep fixing it. She's a nice enough person; just sort of stingy. In any case, I'm sick of being cold.*

(man) *Can you get your deposit back if you move?*

(woman) *If I give two months notice, I can get the whole thing back.*

(man) *So, what kind of place are you looking for?*

(woman) *I think I'll try to get into one of those high rises near the university. They're nothing really special, but at least they're new and functional.*

(man) *I've heard that those buildings are pretty noisy. The walls are thin and you can hear everything going on in the other apartments.*

(woman) *Oh, that'll never do. I need some place quiet to finish my thesis. I guess I'll have to look at some more ads. Maybe new isn't necessarily better.*

(man) *Why don't you try some of those apartments in Windsor? They're supposed to be nice.*

(woman) *Aren't they awfully expensive?*

(man) *Not really. You'd be surprised at how reasonable some of them are. The problem with being out there is that the bus doesn't run out that way.*

(woman) *That'd definitely be a problem. I can't afford a car right now. I guess I'd better check a few places here in the city before I make a decision.*

7. You will hear:

(narrator) *What is wrong with the woman's current apartment?*

You will read:
(A) It's too noisy.
(B) It's not convenient to the university.
(C) The heating system is defective.
(D) The owner is unpleasant.

8. You will hear:

(narrator) *What must the woman do to have her deposit returned?*

You will read:
(A) Tell the owner two months in advance that she's moving.
(B) Alert the housing authorities to her problem.
(C) Move to another apartment in the same building.
(D) Leave by the end of the month.

9. You will hear:

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

You will read:
(A) It must be on a higher floor.
(B) It must have quiet surroundings.
(C) It must be within driving distance of the university.
(D) It must be in a new building.

10. You will hear:

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

You will read:
(A) Rent would be very expensive.
(B) Public transportation wouldn't be available.
(C) Apartment complexes in Windsor are old.
(D) Apartments in Windsor tend to be noisy.

Section 2—Structure and Written Expression

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

Structure

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

Look at the following example:

Sample Answer
(A) (B) ● (D)

Mt. Hood _____ in the state of Oregon.
(A) although
(B) and
(C) is
(D) which

The correct choice is (C).

PRACTICE QUESTIONS

1. _____ most important event in San Francisco's history was the disastrous earthquake and fire of 1906.
   (A) The
   (B) It was the
   (C) That the
   (D) There was a
2. Vegetables are an excellent source _____ vitamins.
   (A) of
   (B) has
   (C) where
   (D) that
3. Microscopes make small things appear larger than _____ .
   (A) really are
   (B) are really
   (C) are they really
   (D) they really are
4. The city of Montreal _____ over 70 square miles.
   (A) covers
   (B) that covers
   (C) covering
   (D) is covered
5. Janet Collins's struggle to make a place for herself in ballet is the kind of a life story _____ a fascinating novel might be written.
   (A) of
   (B) by
   (C) for whom
   (D) about which

Written Expression

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

Look at the following example.

Sample Answer
● (B) (C) (D)

Fewest (A) than half of all the adults fully understand (B) the kinds (C) and amounts of exercise necessary for an effective (D) physical fitness program.

The correct answer is (A).

PRACTICE QUESTIONS

6. How many (A) people know that the Brooklyn Bridge, built (B) in 1883, were (C) the world's first suspension bridge (D)?

7. Anna Maxwell's gift (A) for organization (B) was exemplified (C) by her service while (D) the Spanish-American War in 1898.

8. When a severe (A) ankle injury (B) forced herself (C) to give up reporting in 1926, Margaret Mitchell began (D) writing her novel, *Gone with the Wind*.

9. Anne Elizabeth McDowell is best (A) remembered for (B) a weekly (C) journal, *Woman's Advocate*, who (D) she launched in January 1855.

10. A ray of light passing through (A) the center (B) of a thin lens keep (C) its original (D) direction.

Section 3—Vocabulary and Reading Comprehension

Vocabulary

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

Look at the following example.

Sample Answer

(A) ● (C) (D)

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

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

The correct choice is (B).

PRACTICE QUESTIONS

1. Receptors for the sense of smell are located at the top of the nasal cavity.
   (A) upper end
   (B) inner edge
   (C) mouth
   (D) division

2. Passenger ships and aircraft are often equipped with ship-to-shore or air-to-land radio telephones.
   (A) highways
   (B) railroads
   (C) planes
   (D) sailboats

3. Dotting the marshy expanse of the Florida Everglades are little islands known locally as hummocks.
   (A) generally
   (B) to all
   (C) in that area
   (D) occasionally

4. It is not possible for people to remember everything that they have thought, felt, or done.
   (A) recall
   (B) appreciate
   (C) repeat
   (D) discuss

5. When preparing a diet, a person should be aware that vitamin D acts to increase the amount of calcium absorbed by the body.
   (A) schedule of exercise
   (B) nutritional plan
   (C) study of longevity
   (D) medicinal chart

Reading Comprehension

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

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

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

SAMPLE PASSAGE AND QUESTIONS

A new atomic clock being developed for navigation satellites will perform better than previous devices. The clock, which incorporates a hydrogen maser, will use a new microwave cavity design to provide a compact and lightweight package, and new electronic techniques to maintain long-term stability. The clock can provide precise navigation information because it is stable to one second in three million years. The differences in the time when signals from four satellites arrive at one location can be used to calculate that position to within a few yards.

Line (5) *(10)*

Look at the following example.

Sample Answer

Ⓐ Ⓑ ● Ⓓ

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

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

The correct choice is (C).

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

ANSWER SPACES FOR PRACTICE QUESTIONS—LEVEL 1

Be sure each mark is **dark** and **completely fills** the answer space.

Listening Comprehension

1	Ⓐ Ⓑ Ⓒ Ⓓ	6	Ⓐ Ⓑ Ⓒ Ⓓ
2	Ⓐ Ⓑ Ⓒ Ⓓ	7	Ⓐ Ⓑ Ⓒ Ⓓ
3	Ⓐ Ⓑ Ⓒ Ⓓ	8	Ⓐ Ⓑ Ⓒ Ⓓ
4	Ⓐ Ⓑ Ⓒ Ⓓ	9	Ⓐ Ⓑ Ⓒ Ⓓ
5	Ⓐ Ⓑ Ⓒ Ⓓ	10	Ⓐ Ⓑ Ⓒ Ⓓ

Structure and Written Expression

1	Ⓐ Ⓑ Ⓒ Ⓓ	6	Ⓐ Ⓑ Ⓒ Ⓓ
2	Ⓐ Ⓑ Ⓒ Ⓓ	7	Ⓐ Ⓑ Ⓒ Ⓓ
3	Ⓐ Ⓑ Ⓒ Ⓓ	8	Ⓐ Ⓑ Ⓒ Ⓓ
4	Ⓐ Ⓑ Ⓒ Ⓓ	9	Ⓐ Ⓑ Ⓒ Ⓓ
5	Ⓐ Ⓑ Ⓒ Ⓓ	10	Ⓐ Ⓑ Ⓒ Ⓓ

Reading Comprehension

1	Ⓐ Ⓑ Ⓒ Ⓓ	6	Ⓐ Ⓑ Ⓒ Ⓓ
2	Ⓐ Ⓑ Ⓒ Ⓓ	7	Ⓐ Ⓑ Ⓒ Ⓓ
3	Ⓐ Ⓑ Ⓒ Ⓓ	8	Ⓐ Ⓑ Ⓒ Ⓓ
4	Ⓐ Ⓑ Ⓒ Ⓓ	9	Ⓐ Ⓑ Ⓒ Ⓓ
5	Ⓐ Ⓑ Ⓒ Ⓓ	10	Ⓐ Ⓑ Ⓒ Ⓓ

ANSWER SPACES FOR PRACTICE QUESTIONS—LEVEL 2

Be sure each mark is **dark** and **completely fills** the answer space.

Listening Comprehension

1	Ⓐ Ⓑ Ⓒ Ⓓ	6	Ⓐ Ⓑ Ⓒ Ⓓ
2	Ⓐ Ⓑ Ⓒ Ⓓ	7	Ⓐ Ⓑ Ⓒ Ⓓ
3	Ⓐ Ⓑ Ⓒ Ⓓ	8	Ⓐ Ⓑ Ⓒ Ⓓ
4	Ⓐ Ⓑ Ⓒ Ⓓ	9	Ⓐ Ⓑ Ⓒ Ⓓ
5	Ⓐ Ⓑ Ⓒ Ⓓ	10	Ⓐ Ⓑ Ⓒ Ⓓ

Structure and Written Expression

1	Ⓐ Ⓑ Ⓒ Ⓓ	6	Ⓐ Ⓑ Ⓒ Ⓓ
2	Ⓐ Ⓑ Ⓒ Ⓓ	7	Ⓐ Ⓑ Ⓒ Ⓓ
3	Ⓐ Ⓑ Ⓒ Ⓓ	8	Ⓐ Ⓑ Ⓒ Ⓓ
4	Ⓐ Ⓑ Ⓒ Ⓓ	9	Ⓐ Ⓑ Ⓒ Ⓓ
5	Ⓐ Ⓑ Ⓒ Ⓓ	10	Ⓐ Ⓑ Ⓒ Ⓓ

Vocabulary and Reading Comprehension

1	Ⓐ Ⓑ Ⓒ Ⓓ	5	Ⓐ Ⓑ Ⓒ Ⓓ
2	Ⓐ Ⓑ Ⓒ Ⓓ	6	Ⓐ Ⓑ Ⓒ Ⓓ
3	Ⓐ Ⓑ Ⓒ Ⓓ	7	Ⓐ Ⓑ Ⓒ Ⓓ
4	Ⓐ Ⓑ Ⓒ Ⓓ	8	Ⓐ Ⓑ Ⓒ Ⓓ

Score Report

The institution where you take the test will receive your scores on a list containing the names and scores of everyone who tested at the institution at the same time you did. The institution will also receive a copy of each test taker's score report and is responsible for giving you your personal copy of your score report.

Scores obtained at an institutional administration are reported **only** to the institution administering the test. Students who need TOEFL scores for admission to universities and colleges where English is the medium of instruction must take the official TOEFL test.

***TOEFL ITP* scores are valid for two years from the test date. Because language proficiency can change considerably in a relatively short period of time, scores more than two years old cannot be reported or verified.**

A *TOEFL ITP* score is measurement information and its release is subject to all restrictions indicated in this *Handbook*. However, the score is not the property of the test taker.

Test Taker Requests for Cancellation of Scores

If you wish to cancel your scores, you must tell the test supervisor immediately after you take the test; it is impossible to request score cancellation any other way or at a later time. If you make such a request, your scores will not be reported.

Score Cancellation by the Test Supervisor

The test supervisor reserves the right to request that ETS not score a test taker's answer sheet if the test taker did not follow instructions or if the supervisor suspects that the test taker cheated. No scores will be reported for the affected test taker.

Score Cancellation by ETS

Following the test administration, ETS reserves the right to cancel scores if there is any reason to question their validity. No scores will be reported for the affected test takers.

Understanding Your Scores

The information in this section will help you understand your scores when you receive them. For this reason, you should keep this *Handbook* and refer to it when you get your scores. You will receive no other information about interpreting your scores.

How Your Scores Are Reported

Test scores include three section scores and a total score. Each correct answer counts equally toward the score for that section. There is no penalty for wrong answers. The total number of correct answers is called the "raw score." (**NOTE**: Some of the questions in the test may not count toward the section or total scores.)

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

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

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

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

	Section 1		Section 2		Section 3		
Example:	48	+	56	+	52	=	156

$$(156 \times 10) \div 3 = 520$$

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

Scores Obtained on Different Editions of the Test

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

Acceptable Scores

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

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

Policy and Guidelines for the Use of *TOEFL ITP* Test Scores

Introduction

These guidelines are designed to provide information about the appropriate uses of *TOEFL ITP* test scores. They are intended to protect test takers from unfair decisions that may result from inappropriate uses of scores. Adherence to the guidelines is important.

The *TOEFL ITP* Program and its local ETS *TOEFL ITP* associates have a particular obligation to inform users of the appropriate uses of *TOEFL ITP* test scores and to identify and try to rectify instances of misuse.

To this end, the following policies and guidelines are available to all *TOEFL ITP* test takers, institutions, and organizations that are recipients of *TOEFL ITP* test scores.

Policies

In recognition of their obligation to ensure the appropriate use of *TOEFL ITP* test scores, the *TOEFL ITP* Program and its local ETS *TOEFL ITP* associates developed policies designed to make score reports available only to approved recipients, to protect the confidentiality of test takers' scores, and to follow up on cases of possible misuse of scores. The policies are discussed below.

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

We recognize test takers' rights to privacy with regard to information that is stored in data or research files held by ETS and local ETS *TOEFL ITP* associates and our responsibility to protect test takers from unauthorized disclosure of information.

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

Guidelines

Use Multiple Criteria: Regardless of the decision to be made, multiple sources of information should be used to ensure fairness and to balance the limitations of any single measure of knowledge, skills, or abilities. These sources may include hours of English-language classes, school grades, and recommendations from past teachers and administrators. When used in conjunction with other criteria, *TOEFL ITP* scores can be a powerful tool. The *TOEFL ITP* Program recently conducted a scale anchoring study to provide performance descriptors for the three sections of the *TOEFL ITP* test. However, some readers of this document may understand performance feedback in relation to speaking and writing, two skills not assessed by the *TOEFL ITP* test.

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

Normally Appropriate Uses and Misuses of *TOEFL ITP* Scores

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

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

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

Appropriate Uses

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

1. **Placement** in intensive English-language programs requiring academic English proficiency at a college or graduate level.
2. **Progress monitoring** in English-language programs stressing academic English proficiency.
3. **Exiting** English-language programs by demonstrating proficiency in English listening and reading.
4. **Scholarship programs**, as contributing documentation for academic English proficiency.
5. **Admissions to short-term, non-degree programs in English-speaking countries** where the sending and receiving institutions agree to use *TOEFL ITP* scores.
6. **Admissions to undergraduate and graduate degree programs in non-English speaking countries** where English is not the dominant form of instruction.
7. **Admissions and placement in collaborative international degree programs** where English-language training will be a feature of the program.

Misuses

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

Comments

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

If you have questions or comments regarding the *TOEFL ITP* test, please contact your local ETS *TOEFL ITP* associate or the *TOEFL ITP* Program, ETS, 660 Rosedale Road, Princeton, New Jersey 08541, USA or email us at **toeflitp@ets.org.**

Test Question Inquiries

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

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

Although ETS employs extensive quality control checks throughout the development of test questions and the preparation of final tests, typographical errors or flaws in questions may occasionally occur. If you suspect a problem and want to question a test item for any reason, please contact TOEFL Institutional Services immediately after taking the test:

TOEFL Institutional Services
Email: **ITP@ets.org**
Mailing address:
TOEFL Institutional Services
ETS
PO Box 6156
Princeton, NJ 08541-6156, USA
Fax number: 973-735-1903

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

If you have a complaint about the testing facilities or the test administration staff, contact Institutional Services within three days after the test date. Be sure to give the date of the test, and the institution, city, and country in which you tested.

How to Complete Your Admission Form

Remove the admission form (inside back cover) from this *Handbook*, then fill out the form according to the following instructions.

A. If the institution assigns you a student number, enter the number in the boxes in the top left-hand corner of the form.

B. Print the location of the testing room, the test date, and the time of the test in the appropriate spaces. Also check the box for the test you will take. (Someone at the institution may already have entered this information.)

C. In the area marked NAME, print or type your name. Using one box for each letter, first print your family name (surname). Leave one box blank, and then print your first name. Leave the next box blank, and then print as many letters of your middle name as you have room for.

D. In the area labeled BIRTH DATE, put a number in each box. If you were born before October or before the tenth day of the month, be sure to write a zero. As an example, if your birth date were September 4, 1985, your completed boxes would look like this:

BIRTH DATE	Month		Day		Year	
	0	9	0	4	8	5

E. In the area marked NATIVE COUNTRY CODE, copy the code number of your native country from the list on page 25. If your country is not listed, write in 999. (Note that the names of some countries may have changed since this *Handbook* was printed.)

F. In the area marked NATIVE LANGUAGE CODE, look for your native language in the list on page 26. Copy the code number that is next to your native language. Remember that there are many languages spoken in the world, and not all of them are included in the list. If your language is not in the list, enter 999 in the boxes.

G. Complete the examination record form portion of the admission form. **Do not detach it**. This portion of the admission form will be detached by the person admitting you to the testing room. You must provide all the information requested, and you must sign your name on the signature line. The examination record form will not be returned to you; it will become the institution's record of your signature and address as of the day you are tested.

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

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

COUNTRY AND REGION CODES

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

Afghanistan..... 001
Albania..... 003
Algeria 005
American Samoa..... 007
Andorra..... 008
Angola 010
Anguilla..... 011
Antigua and Barbuda..... 012
Argentina 015
Armenia 016
Aruba 017
Australia..... 020
Austria 025
Azerbaijan..... 029
Bahamas 035
Bahrain 040
Bangladesh..... 045
Barbados 050
Belarus 094
Belgium..... 055
Belize..... 056
Benin 058
Bermuda..... 060
Bhutan 063
Bolivia..... 065
Bonaire, Saint Eustatius and Saba 067
Bosnia and Herzegovina 069
Botswana..... 070
Bouvet Island 071
Brazil..... 075
Brunei Darussalam 081
Bulgaria 085
Burkina Faso 593
Burundi 092
Cambodia 307
Cameroon..... 095
Canada 100
Cape Verde..... 106
Cayman Islands..... 110
Central African Republic..... 113
Chad 114
Chile 115
China, People's Republic of..... 457
Colombia 120
Comoros 122
Congo, The Democratic Republic of..... 630
Congo 125
Cook Islands..... 126
Costa Rica 130
Côte D'Ivoire 290
Croatia 133
Cuba 135
Curacao 137
Cyprus 140
Czech Republic 142
Denmark 150
Djibouti..... 153
Dominica..... 154
Dominican Republic..... 155
Ecuador 165
Egypt 170
El Salvador 175
Equatorial Guinea..... 183
Eritrea 182
Estonia..... 184
Ethiopia..... 185
Falkland Islands..... 188
Faroe Islands..... 187
Fiji 190
Finland..... 195
France..... 200
French Guiana..... 203
French Polynesia 202
Gabon..... 204
Gambia..... 205
Gaza Strip 206
Georgia..... 208
Germany..... 210
Ghana..... 215
Greece..... 220
Greenland..... 225
Grenada..... 227
Guadeloupe..... 228
Guam..... 229
Guatemala 230
Guinea..... 233
Guinea-Bissau..... 234
Guyana 235
Haiti 240
Holy See (Vatican City State)..... 597
Honduras..... 245
Hong Kong..... 250
Hungary..... 251
Iceland..... 255
India..... 260
Indonesia..... 265
Iran, Islamic Republic of..... 270
Iraq 273
Ireland..... 275
Israel..... 280
Italy 285
Jamaica 295
Japan..... 300
Jordan..... 305
Kazakhstan..... 308
Kenya..... 310
Kiribati..... 312
Korea, Democratic People's Republic of 314
Korea, Republic of 315
Kosovo, Republic of 317
Kuwait..... 320
Kyrgyzstan 323
Lao People's Democratic Republic..... 325
Latvia..... 328
Lebanon..... 330
Lesotho..... 333
Liberia..... 335
Libyan Arab Jamahiriya 340
Liechtenstein..... 343
Lithuania..... 344
Luxembourg..... 345
Macao..... 347
Macedonia, Former Yugoslav Republic of..... 348
Madagascar..... 350
Malawi 355
Malaysia..... 360
Maldives 361
Mali 363
Malta..... 365
Marshall Islands..... 368
Martinique..... 366
Mauritania..... 369
Mauritius..... 370
Mexico 375
Micronesia, Federated States of 107
Moldova, Republic of..... 376
Monaco..... 378
Mongolia 379
Montenegro..... 354
Montserrat 381
Morocco..... 380
Mozambique..... 385
Myanmar..... 090
Namibia 388
Nauru..... 386
Nepal 387
Netherlands 390
Netherlands Antilles..... 395
New Caledonia 396
New Zealand 405
Nicaragua 420
Niger 425
Nigeria 430
Niue 433
Northern Mariana Islands 367
Norway..... 435
Oman..... 443
Pakistan..... 445
Palau 447
Palestinian Territories..... 211
Panama 450
Papua New Guinea .. 400
Paraguay 455
Peru 460
Philippines 465
Poland..... 470
Portugal 475
Puerto Rico..... 474
Qatar..... 477
Reunion 482
Romania 483
Russian Federation .. 484
Rwanda 487
St. Kitts and Nevis 486
St. Lucia..... 521
St. Maarten (Dutch Part) 502
St. Vincent and the Grenadines..... 522
Samoa 620
San Marino 488
Sao Tome and Principe..... 489
Saudi Arabia 490
Senegal 497
Serbia 494
Seychelles 498
Sierra Leone..... 500
Singapore 505
Slovakia 503
Slovenia..... 504
Solomon Islands..... 506
Somalia..... 507
South Africa 510
Spain 515
Sri Lanka 520
Sudan 525
Suriname 527
Swaziland 530
Sweden..... 535
Switzerland 540
Syrian Arab Republic..... 545
Taiwan (Republic of China)..... 555
Tajikistan..... 556
Tanzania, United Republic of..... 560
Thailand..... 565
Timor-Leste..... 566
Togo..... 567
Tonga..... 570
Trinidad and Tobago..... 575
Tunisia 580
Turkey 585
Turkmenistan 584
Turks and Caicos Islands 586
Tuvalu 587
Uganda 590
Ukraine 589
United Arab Emirates 591
United Kingdom 588
United States 592
Uruguay 595
Uzbekistan..... 594
Vanuatu 596
Venezuela..... 600
Vietnam 605
Virgin Islands (British) 077
Virgin Islands (U.S.) 607
West Bank 611
Yemen..... 623
Zambia..... 635
Zimbabwe 480

Use 999 for any country/region not listed.

NATIVE LANGUAGE CODES

Afrikaans	101
Akan	104
Albanian	405
Amharic	107
Arabic	501
Armenian	401
Assamese	301
Azerbaijani	402
Bambara	417
Bashkir	403
Basque	404
Belarusian	408
Bemba	111
Bengali	305
Berber	113
Bikol	303
Bosnian	411
Bulgarian	407
Burmese	307
Catalan	410
Cebuano	312
Chichewa	114
Chinese	315
Chuvash	412
Croatian	414
Czech	413
Danish	416
Dutch	419
Dyula	418
Efik	116
English	422
Estonian	425
Ewe	119
Farsi	504
Fijian	601
Finnish	428
French	434
Fulah	122
Ga	125
Galician	436
Ganda	151
Georgian	438
German	437
Greek	440
Guarani	201
Gujarati	320
Gwichin	266
Hausa	133
Hebrew	507
Hiligaynon	319
Hindi	323
Hungarian	443
Igbo	136
Icelandic	447
Iloko	326
Indonesian	328
Inupiaq	269
Italian	450
Japanese	331
Javanese	332
Kannada	335
Kanuri	121
Kashmiri	338
Kazakh	339
Khmer	310
Kikuyu	142
Kinyarwanda	123
Konkani	352
Korean	340
Kosraean	604
Kurdish	342
Kurukh	359
Lao	343
Latvian	452
Lingala	145
Lithuanian	453
Luba-Lulua	148
Luo	153
Luxembourgish	358
Macedonian	454
Madurese	375
Malagasy	156
Malay	345
Malayalam	346
Maltese	455
Mandingo	159
Marathi	348
Marshallese	607
Mende	162
Minangkabau	362
Mongolian	341
Mossi	128
Nauru	608
Nepali	351
Norwegian	456
Nyanja	131
Oriya	353
Oromo	127
Palauan	610
Polish	459
Pohnpeian	613
Portuguese	461
Punjabi	355
Pushto	357
Romanian	464
Russian	467
Samoan	616
Santali	372
Serbian	415
Shona	170
Sindhi	360
Sinhalese	361
Slovak	473
Slovenian	474
Somali	173
Spanish	478
Sundanese	364
Swahili	176
Swedish	481
Tagalog	367
Tajik	482
Tamil	370
Tatar	371
Telugu	373
Thai	376
Tibetan	379
Tigrinya	179
Tonga	622
Turkish	484
Turkmen	483
Twi	182
Uighur	368
Ukrainian	487
Urdu	385
Uzbek	495
Vietnamese	388
Wolof	185
Xhosa	178
Yapese	631
Yiddish	442
Yoruba	188
Yupik	300
Zhuang	396
Zulu	191

Use 999 for any language not listed.

STUDENT NUMBER | | | | | | | | | | |

If the institution assigns you a student number, enter the number here and in item 2 on your answer sheet.

TOEFL ITP® Admission Form

TOEFL ITP® Program
PO Box 6156
Princeton, NJ 08541-6156
USA

You are scheduled for testing as follows:

REPORT HERE

TEST DATE _____

TIME OF TEST _____

☐ Level 1 ☐ Level 2

Complete this form before your test day, using the instructions on page 23 of the *Handbook*.
Bring the form with you to the testing site — you will need this information when you take the test.

NAME
Print one letter per box.

Print your LAST NAME, then FIRST NAME, then MIDDLE NAME. Leave a blank box between names.

BIRTH DATE

Month | Day | Year

NATIVE COUNTRY CODE

NATIVE LANGUAGE CODE

You must bring acceptable identification with you to the testing site or you may not be permitted to test.
See page 6 of the *Handbook* for more information on identification requirements.

The *institution* will give you your personal copy of your score report. *TOEFL ITP* test scores are not reported to other institutions.
If you need *TOEFL*® scores for admission to universities and colleges where English is the medium of instruction, you must take the official TOEFL test.

STUDENT NUMBER | | | | | | | | | | |

If the institution assigns you a student number, enter the number here and in item 2 on your answer sheet.

EXAMINATION RECORD FORM

Retain this record for confirmation of signature and address of test taker.

Institution: _____ Test Date: _____

☐ Level 1 ☐ Level 2

- In these boxes, print your name exactly as you did above.

Signature: _____
(Write your name as if signing a legal identification document.)

- On the lines below, print your name and the address where you can be reached in the next three weeks.

_____
Complete Name

_____
Number and Street Address

_____
City Province or State Country
(Include ZIP or postal code.)

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