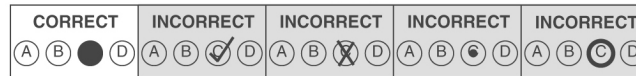


## Getting Ready for the Test (continued)

Follow these directions:

- Use only #2 or HB black-lead pencils. These are the only pencils permitted. Other writing instruments, such as pens, are not permitted as they may make the answers bleed over or stain the answer sheets in a way that causes errors in scanning.
- Be careful to mark the space that corresponds to the answer you choose for each question. 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 allowed 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 some wrong ways to mark your answer sheet. Be sure to fill in the circles the correct way.



Look at the sample answer sheet on page 7 and then read “Part of Tamiko Saito’s Answer Sheet.”

**EXAMPLE: PART OF TOMIKO SAITO'S ANSWER SHEET**

① **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.

SAITO TOMIKO C

② **2. STUDENT NUMBER** (if assigned) — Start here

001235

③ **3. DATE OF BIRTH**

MO.	DAY	YEAR
0	2	2
2	8	8
8	5	

④ **4. NATIVE COUNTRY CODE**

300

⑤ **5. NATIVE LANGUAGE CODE**

331

① In area 1 (NAME), Tomiko Saito printed her name in the boxes. 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 entered 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 and then filled in the corresponding circle beneath each number.

④ In area 4 (NATIVE COUNTRY CODE), she entered the number provided by the Test Administrator and then filled in the corresponding circle beneath each number.

⑤ In area 5 (NATIVE LANGUAGE CODE), she entered the number provided by the test administrator and then filled in the corresponding circle beneath each number.

Next, practice filling in the sample answer sheet on page 7. When you take the test, you will mark your answers on the answer sheet. Each row of four circles corresponds to the four answer choices for that question; only one of the answer choices is correct. You will not use all of the answer response spaces.



# Sample Answer Sheet



EXAMPLE				
CORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT
A B ● D	A B ✓ D	A B ✗ D	A B ⊙ D	A B ⊙ D

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

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

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

13. GROUP CODE (if assigned)				
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

14. CODE SETS (if assigned)														
CODE SET 1					CODE SET 2					CODE SET 3				
0	0	0			0	0	0			0	0	0		
1	1	1			1	1	1			1	1	1		
2	2	2			2	2	2			2	2	2		
3	3	3			3	3	3			3	3	3		
4	4	4			4	4	4			4	4	4		
5	5	5			5	5	5			5	5	5		
6	6	6			6	6	6			6	6	6		
7	7	7			7	7	7			7	7	7		
8	8	8			8	8	8			8	8	8		
9	9	9			9	9	9			9	9	9		



## Sample Questions Answer Sheet

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Use the answer sheet below for the sample test questions that follow.

### Listening Comprehension

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

### Language Form and Meaning

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

### Reading Comprehension

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)
- 9 (A) (B) (C) (D)
- 10 (A) (B) (C) (D)
- 11 (A) (B) (C) (D)
- 12 (A) (B) (C) (D)
- 13 (A) (B) (C) (D)
- 14 (A) (B) (C) (D)
- 15 (A) (B) (C) (D)
- 16 (A) (B) (C) (D)
- 17 (A) (B) (C) (D)
- 18 (A) (B) (C) (D)
- 19 (A) (B) (C) (D)
- 20 (A) (B) (C) (D)

Tear here to detach



## Sample Questions

### Listening Comprehension Section

The Listening Comprehension section tests a student's ability to listen for basic interpersonal, instructional and academic purposes. There will be 42 questions in this section of the test.

Students are asked to answer questions based on a variety of conversations and talks recorded in English. The testing time for this section is 35–40 minutes.

The first type of question will have a teacher or other school staff member talking to students. Each talk is followed by one question. The student will be asked to choose the best answer to each question and mark the letter of the correct answer on the answer sheet. Students will hear each talk only one time.

Below are two samples of this type of question. The audio files may be accessed through the following link: [http://www.ets.org/toefl\\_junior/prepare/standard\\_sample\\_questions/listening\\_comprehension](http://www.ets.org/toefl_junior/prepare/standard_sample_questions/listening_comprehension).

#### Sample Item A

The students hear:

*(Narrator):* Listen to a high school principal talking to the school's students.

*(Man):* I have a very special announcement to make. This year, not just one, but three of our students will be receiving national awards for their academic achievements. Krista Conner, Martin Chan, and Shriya Patel have all been chosen for their hard work and consistently high marks. It is very unusual for one school to have so many students receive this award in a single year.

*(Narrator):* What is the subject of the announcement?

The students see in their test books:

#### 1. What is the subject of the announcement?

- (A) The school will be adding new classes.
- (B) Three new teachers will be working at the school.
- (C) Some students have received an award.
- (D) The school is getting its own newspaper.

#### Sample Item B

The students hear:

*(Narrator):* Listen to a teacher making an announcement at the end of the day.

*(Man):* Remember that a team of painters is coming in tomorrow to paint the walls. In this box on my desk are sheets of plastic that I want you to slip over your desks. Make sure you cover your desks completely so that no paint gets on them. Everything will be finished and the plastic will be removed by the time we return on Monday.

*(Narrator):* What does the teacher want the students to do?

The students see in their test books:

#### 2. What does the teacher want the students to do?

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

## Sample Questions (continued)

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The second type of question will contain short conversations. Each conversation is followed by three or more questions. Students will be asked to choose the best answer to each question. The conversation will be heard only one time.

### Sample Set A

*(Narrator):* Listen to a conversation between two friends at school.

*(Boy):* Hi, Lisa.

*(Girl):* Hi, Jeff. Hey, have you been to the art room today?

*(Boy):* No, why?

*(Girl):* Well, Mr. Jennings hung up a notice about a big project that's going on downtown. You know how the city's been doing a lot of work to fix up Main Street you know, to make it look nicer? Well, they're going to create a mural.

*(Boy):* You mean, like, make a painting on the entire wall of a building?

*(Girl):* Exactly!

*(Boy):* But where?

*(Girl):* It's that big wall on the side of the public library. And students from this school are going to do the whole thing ... create a design, and paint it, and everything. I wish I could be a part of it, but I'm too busy.

*(Boy):* Cool! I'd love to help design a mural. Imagine everyone in town walking past that wall and seeing my artwork, every day.

*(Girl):* I thought you'd be interested. They want the mural to be about nature, so I guess all the design ideas students come up with should have a nature theme.

*(Boy):* That makes sense—they've been planting so many trees and plants along the streets and in the park.

*(Girl):* If you're interested you should talk with Mr. Jennings.

*(Boy):* This could be so much fun. Maybe I'll try to visit the zoo this weekend ... you know, to see the wild animals and get some ideas, something to inspire me!

*(Girl):* Well maybe you should go to the art room first to get more information from Mr. Jennings.

*(Boy):* Oh yeah. Good idea. Thanks for letting me know, Lisa! I'll go there right away.

*(Narrator):* Now answer the questions.