



**TOEFL**

*Listening. Learning. Leading.*



# Examinee Handbook and Admission Form

TOEFL<sup>®</sup> ITP Assessment Series

This official TOEFL<sup>®</sup> handbook will help prepare you to take the TOEFL<sup>®</sup> ITP tests at an educational institution.

- Please read this entire handbook
- Instructions on how to complete your admission form are on page 21
- Keep this handbook for future use

**TOEFL<sup>®</sup> ITP**  
ASSESSMENT SERIES

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## IMPORTANT NOTE

This *Handbook* contains information about the 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 7–17 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

The purpose of the ITP tests is to evaluate the English-language proficiency of people whose native language is not English. Each test uses a multiple-choice format. The Level 1 test is given in a single session of about two and a half hours, which includes the time required for completing admission procedures. Level 2 requires about one and a half hours. Both tests consist of three sections:

- Listening Comprehension—Measures ability to understand English.
- Structure and Written Expression—Measures ability to recognize language that is appropriate for standard written English.
- Reading Comprehension—Measures ability to understand nontechnical reading matter. (Level 2 contains a separate Vocabulary subsection. See page 15.)

Scores obtained at an ITP administration are reported **only** to the institution administering the test. Students who need TOEFL scores for admission to universities and colleges must take the TOEFL Internet-based Test (TOEFL iBT™) or the TOEFL Paper-based Test (TOEFL PBT). **ITP tests are NOT to be administered for admissions purposes.**

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

TOEFL Services  
PO Box 6151  
Princeton, NJ 08541-6151  
USA

Your admission form is inside the back cover of this *Handbook*. Complete the form according to the directions given on page 21. 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.

## Procedures at the Testing Site

The test is given in one session on the date and at the time and place shown on your admission form, or as announced by your teacher or by an official of the institution administering the test. Be sure to report to the testing room on time. Although the actual testing time is two hours or less, extra

time is required for admitting examinees, completing information on answer sheets, and distributing and collecting test materials.

**NO ONE WILL BE ADMITTED TO THE TESTING ROOM AFTER THE TEST HAS BEGUN.**

You may not take chewing gum, candy, or any other food or beverage into the testing room. No disturbing noises will be permitted while the test is being given. No access to cell phones, pagers, or any other electronic device is permitted. There will be no rest break before or during the test.

Unless you are personally known to the test supervisor, you must present official identification to be admitted to the testing room. Read the following information carefully so you will understand what identification you must have.

## What You Will Need at the Testing Site

When you go to the testing room, you must take your completed admission form, your identification document, and several sharpened pencils.

**Admission Form.** You must take your completed admission form. If it is not completed, it may cause you considerable delay. Directions for completing the admission form are on page 21.

**Identification Document.** If you take the test **outside** your country of citizenship, you must present your passport containing your signature and a recognizable photograph. (This means that you must look like the picture in your passport.) Other identification will not be accepted.

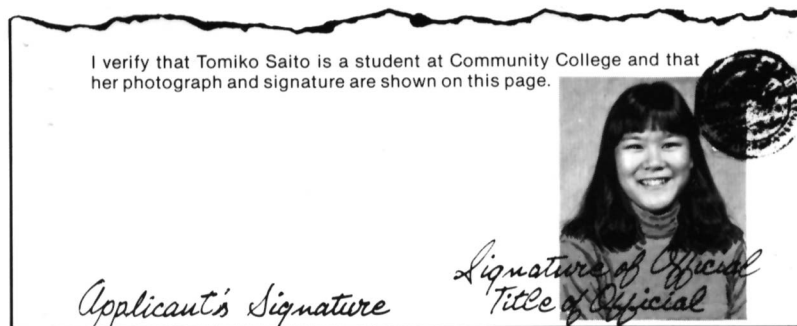
If you take the test **within** your country of citizenship, you may present your passport containing your signature and a recognizable photograph, if you have one. If you do not have a passport, present a letter verifying your identity (and written on the school's letterhead stationery) from an official of the school you attend or most recently attended. The letter must have your photograph glued to it, and the title, signature, and seal of the official who issued the letter of identification must overlap the photograph, as shown on page 4.

**NO OTHER FORMS OF IDENTIFICATION WILL BE ACCEPTED.**

**Note to Individuals Without Acceptable Identification:** If you do not have acceptable identification, you will not be admitted to the testing room. If you insist on taking the test without the required identification, your scores will be canceled.

**Pencils and Erasers.** You must take several sharpened, medium-soft (#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.

If you present an official letter as an identification document, it must look like this.



**Watch.** You may take a watch. However, watch alarms, including those with flashing lights or alarm sounds, are not permitted.

**Lunch.** There is no lunch break during the test. You will not be permitted to take gum, candy, food, or beverages into the testing room.

**NOTE:** You may not take books, dictionaries, recording and photographic devices, or note papers of any kind into the testing room. You will receive instructions from the test supervisor regarding where to place items such as cell phones, pagers, and handbags.

## Cheating/Unacceptable Behavior

The test supervisor may cancel the scores of anyone who:

- takes a test book or answer sheet from the testing room
- attempts to take the test for someone else
- gives or receives assistance during the test
- fails to follow instructions given by the test supervisor
- reads or works on one section of the test during the time allowed for another, or continues to work after time is called
- makes any marks or underlines words in the test book or makes notes in the test book or on the answer sheet
- takes dictionaries, other books, notes, or recording or photographic devices into the testing room
- creates a disturbance or behaves inappropriately
- copies test questions or answers
- cheats in any other way

**The ITP office will accept any decisions or recommendations made by the test supervisor regarding unacceptable behavior of examinees.**

## Preparing for and Taking the Test

No single school, textbook, or method of study is best to help prepare a person for the tests, since they are not based on a specific course of instruction. The tests are designed to measure a person's proficiency in English. Strong language proficiency can be achieved only after a relatively long period of study and practice. An attempt to study English for the first time shortly before taking the test will not be helpful.

On the day of the test you will read a set of general instructions. In addition to the general instructions, each section of the test has special directions, including sample

questions. These special directions are very similar to those given for the practice questions in this *Handbook* (see page 7). You should become familiar with the directions **before** you take the test.

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.

When you take the test, work rapidly but carefully. Do not spend too much time on any one question, but try to answer every one. Some questions are harder than others. Your score will be based on the number of questions you answer correctly. It is to your advantage to answer every question, even if you have to guess. If you think it would be helpful, you may take a watch to the place of testing.

You may not use note paper. **You may not write or make any marks in your test book or on your answer sheet.** You will receive credit only for answers marked in the proper places.

You will find it helpful to study the sample directions and practice questions on pages 7–17.

## How to Complete Your Answer Sheet

When you take the test, you will be given an answer sheet like the one shown on page 6.

**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 record sent to the institution administering the test.

Look at the sample answer sheet on page 6; 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 21 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

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.

S	A	I	T	O		T	O	M	I	K	O		C								
(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)
(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)
(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)
(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)
(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)
(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)
(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)
(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)
(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)
(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)
(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)
(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)
(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)
(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)
(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)
(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)
(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)
(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)
(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)
(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)
(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)
(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)
(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)
(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)
(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)
(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)

②

2. STUDENT NUMBER (if assigned)  
Start here

001235

(0)	(0)	(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)	(9)	(9)

③

3. DATE OF BIRTH

MO.	DAY	YEAR		
02	28	85		
(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)

④

4. NATIVE COUNTRY CODE

300

(0)	(0)	(0)
(1)	(1)	(1)
(2)	(2)	(2)
(3)	(3)	(3)
(4)	(4)	(4)
(5)	(5)	(5)
(6)	(6)	(6)
(7)	(7)	(7)
(8)	(8)	(8)
(9)	(9)	(9)

⑤

5. NATIVE LANGUAGE CODE

331

(0)	(0)	(0)
(1)	(1)	(1)
(2)	(2)	(2)
(3)	(3)	(3)
(4)	(4)	(4)
(5)	(5)	(5)
(6)	(6)	(6)
(7)	(7)	(7)
(8)	(8)	(8)
(9)	(9)	(9)

- 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 6. BE SURE TO USE YOUR ADMISSION FORM WHEN YOU FILL IN THE IDENTIFYING INFORMATION. Your admission form contains all the information you will need except for areas 6–12. Be sure to take the form to the testing room on the test date.

**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 scoring by hand 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 (#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 show you the correct way and wrong ways to mark your answer sheet. Be sure to fill in the circles the correct way.

<b>CORRECT</b>	<b>WRONG</b>	<b>WRONG</b>	<b>WRONG</b>	<b>WRONG</b>
(A) (B) ● (D)	(A) (B) ✓ (D)	(A) (B) ✗ (D)	(A) (B) ○ (D)	(A) (B) ● (D)





## 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](http://www.ets.org/toefl).

Read the questions carefully, and mark your answers in the spaces provided on page 17. The answer key is on page 21, but you should not look at it until you have tried to answer all the questions.

### 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) (B) (C) ●

- (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:

● (B) (C) (D)

(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**

(narrator) What is the main purpose of the program? (A) (B) (C) (D)

**In your test book, you will read:**

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

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

**Here is another example. Sample Answer**

**You will hear:** (A) (B) (C) (D)

(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

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).

#### Sample Answer

(A)  (B)  (C)  (D)

#### Example II

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.

#### Sample Answer

(A)  (B)  (C)  (D)

### 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



## 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

What is the main idea of the passage? (A) (B) (C) (D)

- (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

In line 7, the phrase “this tradition” refers to (A) (B) (C) (D)

- (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-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. 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 and most expensive construction project ever undertaken by private industry. In fact, no single business could raise that much money, so 8 major oil companies formed a consortium in order to share the costs. Each company controlled oil rights to particular shares of land in the oil fields and paid into the pipeline-construction fund according to the size of its holdings. Today, despite enormous problems of climate, supply shortages, equipment breakdowns, labor disagreements, treacherous 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:** (A) ● (C) (D)

**(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:** (A) ● (C) (D)

**(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**

(narrator) *What is the main topic of the talk?*      (A) ● (C) (D)

**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**

**On the recording, you will hear:**      ● (B) (C) (D)

(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**

**On the recording, you will hear:**      (A) (B) ● (D)

(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**

Mt. Hood \_\_\_\_\_ in the state of Oregon.

(A) (B) (C) (D)

- (A) although  
(B) and  
(C) is  
(D) which

The correct choice is (C).

### PRACTICE QUESTIONS

- \_\_\_\_\_ most important event in San Francisco's history was the disastrous earthquake and fire of 1906.  
(A) The  
(B) It was the  
(C) That the  
(D) There was a
- 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**

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

● (B) (C) (D)

The correct answer is (A).

### PRACTICE QUESTIONS

6. How many people know that the Brooklyn Bridge,  
A  
B built in 1883, were the world's first suspension bridge?  
C D
7. Anna Maxwell's gift for organization was exemplified  
A B C  
by her service while the Spanish-American War  
D  
in 1898.

8. When a severe ankle injury forced herself to give up  
A B C  
reporting in 1926, Margaret Mitchell began writing  
D  
her novel, *Gone with the Wind*.
9. Anne Elizabeth McDowell is best remembered for  
A B  
a weekly journal, *Woman's Advocate*, who she  
C D  
launched in January 1855.
10. A ray of light passing through the center of a thin lens  
A B  
keep its original direction.  
C D

## Section 3—Vocabulary and Reading Comprehension

### Vocabulary

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

**Look at the following example.**

**Sample Answer**

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

(A) ● (C) (D)

- (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. Dotted 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. Examinees 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.

**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) (B) (C) (D)

- (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 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 6  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 2 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 7  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 3 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 8  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 4 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 9  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 5 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 10 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

#### Structure and Written Expression

- |   |                         |                         |                         |                         |    |                         |                         |                         |                         |
|---|-------------------------|-------------------------|-------------------------|-------------------------|----|-------------------------|-------------------------|-------------------------|-------------------------|
| 1 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 6  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 2 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 7  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 3 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 8  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 4 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 9  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 5 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 10 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

#### Reading Comprehension

- |   |                         |                         |                         |                         |    |                         |                         |                         |                         |
|---|-------------------------|-------------------------|-------------------------|-------------------------|----|-------------------------|-------------------------|-------------------------|-------------------------|
| 1 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 6  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 2 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 7  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 3 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 8  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 4 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 9  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 5 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 10 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

### ANSWER SPACES FOR PRACTICE QUESTIONS—LEVEL 2

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

#### Listening Comprehension

- |   |                         |                         |                         |                         |    |                         |                         |                         |                         |
|---|-------------------------|-------------------------|-------------------------|-------------------------|----|-------------------------|-------------------------|-------------------------|-------------------------|
| 1 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 6  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 2 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 7  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 3 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 8  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 4 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 9  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 5 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 10 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

#### Structure and Written Expression

- |   |                         |                         |                         |                         |    |                         |                         |                         |                         |
|---|-------------------------|-------------------------|-------------------------|-------------------------|----|-------------------------|-------------------------|-------------------------|-------------------------|
| 1 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 6  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 2 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 7  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 3 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 8  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 4 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 9  | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 5 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 10 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

#### Vocabulary and Reading Comprehension

- |   |                         |                         |                         |                         |   |                         |                         |                         |                         |
|---|-------------------------|-------------------------|-------------------------|-------------------------|---|-------------------------|-------------------------|-------------------------|-------------------------|
| 1 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 5 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 2 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 6 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 3 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 7 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 4 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | 8 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |



## Score Records

The institution at which you took the test will receive your scores on a list containing the names and scores of everyone who took the test at the institution at the same time you did. The institution will also receive a copy of each examinee's score record and is responsible for giving you your personal copy of your score record.

Scores obtained from an ITP test will not be reported by ETS to other institutions. If you wish to have TOEFL scores reported to an institution other than the one at which you took the test, you must take the TOEFL Internet-based Test (TOEFL iBT) or the TOEFL Paper-based Test. Information about these tests may be obtained from the TOEFL office at the address given on the inside front cover of this *Handbook* or on the TOEFL website at [www.ets.org/toefl](http://www.ets.org/toefl). **ITP scores are NOT to be used for admissions purposes.**

An 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 examinee.

### Examinee Requests for Cancellation of Scores

If you wish to cancel your scores, you must tell the test supervisor immediately after you have taken 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 an examinee's answer sheet if the examinee did not follow instructions or if the supervisor suspects that the examinee cheated. No scores will be reported for the examinee.

### Score Cancellation by the ITP Office

Following the test administration, the ITP office reserves the right to cancel scores if there is any reason to question their validity. No scores will be reported for those examinees.

## 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. 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.

Level 1 and Level 2 scores are comparable in the 310 to 500 range. Level 2 does not report scores above 500; Level 1 does not report scores below 310.

The scaled score for each section is simply an indication of the examinee's performance on that section. It is neither the number nor the percentage of questions he or she 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	
<b>Example:</b>	48	+ 56	+ 52	= 156
	(156 × 10) ÷ 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 ITP tests, the standard error of measurement of the total score is approximately 14 scaled score points. This means that if an examinee'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 (graduate or undergraduate). In general, a total score of 600 or above is considered excellent and a score below 400 inadequate. However, an acceptable score depends entirely on the requirements of the institution. There is no specific passing or failing score set by ETS for the ITP tests.

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

## Interpreting Your Level 1 Scores

The table below provides information about candidates who took the TOEFL test in 2009. Please note that because ITP uses older forms of the TOEFL test and is administered separately from the TOEFL test, scores on the ITP tests cannot be represented as official TOEFL scores. The table is for your general guidance only.

To illustrate the use of the table, let us assume that your total score is 520. Your section scores are 39 on Section 1 (Listening Comprehension), 45 on Section 2 (Structure and Written Expression), and 43 on Section 3 (Reading Comprehension).

First, look at the area in the table labeled “Total Score.” Then, find the score 520. In the “Percentile Rank” column next to 520 is the number 43. This number means that you achieved a higher score on the total test than approximately 43 percent of all people who took the test in 2009.

LEVEL 1 SCORE DISTRIBUTION*				
Section 1: Listening Comprehension	Section 2: Structure and Written Expression	Section 3: Reading Comprehension	Total Score	Percentile Rank
99	96			
97	95	99	<b>660</b>	99
93	90	96	<b>640</b>	96
87	86	91	<b>620</b>	91
79	80	85	<b>600</b>	85
71	71	77	<b>580</b>	77
61	63	67	<b>560</b>	67
50	54	55	<b>540</b>	55
39	45	43	<b>520</b>	43
28	34	33	<b>500</b>	32
19	26	23	<b>480</b>	22
11	19	16	<b>460</b>	14
6	12	11	<b>440</b>	8
3	8	7	<b>420</b>	5
2	5	4	<b>400</b>	2
1	2	3	<b>380</b>	1
1	1	2	<b>360</b>	
	1	1	<b>340</b>	
		1	<b>320</b>	

\*Based on scores from examinees who took the paper-based test from January 2009 through December 2009. Please note that the 2009 population is not representative of the typical TOEFL PBT population before 2005. In 2009, the native countries of the largest number of examinees were, in alphabetical order, China, Ethiopia, France, Korea, Thailand and Turkey.

## Interpreting Your Level 2 Scores

The Level 2 test measures the English-language ability of nonnative speakers at the low and intermediate proficiency levels. Each test form consists of 95 questions, about two thirds the number of questions in a full-length test. Because the questions selected for the Level 2 test are appropriate for entry-level students in English-language courses, the ability of such students can probably be more efficiently assessed

with this version than with the Level 1 test. Level 2 scores are reported on a restricted scale: 20-50 for each section and 200-500 for the total test.

The Level 2 Score Comparison Table below will help you interpret your section and total scores. You will be able to tell how well you did in comparison with the examinees who took the test from December 1999 through November 2005.

LEVEL 2 SCORE DISTRIBUTION*							
TOTAL SCORE		SECTION SCORES					
		Section 1		Section 2		Section 3	
Scale Score	Percentile Rank	Scale Score	Percentile Rank	Scale Score	Percentile Rank	Scale Score	Percentile Rank
500	91	50	79	50	86	50	86
480	69	48	51	48	69	48	67
460	56	46	41	46	62	46	59
440	45	44	33	44	53	44	51
420	35	42	25	42	45	42	43
400	27	40	17	40	36	40	34
380	20	38	10	38	27	38	26
360	13	36	5	36	20	36	19
340	8	34	2	34	14	34	13
320	2	32	1	32	8	32	7
300	1	30		30	5	30	2
280		28		28	2	28	1
260		26		26	1	26	

\* Based on the scores of 4,914 examinees who took the test from December 1999 through November 2005.

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 write to the following address immediately after taking the test:

TOEFL Test Question Inquiries  
 42-N-208  
 ETS  
 Rosedale Road  
 Princeton, NJ 08541-0001  
 USA  
 Fax: 1-609-683-2600

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 administrator, write to the ITP Program Office 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. Write to ITP Program Office, PO Box 6156, Princeton, NJ 08541-6156, USA.

## 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
	09	04	85
- E. In the area marked NATIVE COUNTRY CODE, copy the code number of your native country from the list on page 22. 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 22. 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		

## REGION AND NATIVE COUNTRY CODES

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

**Use 999 for any country/region not listed.**

## NATIVE LANGUAGE CODES

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

**Use 999 for any language not listed.**







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