

TOEFL® Primary™ Practice Tests

Reading and Listening

STEP 1

NOTES TO THE USER

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

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

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

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

http://www.ets.org/toefl_primary/practice_test_step_1.

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ABOUT THE *TOEFL*® *PRIMARY*™ TESTS

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

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

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

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

These practice tests will help students know what to expect when they take the *TOEFL*® *Primary*™ Reading and Listening–Step 1 tests. Students will become familiar with the types of questions and how to mark the answer sheet. Students will not receive scores based on their performance on the practice tests.

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



WHAT IS IN THE TESTS?

The *TOEFL® Primary™* Reading and Listening–Step 1 tests are paper-and-pencil tests of reading and listening proficiencies and are designed for young students at the beginning stages of learning English. The Reading test has 39 questions, including example questions. The Listening test has 41 questions, including example questions. The total testing time for both tests together is about 1 hour.

READING TEST

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

- recognize simple words.
- understand simple sentences.
- understand 2–4 simple sentences about a topic.
- find information in menus, schedules, and posters.
- understand a paragraph of about 150 words on an everyday topic.
- locate and connect information within a sentence or in a paragraph.

The Reading test contains 3 different question types:

■ Match picture to words

Students see a picture and 3 written options. Students select the option that matches the picture.

■ Sentence clues

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

■ Reading sets

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



LISTENING TEST

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

- recognize simple words.
- understand simple directions heard at home and at school.
- comprehend commonly used expressions and phrases.
- identify details in short social conversations.
- understand the purpose of messages and announcements of about 50 words.

The Listening test contains 5 different question types:

■ Listen and match to a picture

Students see 3 pictures and listen to a sentence. Students select the picture that matches the sentence they heard.

■ Listen to directions

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

■ Basic conversations

Students hear 3 versions of a 2-turn conversation. Two versions do not make sense, and one does. Students select the version that makes sense.

■ Details in conversation

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

■ Messages

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



PREPARING FOR THE TOEFL® PRIMARY™ TESTS

TAKING THE READING AND LISTENING—STEP 1 PRACTICE TESTS

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

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

Here are more guidelines for using the practice tests:

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



ANSWER SHEET

COMPLETING YOUR ANSWER SHEET

When marking answers on the answer sheet, students must:

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

Taking the practice tests:

- Remove the Reading and Listening answer sheet from this book (page vii).
- Leave this book open to page 5. Place the book and the answer sheet in front of you.
- Set your timer for 30 minutes and begin the Reading test.
- You have 30 minutes to finish the Reading test.
- After 30 minutes, stop working on the Reading test.
- The audio files for the Listening practice test can be accessed from the following website:
http://www.ets.org/toefl_primary/practice_test_step_1. Students will play the audio file from a computer.
The test narrator will tell them what to do.
- Turn to page 38 in this book to review your answers. You can find the scripts for the Listening items on page 39.
- If you did not have time to answer all of the Reading questions, go back and try to answer those questions.



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Reading

1.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
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3.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
4.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
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6.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
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9.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
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11.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
12.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
13.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

14.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
15.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
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18.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
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22.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
23.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
24.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
25.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
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27.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
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29.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
30.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
31.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
32.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
33.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
34.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
35.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
36.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
37.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
38.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
39.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

Listening

1.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
2.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
3.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
4.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
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6.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
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12.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
13.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
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15.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
16.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
17.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
18.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
19.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
20.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
21.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
22.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
23.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
24.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
25.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
26.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
27.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
28.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

29.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
30.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
31.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
32.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
33.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
34.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
35.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
36.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
37.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
38.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
39.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
40.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
41.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

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Reading

Part 1

Look at the picture. Read the words. Which words go with the picture?

Fill in the correct circles on your answer sheet.

Let's do two example questions.

1.

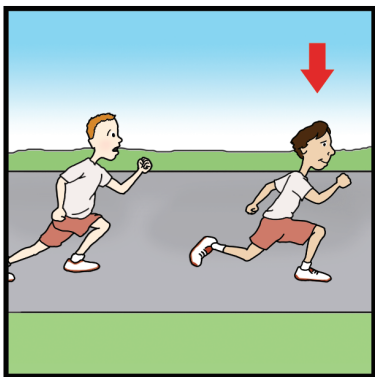


- (A) The boy is drawing a picture.
- (B) The boy is taking a photo.
- (C) The boy is talking on the phone.

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

2.

What does the arrow show?



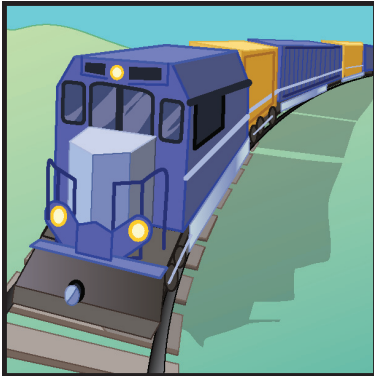
The boy with the arrow is ahead of the other boy.

- (A) Ahead
- (B) Beside
- (C) Under

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

Reading

3.



- (A) Train
- (B) Taxi
- (C) Bus

4.



- (A) Coat
- (B) Dress
- (C) Hat

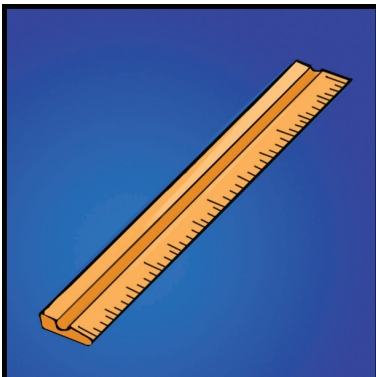
Reading

5.



- (A) Bird
- (B) Butterfly
- (C) Bee

6.



- (A) Pencil
- (B) Eraser
- (C) Ruler

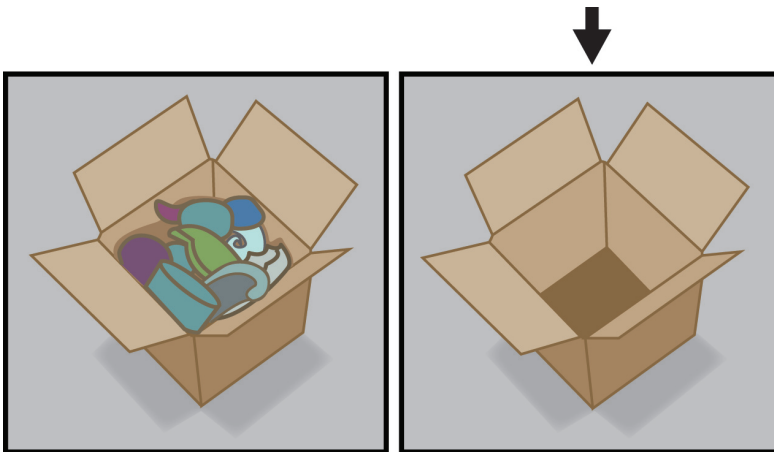
Reading

7.



- (A) Long
- (B) Proud
- (C) Loud

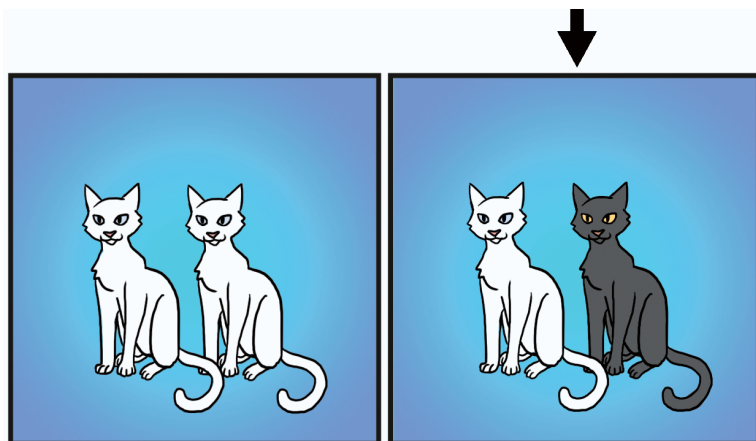
8.



- (A) Empty
- (B) A lot
- (C) Enough

Reading

9.



- (A) Same
- (B) Alone
- (C) Different

10.



- (A) She is reading from a book.
- (B) She is sitting at a desk.
- (C) She is writing on a board.

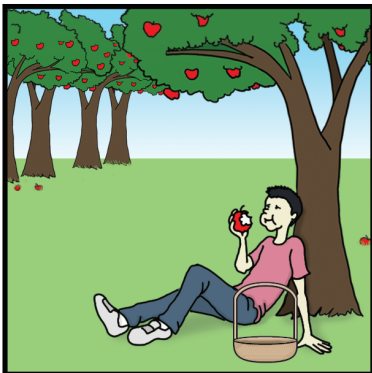
Reading

11.



- (A) The girl is talking to someone.
- (B) The girl is writing a letter.
- (C) The girl is wearing a hat.

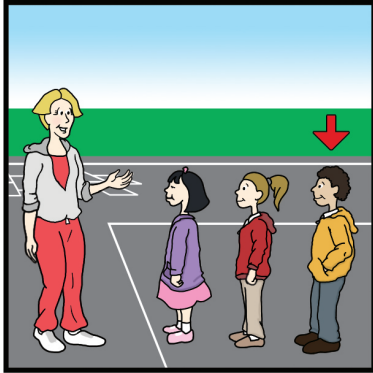
12.



- (A) He is carrying a basket of apples.
- (B) He is picking some apples from a tree.
- (C) He is eating an apple under a tree.

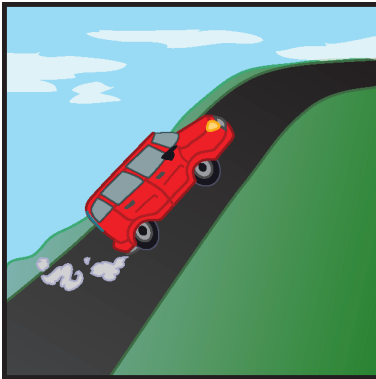
Reading

13.



- (A) The boy is last in line.
- (B) The boy is waiting in front of the school.
- (C) The boy is talking to a friend.

14.



- (A) The car is going up a hill.
- (B) The car is at the top of a hill.
- (C) The car is going down a hill.

Reading

15.



- (A) They baked a cake.
- (B) They put the ice cream in a bowl.
- (C) They ate dessert.

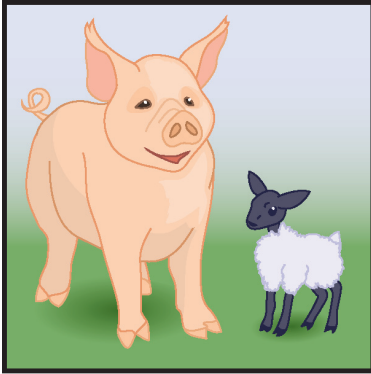
16.



- (A) They are crossing the road.
- (B) They are jumping over something.
- (C) They are finishing a race.

Reading

17.



- (A) The pig is larger than the sheep.
- (B) The pig is lighter than the sheep.
- (C) The sheep is larger than the pig.



Reading

Part 2

Read and find the answer.

Fill in the correct circles on your answer sheet.

Let's do an example.

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

What is it?

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

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

19. People work here. They can grow corn and other vegetables here. Sometimes, pigs, cows, and goats live here.

Where is it?

- (A) A zoo
- (B) A farm
- (C) A market

20. This takes you from one place to another. You need a ticket to ride this. This travels on land.

What is it?

- (A) An airplane
- (B) A train
- (C) A car

Reading

21. You and a friend are running. You want to catch up to your friend. You are chasing your friend.

You are _____ your friend.

- (A) above
- (B) beside
- (C) behind

22. You use it when you send a letter to someone. It is made of paper. You write a street address on it.

What is it?

- (A) A notebook
- (B) A pen
- (C) An envelope

23. You do this when you take books to school. You do this with a small child who cannot walk. You do this with a bag that does not have wheels.

You _____ them.

- (A) open
- (B) carry
- (C) pack

Reading



24. You are holding a glass. You drop it on the floor. Now it is in many small pieces.

It is _____.

- (A) far
- (B) heavy
- (C) broken

25. You grew carrots in your garden. Now you are ready to eat them. You pull them out of the ground. Before you eat the carrots, you first have to wash them.

The carrots are _____.

- (A) dirty
- (B) heavy
- (C) old

Part 3

Fill in the correct circles on your answer sheet.

Read the sign. Answer questions 26 to 29.

Carol, Evan, Gary, Ana, and Luis go to the library. They read this sign at the library.

Guide to the Library

Book check out – ground floor

New library cards for checking
out books – 1st floor

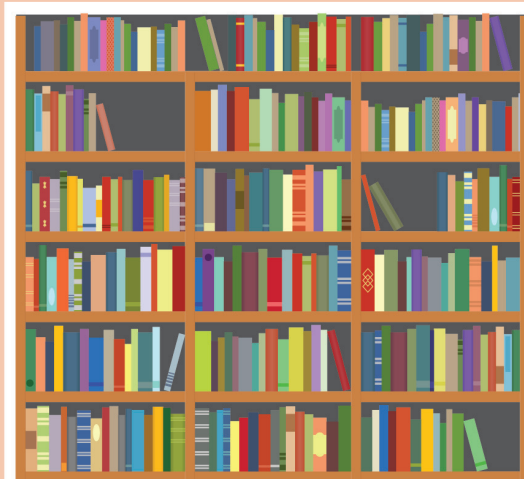
Newspapers and magazines – 1st floor

Travel books – 2nd floor

Science books – 3rd floor

History books – 4th floor

Story books – 5th floor



Reading



26. Evan likes to learn about famous people from the past. He goes to the ____.

- (A) 1st floor
- (B) 4th floor
- (C) 5th floor

27. Carol has a library card and wants to check out a book. She goes to the ____.

- (A) ground floor
- (B) 1st floor
- (C) 2nd floor

28. Ana plans to visit a country far away. She needs a book from the ____.

- (A) 2nd floor
- (B) 3rd floor
- (C) 5th floor

29. Gary wants to read about frogs. He goes to the ____.

- (A) 1st floor
- (B) 2nd floor
- (C) 3rd floor

Reading

Read about how the children help at home. Answer questions 30 to 33.

	Monday	Wednesday	Friday
Empty the trash	Veronika	Asher	Byron
Wash the dishes	Asher	Byron	Veronika
Clean bedroom	Byron	Veronika	Asher

30. What does Asher do on Wednesday?

- (A) Empty the trash
- (B) Wash the dishes
- (C) Clean his bedroom

31. When does Veronika clean her bedroom?

- (A) Monday
- (B) Wednesday
- (C) Friday

32. Who empties the trash on Friday?

- (A) Asher
- (B) Veronika
- (C) Byron

33. When does Asher wash the dishes?

- (A) Monday
- (B) Wednesday
- (C) Friday

Reading

Read the letter. Answer questions 34 and 35.

Dear Mr. Clark,

This is Erica, your student from last year's class. Since today is Teachers Day, I just wanted to thank you for being such a great teacher. I really learned a lot in your class last year, and I wish that you could teach me again this year.

I go to a different school now because my family moved to another city. My brother and I both like our new school, but we have a lot of homework. My favorite classes are music and math. I also joined a basketball club after school, and it is a lot of fun. It is fun playing on a sports team. I miss my old school, though, and hope you are well.

Sincerely,

Erica

34. Why does Erica write to Mr. Clark?

- (A) To thank him for being a good teacher
- (B) To ask him about her old school
- (C) To get some help with class homework

35. What does Erica say about her new school?

- (A) It has a music club.
- (B) It has many sports teams.
- (C) It is also her brother's school.

Reading

Read the email. Answer questions 36 and 37.

To: Nadia
From: Omar
Subject: Hi!

How do you like being in college? Mom and Dad miss you, and so do I! You will not believe what happened last week. In my science class, we are learning about animals. I asked Mom for a pet, and she got me a turtle. It is green, and I use both hands to hold it. I keep it in a box with water and leaves. I told my teacher about the turtle. She asked me to take some pictures and tell the class about my new pet. It was exciting! You will see my new pet when you come home again.

See you soon,
Omar

36. Why does Omar write to Nadia?

- (A) To tell her about his new pet
- (B) To teach her about caring for a pet
- (C) To ask her if she wants a pet

37. What is probably true about Nadia?

- (A) She enjoys taking care of turtles.
- (B) She is in Omar's science class.
- (C) She is Omar's sister.

Reading

Read the letter. Answer questions 38 and 39.

Dear Yun,

I was so happy to read your letter. I like having a pen pal in China because I'm learning so many new things! Thank you for sending me a photo of your family. Can you tell me more about them? What kinds of things do you like to do together? I like to cook with my family. We like to cook many different kinds of foods. One time, we cooked Chinese food! I am adding something special to my letter. On the back of the letter, I wrote a recipe that will teach you how to cook my favorite meal, pasta with a meat sauce. I hope you like it.

I can't wait to read your next letter!

Sincerely,

Chloe

38. What does Chloe want to learn more about?

- (A) Yun's family
- (B) Yun's country
- (C) Chinese food

39. What is Chloe sending Yun?

- (A) A photo
- (B) A recipe
- (C) A pen



You finished the reading test.



Listening

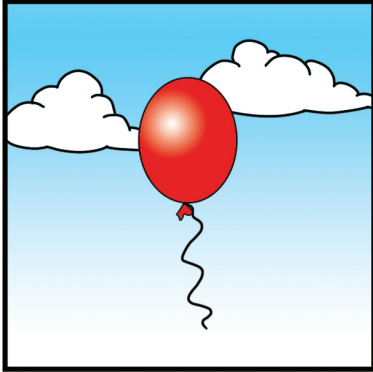
Part 1

Listen to the words. Look at the pictures.

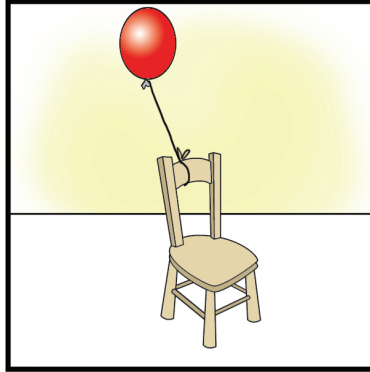
Fill in the correct circles on your answer sheet.

Let's do an example.

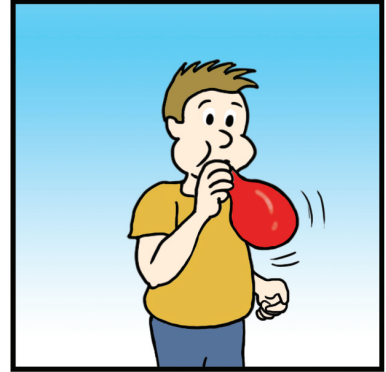
1.



(A)



(B)

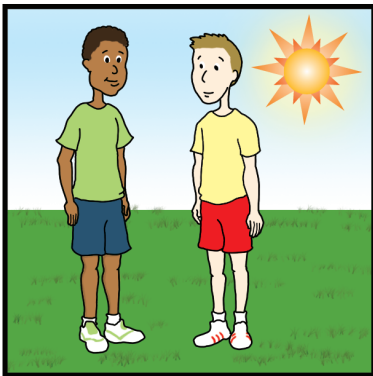


(C)

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

Now, you do it.

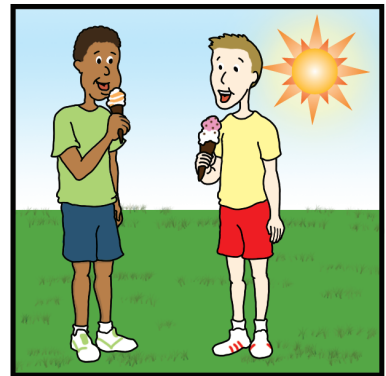
2.



(A)



(B)

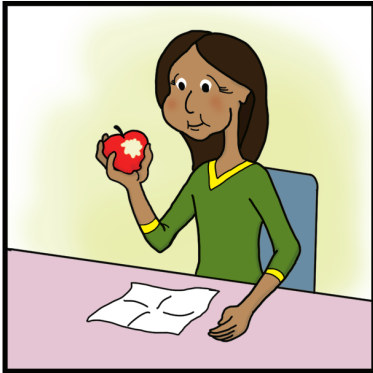


(C)



Listening

3.



(A)



(B)

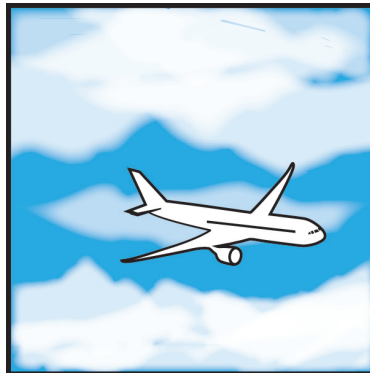


(C)

4.



(A)

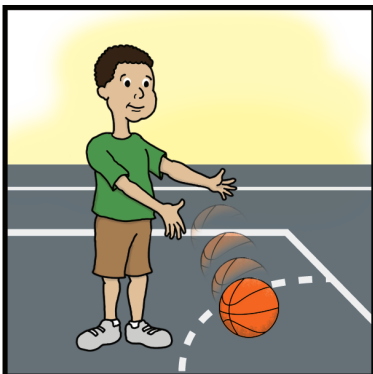


(B)

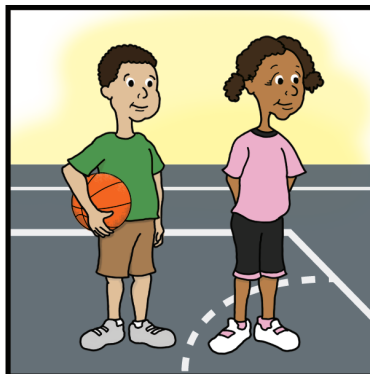


(C)

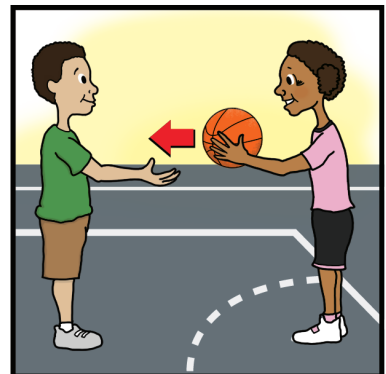
5.



(A)



(B)



(C)

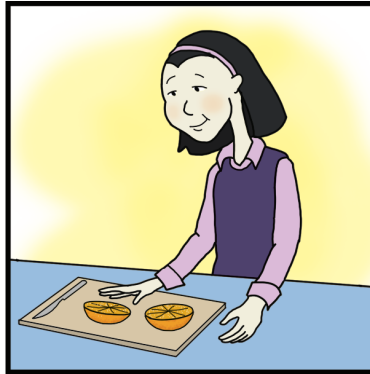


Listening

6.



(A)

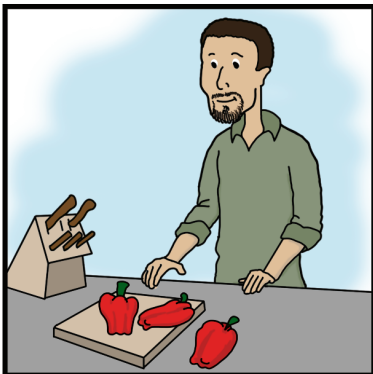


(B)



(C)

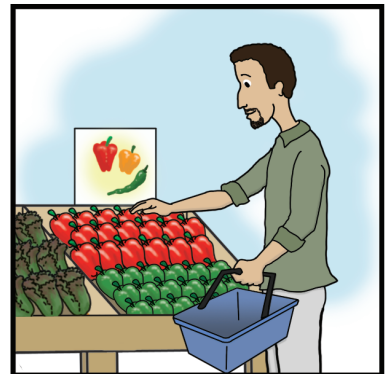
7.



(A)



(B)

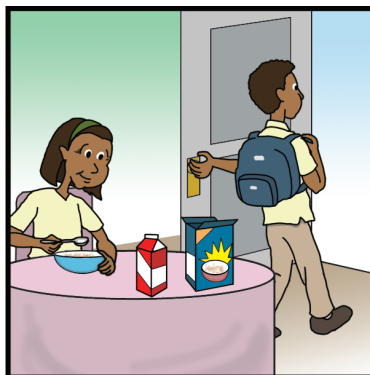


(C)

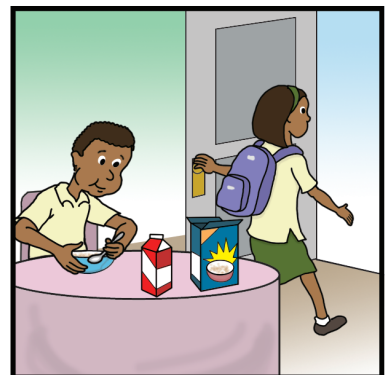
8.



(A)



(B)



(C)





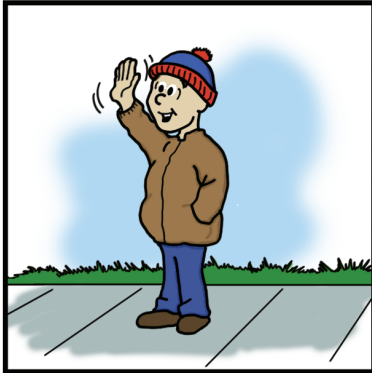
Listening

Part 2

Fill in the correct circles on your answer sheet.

Let's do an example.

9.



(A)



(B)

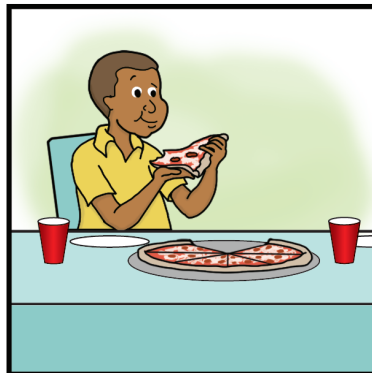


(C)

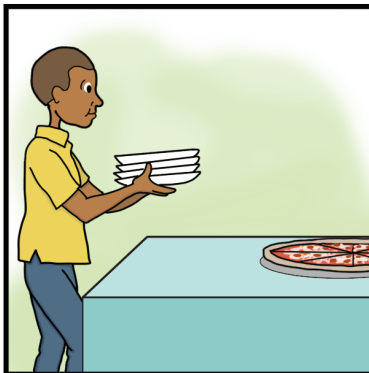
The answer is "B." Fill in "B" on your answer sheet.

Now, you do it.

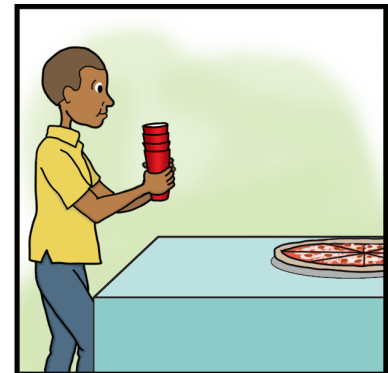
10.



(A)



(B)

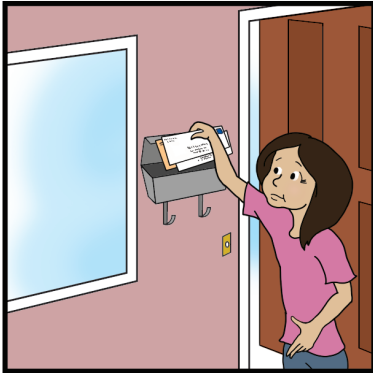


(C)



Listening

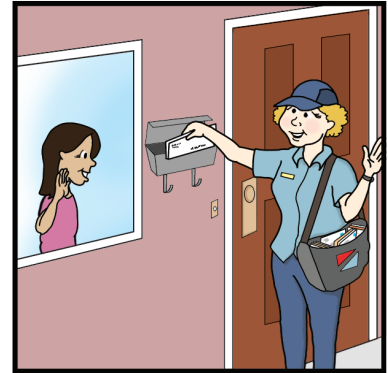
11.



(A)

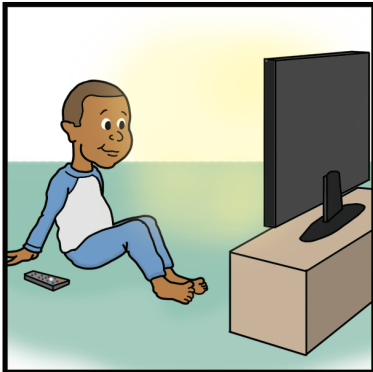


(B)



(C)

12.



(A)



(B)

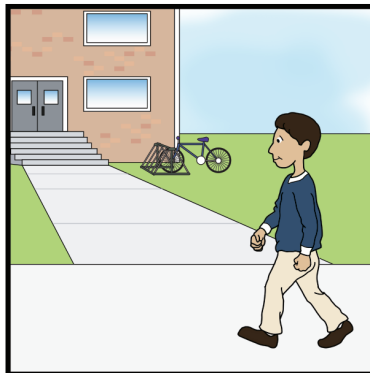


(C)

13.



(A)



(B)



(C)

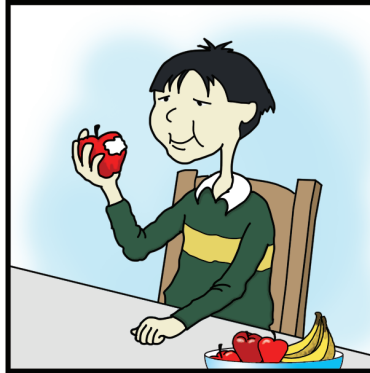


Listening

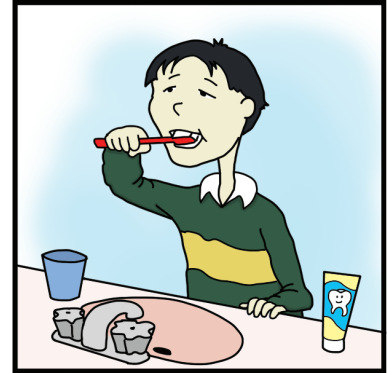
14.



(A)



(B)

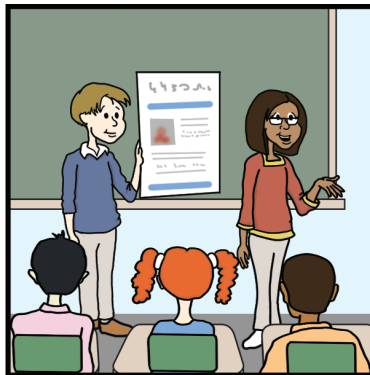


(C)

15.



(A)



(B)



(C)

16.



(A)



(B)

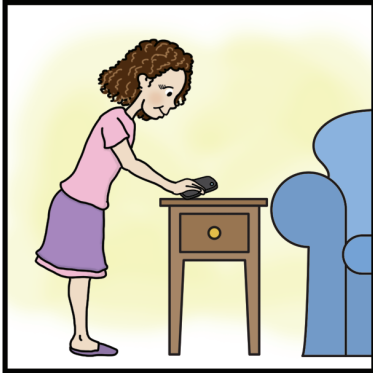


(C)

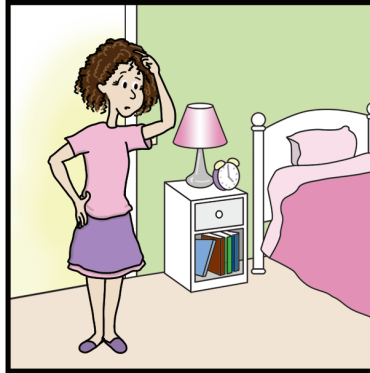


Listening

17.



(A)



(B)



(C)



Listening

Part 3

Fill in the correct circles on your answer sheet.

Look at your answer sheet. Listen to a conversation. Which conversation sounds correct?

Let's do an example.

18.

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

Now, you do it.

Look at your answer sheet.

19.

20.

21.

22.

23.

24.

25.

26.

27.



Listening





Listening

Part 4

Listen to a conversation and answer the question.

Fill in the correct circle on your answer sheet.

Let's do an example.

28. When is the girl's party?

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

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

Now, you do it.

29. What does the girl give the boy?

- (A) A blue pen
- (B) A pencil
- (C) A red pen

30. What is the boy trying to do?

- (A) Eat breakfast
- (B) Clean his room
- (C) Find his math book

31. What do the friends want to do?

- (A) Go to sleep
- (B) Play a sport
- (C) Drink some juice



Listening

32. What is the girl's homework?

- (A) Read a chapter in her book
- (B) Answer some questions
- (C) Finish a project

33. What does the teacher tell the boy to do?

- (A) Go to school early
- (B) Help her with an experiment
- (C) Come to a study group

34. What will the boy do next weekend?

- (A) See a new movie
- (B) Go out to dinner
- (C) Help his grandmother



Listening

Part 5

Listen and answer the question.

Fill in the correct circle on your answer sheet.

Let's do an example.

35. What did Mike call about?

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

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

Now, you do it.

36. Why did the teacher call?

- (A) To ask a question
- (B) To tell some news
- (C) To explain the homework

37. Why did Louis' grandmother call?

- (A) To invite Louis to lunch
- (B) To speak with Louis' mother
- (C) To ask Louis what kind of cake he wants

38. Why did Abby's mom call?

- (A) To tell her she will be home late
- (B) To tell her to finish her homework early
- (C) To ask for help making dinner



Listening

39. Why did Ryan call?

- (A) To talk about his new clothes
- (B) To ask what to wear on a class trip
- (C) To invite Michael to the museum

40. Why did Ms. Brown call?

- (A) To remind Sylvia about a class project
- (B) To ask Sylvia to return a book
- (C) To give directions to the library

41. Why did Wei-Wei call?

- (A) To tell Lana about her trip to a different country
- (B) To invite Lana to join a group for history class
- (C) To ask Lana about the maps on the history homework



You finished the listening test.

REVIEW MATERIALS

ANSWER KEY

- Use the answer key below to determine which questions you answered correctly and incorrectly.
- For the Listening test, replay the audio while reading the script located on pages 39–55 to help you recognize words you may not have understood correctly.

Practice Test–Answer Key							
Reading Test			Listening Test				
1	B	22	C	1	A	22	B
2	A	23	B	2	B	23	A
3	A	24	C	3	A	24	C
4	A	25	A	4	B	25	B
5	C	26	B	5	B	26	A
6	C	27	A	6	A	27	C
7	C	28	A	7	B	28	C
8	A	29	C	8	C	29	B
9	C	30	A	9	B	30	C
10	C	31	B	10	B	31	C
11	C	32	C	11	A	32	B
12	C	33	A	12	C	33	C
13	A	34	A	13	C	34	C
14	A	35	C	14	B	35	B
15	A	36	A	15	B	36	B
16	C	37	C	16	C	37	A
17	A	38	A	17	A	38	B
18	B	39	B	18	C	39	B
19	B			19	B	40	B
20	B			20	A	41	C
21	C			21	C		



LISTENING TEST SCRIPT

1. **(Man):** The balloon is in the sky.
2. **(Woman):** The children are cold.
3. **(Man):** The girl is eating fruit.
4. **(Woman):** The airplane is flying through the clouds.
5. **(Man):** He is holding the ball.
6. **(Woman):** The girl is measuring some juice.
7. **(Man):** The man did not find any red peppers.
8. **(Woman):** The girl is leaving the house earlier than her brother.
9. **(Narrator):** Listen to a teacher.
(Man): In a minute we are going outside. Please put on your coats and hats because it is cold outside.
10. **(Narrator):** Listen to a father.
(Man): Bobby, the pizza is ready to eat. Can you get some plates and bring them to the table, please?
I'll get the cups and forks.
(Narrator): What did the father tell his son to do?



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

(Woman): Graciella, please go outside and get the mail. I'm expecting a letter from your aunt. I saw the mail carrier walk by a little while ago, so I know the mail is in the mailbox.

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

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

(Woman): John, it's getting late. You already watched your favorite television show. It's time to turn off the television and go to sleep.

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

13. **(Narrator):** Listen to a father talking to his son.

(Man): Marco, your lunch is on the table. Please put it in your bag before you go to school today. You don't want to forget your lunch again.

(Narrator): What did the father tell his son to do?

14. **(Narrator):** Listen to a dentist.

(Woman): Brushing your teeth is very healthy, but your mom told me that you love to eat cookies and candy. Too much sugar hurts your teeth. So the next time you want a cookie, eat some fruit instead.

(Narrator): What did the dentist tell the boy to do?

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

(Man): Now that you have finished your projects, you will share them with the class. Would the first group please come up to the front of the classroom and show us what you have learned?

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



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

(Woman): Our plants look very healthy. Measure how tall they are. I think the plants are growing quickly.

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

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

(Woman): Sonia, I need my phone but I forgot it in the living room. Can you please go there and get it for me? I left it on the small side table next to the sofa. Thank you!

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

18. **(Narrator):** A

(Boy): Hello. My name is Dan.

(Girl): We'll do that today.

(Narrator): B

(Boy): Hello. My name is Dan.

(Girl): Yes, really.

(Narrator): C

(Boy): Hello. My name is Dan.

(Girl): It's nice to meet you.



19. (Narrator): Listen to a girl talking to her father.

(Narrator): A

(Girl): Look at this old picture, Dad. Who is this?

(Man): It's mine.

(Narrator): B

(Girl): Look at this old picture, Dad. Who is this?

(Man): It's your sister.

(Narrator): C

(Girl): Look at this old picture, Dad. Who is this?

(Man): It's my school.

20. (Narrator): A

(Girl): How old is she in this picture?

(Man): She's eight years old.

(Narrator): B

(Girl): How old is she in this picture?

(Man): She's coming soon.

(Narrator): C

(Girl): How old is she in this picture?

(Man): She's in the car.



21. (Narrator): A

(Girl): Did she play sports at school?

(Man): Yes, she will.

(Narrator): B

(Girl): Did she play sports at school?

(Man): No, it won't.

(Narrator): C

(Girl): Did she play sports at school?

(Man): Yes, she did.

22. (Narrator): Listen to a teacher talking to a student.

(Narrator): A

(Man): Can you please give the history books to your classmates?

(Girl): Yes, I have mine.

(Narrator): B

(Man): Can you please give the history books to your classmates?

(Girl): Sure, I'll do it right away.

(Narrator): C

(Man): Can you please give the history books to your classmates?

(Girl): I already went to the library.



23. (Narrator): A

(Man): Does everyone have a book now?

(Girl): I'm sharing one with Mina.

(Narrator): B

(Man): Does everyone have a book now?

(Girl): On the top shelf.

(Narrator): C

(Man): Does everyone have a book now?

(Girl): I'm too busy.

24. (Narrator): A

(Man): Would you like to start reading now?

(Girl): I like riding my bike.

(Narrator): B

(Man): Would you like to start reading now?

(Girl): Every day of the week

(Narrator): C

(Man): Would you like to start reading now?

(Girl): Yes, on what page?



25. (Narrator): Listen to a girl in a market talking to a worker.

(Narrator): A

(Girl): Do you have any fresh cookies today?

(Man): No, I like eating cookies.

(Narrator): B

(Girl): Do you have any fresh cookies today?

(Man): Yes, I just made some.

(Narrator): C

(Girl): Do you have any fresh cookies today?

(Man): Yes, we are hungry.

26. (Narrator): A

(Girl): May I please have four cookies?

(Man): Sure, I'll put them in a bag.

(Narrator): B

(Girl): May I please have four cookies?

(Man): It's almost four o'clock.

(Narrator): C

(Girl): May I please have four cookies?

(Man): Yes, lots of chocolate.



27. (Narrator): A

(Girl): Wait, I want one more cookie for my brother.

(Man): I have two sisters.

(Narrator): B

(Girl): Wait, I want one more cookie for my brother.

(Man): Oh, my brother too!

(Narrator): C

(Girl): Wait, I want one more cookie for my brother.

(Man): OK, here you go!

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

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

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

(Woman) Will you have cake?

(Girl) Yes.

(Narrator): When is the girl's party? The choices are:

(A) Tonight

(B) Next week

(C) This weekend



29. (Narrator): Listen to a conversation between a boy and a girl. Listen for the answer to this question: What does the girl give the boy?

(Boy): Do you have a blue pen I could use?

(Girl): I have a red pen.

(Boy): Hmm, okay. Do you have a pencil, then?

(Girl): Sure! Here you go.

(Narrator): What does the girl give the boy?

Answer Choices:

(A) A blue pen

(B) A pencil

(C) A red pen



30. (Narrator): Listen to a conversation between a boy and his mother. Listen for the answer to this question:
What is the boy trying to do?

(Boy): Mom, did you see my math book?

(Woman): I think I saw it in your room. It was on your desk.

(Boy): I already looked there.

(Woman): Well, the last time you were looking for it, you found it under your bed. Did you look there?

(Boy): No, I'll go look there.

(Woman): OK, but you need to hurry. You need to eat breakfast before you go to school.

(Narrator): What is the boy trying to do?

Answer Choices:

(A) Eat breakfast

(B) Clean his room

(C) Find his math book



31. **(Narrator):** Listen to a conversation between two friends at a park. Listen for the answer to this question:
What do the friends want to do?
- (Girl):** Wow, that was a good game! We almost won!
- (Boy):** Yeah, I know. We tried really hard. Now I'm tired...and thirsty!
- (Girl):** Running around outside makes me thirsty, too. I think my mom just bought some orange juice. We should definitely have some when we get back to my house.
- (Boy):** That's a good idea! Orange juice is my favorite thing to drink after playing sports.
- (Narrator):** What do the friends want to do?

Answer Choices:

- (A) Go to sleep
- (B) Play a sport
- (C) Drink some juice



32. (Narrator): Listen to a conversation between a student and a teacher. Listen for the answer to this question:
What is the girl's homework?

(Girl): Hi, Ms. Williams. I have a question about our English homework.

(Woman): Sure, how can I help you?

(Girl): I can't remember what chapter to read for tomorrow's class. Is it Chapter 4 or Chapter 5?

(Woman): Actually, you don't have to read either of those chapters. You should answer the questions at the end of Chapter 3. Make sure you work hard on the questions because they will help you with the group project we are starting tomorrow.

(Narrator): What is the girl's homework?

Answer Choices:

(A) Read a chapter in her book

(B) Answer some questions

(C) Finish a project



33. (Narrator): Listen to a conversation between a student and a teacher. Listen for the answer to this question:
What does the teacher tell the boy to do?

(Boy): Hi Ms. Weber, this science lesson is pretty difficult for me. Can you help me?

(Woman): Of course! Some other students need help, too. They are coming to my classroom tomorrow after school to study together. Why don't you come too?

(Boy): Sure, I could really use the extra practice.

(Woman): Great, I'll see you tomorrow after school.

(Narrator): What does the teacher tell the boy to do?

Answer Choices:

(A) Go to school early

(B) Help her with an experiment

(C) Come to a study group



34. (Narrator): Listen to a conversation between a boy and a girl. Listen for the answer to this question: What will the boy do next weekend?

(Girl): Did you see that new movie last weekend?

(Boy): No, I went with my family to help my grandmother. She is putting up new pictures, fixing things in her kitchen, and even painting some rooms in her home. It's more fun when we all work together.

(Girl): Did you finish everything?

(Boy): No. We stopped at dinner time. We have to finish next weekend.

(Narrator): What will the boy do next weekend?

Answer Choices:

(A) See a new movie

(B) Go out to dinner

(C) Help his grandmother

35. (Narrator): Listen to a phone message.

(Boy): Hi, Laura. It's Mike. I forgot to ask you at school when the movie starts. Call me back when you come home from the library.

(Narrator): What did Mike call about? The choices are:

(A) Homework

(B) A movie

(C) A library book



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

(Woman): Hello, this is Matthew's teacher, Ms. Jones. I'm calling with some great news! Because of his hard work, Matthew won the science competition in school today. His project on the planets was very interesting and exciting for the whole class. We are very proud of him!

(Narrator): Why did the teacher call?

Answer Choices:

- (A) To ask a question
- (B) To tell some news
- (C) To explain the homework

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

(Woman): Hello, Louis, it's your grandmother. I'm calling to ask if you want to come over to my house for lunch on Saturday. After we eat, maybe we can make a cake together! I already spoke with your mom, and she said that she will bring you by. I hope to see you on Saturday!

(Narrator): Why did Louis' grandmother call?

Answer Choices:

- (A) To invite Louis to lunch
- (B) To speak with Louis' mother
- (C) To ask Louis what kind of cake he wants



38. (Narrator): Listen to the phone message.

(Woman): Hi Abby, it's Mom. Your grandfather is coming over for dinner tonight, so I want you to make sure your homework is finished before dinner. After dinner, your grandfather will want to stay and spend time with us, so you won't have extra time to do your homework.

(Narrator): Why did Abby's mom call?

Answer Choices:

- (A) To tell her she will be home late
- (B) To tell her to finish her homework early
- (C) To ask for help making dinner

39. (Narrator): Listen to the phone message.

(Boy): Hi Michael, it's Ryan. I'm calling to ask what we should wear for our class trip to the museum tomorrow. Do we need to wear our school uniforms or can we wear our own clothes, like jeans and T-shirts? I don't remember what Ms. Lopez said. Thanks for your help.

(Narrator): Why did Ryan call?

Answer Choices:

- (A) To talk about his new clothes
- (B) To ask what to wear on a class trip
- (C) To invite Michael to the museum



40. (Narrator): Listen to the phone message.

(Woman): Hi, Sylvia, it's Ms. Brown, the librarian. I wanted you to know that the science book you borrowed last week was due today, and you forgot to return it. Someone needs it for a class project. Please remember to bring it back tomorrow. Thank you!

(Narrator): Why did Ms. Brown call?

Answer Choices:

(A) To remind Sylvia about a class project

(B) To ask Sylvia to return a book

(C) To give directions to the library

41. (Narrator): Listen to the phone message.

(Girl): Hi Lana, it's Wei-Wei. I'm calling about our group homework for history class. I know that our group is drawing maps of different countries. But I forgot which maps you will draw, and which ones I need to draw. Can you let me know? Thanks!

(Narrator): Why did Wei-Wei call?

Answer Choices:

(A) To tell Lana about her trip to a different country

(B) To invite Lana to join a group for history class

(C) To ask Lana about the maps on the history homework



TAKING THE TOEFL® PRIMARY™ TESTS

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

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

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

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

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

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