

# Parent and Student Handbook

for the  
**TOEFL<sup>®</sup> Primary<sup>™</sup> Tests**

**TEACHER EDITION**





## CONTENTS

Test Overview .....	2
Test Purpose .....	2
Reading and Listening Tests Overview .....	2
Reading and Listening Tests: Step 1 and Step 2 .....	3
Before the Test .....	8
Test Administration .....	8
Student Information Needed to Complete the Answer Sheet .....	8
Instructions for Practice Answer Sheet and Example Questions .....	9
Background Information .....	10
Example Questions .....	13
Reading Question Types .....	13
Listening Question Types .....	16
Reading Example Questions .....	23
Listening Example Questions .....	25
Answer Key .....	29
Speaking Test Overview .....	32

## TEST OVERVIEW

### TEST PURPOSE

The purpose of the *TOEFL® Primary™* tests is to allow teachers and parents to learn about young students' developing English skills. Information on *TOEFL Primary* score reports allows teachers and parents to:

- Obtain accurate and reliable information about student abilities
- Measure student progress
- Identify students' strengths and weaknesses in English
- Plan future lessons to match student needs
- Place students in classes appropriate for their ability levels

The *TOEFL Primary* tests are designed for students as young as 8 years old who have been learning English for about a year or more though may be appropriate for other students as well. Decisions about the appropriateness of the tests should be based on the English-language proficiency of the students.

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.

There are 3 *TOEFL Primary* tests:

***TOEFL Primary Step 1***—A paper-and-pencil test of reading and listening proficiencies designed for young students at the beginning stages of learning English

***TOEFL Primary Step 2***—A paper-and-pencil test of reading and listening proficiencies designed for young students who have acquired some communicative English skills

***TOEFL Primary Speaking***—A computerized test of speaking proficiency suitable for young learners at various levels of proficiency

### READING AND LISTENING TESTS OVERVIEW

The *TOEFL Primary* reading and listening tests measure young learners' abilities to understand written and spoken English that they are learning in their classrooms and that is relevant to their daily lives. Test tasks require students to read or listen to information, instructions, or stories that reflect their experiences at school, home, and other age-appropriate contexts. Test tasks are designed to assess abilities for fulfilling particular communication goals central to young students' English-language proficiency development.

The communication goals assessed in Reading are:

- identifying people, objects, and actions
- understanding commonly occurring non-linear written texts (examples: signs, schedules)
- understanding written directions and procedures
- understanding short personal correspondence (examples: letters, emails)
- understanding simple, written stories
- understanding written informational texts about age-appropriate content-area topics

The communication goals assessed in Listening are:

- understanding simple descriptions of familiar people and objects
- understanding spoken directions and procedures (example: teacher directions in a classroom)
- understanding conversations
- understanding spoken stories
- understanding short informational texts related to daily life (example: a voicemail message)
- understanding expository monologues about age-appropriate content-area topics

The reading and listening tests are paper-and-pencil tests. Test tasks are presented to students in one test book, which is divided into a Reading section and a Listening section. The tasks are multiple-choice, and students mark their answers on a separate answer sheet.

## READING AND LISTENING TESTS: STEP 1 AND STEP 2

*TOEFL Primary* reading and listening tests assess students' knowledge, skills, and abilities for fulfilling core communication goals in English. Young learners are acquiring their English abilities at different times and in different ways depending on school curriculum and other factors. The *TOEFL Primary* reading and listening tests are offered at two levels, Step 1 and Step 2, so that you may select an assessment that more closely matches what your students have learned and the level of English-language proficiency your students have acquired.

### STEP 1

The *TOEFL Primary* Step 1 test assesses knowledge of and ability to understand common words, common expressions, phrases, and simple sentences in English. It includes everyday vocabulary and phrases related to common objects and people. It tests the ability to listen to and understand short messages, instructions, and conversations about everyday events at home and in school. It measures the understanding of short, simple texts such as schedules or phone messages.

The Reading section has 39 questions, including example questions. Students are given 30 minutes to complete this section. The Listening section has 41 questions, including example questions, and is paced by an audio recording of about 30 minutes.

<b>Section</b>	<b>Number of Questions</b>	<b>Number of Examples</b>	<b>Total # of Questions</b>	<b>Time</b>
<i>Reading</i>	36	3	39	30 minutes
<i>Listening</i>	36	5	41	About 30 minutes

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## STEP 2

The *TOEFL Primary* Step 2 test measures the same skills as the Step Step 1 test and also measures the ability to understand simple stories and conversations on topics beyond test takers' personal, everyday experiences. It assesses the ability to understand simple explanations of age-appropriate science, history, geography, people, and other content-related subjects. Students also read and listen to texts that contain a few unfamiliar words.

The Reading section has 37 questions, including example questions. Students are given 30 minutes to complete this section. The Listening section has 39 questions, including example questions, and is paced by an audio recording of about 30 minutes.

<b>Section</b>	<b>Number of Questions</b>	<b>Number of Examples</b>	<b>Total # of Questions</b>	<b>Time</b>
<i>Reading</i>	36	1	37	30 minutes
<i>Listening</i>	36	3	39	About 30 minutes

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## CHOOSING WHICH STEP STUDENTS SHOULD TAKE

The lists and charts that follow are provided to help you make a decision as to which step of the *TOEFL Primary* reading and listening test will be right for your students.

The Step 1 Reading section measures the ability to:

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

The Step 2 Reading section measures the same skills as Step 1 and also assesses the ability to:

- understand sentences that are more complex and include less familiar vocabulary
- find and interpret information in menus, schedules or posters
- understand a sequence of instructions
- understand a story of about 250 words
- understand a paragraph on an academic subject
- locate and connect information throughout a longer text
- infer and draw conclusions

The Step 1 Listening section measures the ability to:

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

The Step 2 Listening section measures the same skills as Step 1 and also assesses the ability to:

- understand conversations and messages that contain less familiar vocabulary
- understand stories and simple academic texts of about 250 words
- connect information within teacher instructions, messages, stories, dialogues, conversations, simple academic texts
- infer and draw conclusions from spoken texts

COMPARISON CHART BETWEEN STEP 1 AND STEP 2

READING

Test questions that specifically assess ability to:	Step 1	Step 2
recognize simple words	✓	
understand simple sentences	✓	
understand a paragraph of about 75 words on an everyday topic	✓	
understand 2–4 simple sentences about a topic	✓	✓
find information in menus, schedules and posters	✓	✓
locate and connect information within a sentence or a paragraph	✓	✓
interpret information in menus, schedules or posters		✓
understand sentences that are more complex and include less familiar vocabulary		✓
understand a paragraph on an academic subject		✓
understand a sequence of instructions		✓
understand a story of about 250 words		✓
connect information throughout a text		✓
infer and draw conclusions		✓

## LISTENING

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Test questions that specifically assess ability to:	Step 1	Step 2
recognize simple words	✓	
comprehend commonly used expressions and phrases	✓	
identify details in short social conversations	✓	✓
understand simple directions heard at home and at school	✓	✓
understand the purpose of phone messages and classroom announcements of about 50 words	✓	✓
understand conversations and messages that contain less familiar vocabulary		✓
understand stories and simple academic texts of about 250 words		✓
connect information within teacher instructions, messages, stories, dialogues, conversations, simple academic texts		✓
infer and draw conclusions from spoken texts		✓

## BEFORE THE TEST

### TEST ADMINISTRATION

If you are the person administering the test, you will receive the *TOEFL Primary Reading and Listening Administration Manual* and/or the *TOEFL Primary Speaking Administration Manual* before the test date. These manuals will cover everything you need to know to administer the *TOEFL Primary* test.

A parent or legal guardian will be asked to sign a consent form before a student takes a *TOEFL Primary* test. Students return the consent form to school or to the local ETS *TOEFL Primary* associate before the test. If a student does not have a signed consent form by test day, he or she will not be able to take the test.

### STUDENT INFORMATION NEEDED TO COMPLETE THE ANSWER SHEET

Listed below are questions that students will be asked on the answer sheet. Young students may not know some of this information. If you know the information, provide it to the students. If you do not, instruct the students to ask their parents for the information before the test. There is a form on page 20 of the Parent and Student handbook that students can complete to help them prepare this information before the test day.

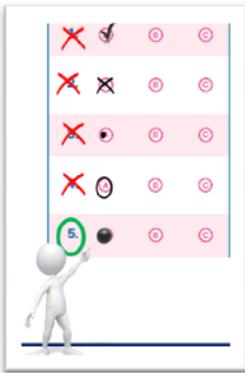
1. Given (First) Name (in English)
2. Family (Last) Name (in English)
3. Birth Month
4. Birth Day
5. Birth Year
6. Gender
7. Birth Country
8. Language spoken most often
9. Grade level at current school
10. Number of years studied English
11. Test taken before (TOEFL Primary Step 1, Step 2, Both or None)

## INSTRUCTIONS FOR PRACTICE ANSWER SHEET AND EXAMPLE QUESTIONS

### INFORMATION FOR TEACHERS

Students must follow all instructions to fill in the answer sheet correctly. Review these instructions with students by reading aloud the instructions in gray. Before you meet with students to practice completing the answer sheet, make yourself familiar with these instructions. You will also need to print enough copies of the sample answer sheet, located on pages 30 and 31 of this handbook, for all students.

### HOW TO FILL IN ANSWER CIRCLES



Students must fill in answer circles completely so that the letter inside the circle cannot be seen. Students must not make check marks, X's, or small dots inside the answer circles; and they may not circle the answer circle.

Also, in each row or column, students can only fill in one choice.



### INSTRUCTIONS TO READ TO STUDENTS

1. Write the following information on a board that all students can see: Test Center Name
2. Test Date
3. Form Code
4. Country Code(s)
5. Language Code(s)
6. Group Code (if assigned)
7. Code Sets (if assigned)

Give each student a *Parent and Student Handbook for the TOEFL Primary Test* and a sample answer sheet. Once each student has a handbook, say:

Turn to page 8 and look at the picture. When filling in the answer sheet, you must color in the answer circles completely so that the letter inside the circle cannot be seen. It shows that you do not make check marks, X's, or small dots inside the answer circles; and you may not circle the answer circle.

Give students time to look at the picture. Answer any questions they have.

Now look at the next picture (on page 9). Who can explain what it is showing?

Select a student volunteer to answer the question. Then say:

That is right! The picture is showing that you can only fill in one answer circle for each number.

## INFORMATION FOR TEACHERS

### BACKGROUND INFORMATION

Now you will teach students how to complete the front side of the answer sheet.

The image shows the front side of an ETS TOEFL Primary answer sheet. At the top left is the ETS TOEFL Primary logo. Below it are fields for 'Print your name in your first language', 'Test Center Name', 'Form Code', and 'Test Date'. There is a 'SCHOOL USE ONLY' section with a 'Print' button. The main body of the form consists of several large grids of boxes for writing answers. On the right side, there are sections for 'STUDENT NUMBER' and 'DATE OF BIRTH'. At the bottom, there are sections for 'PERSONAL INFORMATION' and 'TEST CENTER INFORMATION'. A barcode is located at the bottom center.

### LEFT TO RIGHT

It is important that you help students understand that they must begin writing the letters of their first name, last name; and the numbers of their student number, date of birth, country code, and language code starting in the first box on the left.

### EXTRA BOXES OR NOT ENOUGH BOXES

Let students know that it is ok to have extra boxes after their first name, last name, and student number. If students do not have enough boxes for their entire first name or last name, they should enter as much of the name as will fit.

## INSTRUCTIONS TO READ TO STUDENTS

Give each student a copy of the Sample Answer Sheet. Then say,

Ok, now let's begin filling in the example answer sheet. Take out your sample answer sheet and put your finger on the first box at the top. It says "Print your name in your first language." Write your entire name in this box...

After each instruction, give students time to write and mark. Walk around the room to check that students are writing or marking in the correct boxes. When students are finished, say:

Put your finger on the next box. It says "Test Center Name." In this box you will write the name of the place that you will take the test. It is on the board. It will also be on the board on test day. Copy the test center name from the board now....

When students are finished, say:

Put your finger on the box under the "Test Center Name" box. It says "Test Date." In this box you will write the date you take the test. Copy the test date from the board now....

When students are finished, say:

Put your finger on the next box. It says "Form Code." In this box you will write the form code that is written on the board. Copy the form code from the board now....

When students are finished, say:

Put your finger on the next box. It says "School Use Only." Do not make any marks in this box today or on the day you take the test.

Now put your finger on the box labeled Number 1. It says "Given Name." Write your given name in English. This is also called your first name. Write each letter in a different box. After the space, write your family name in English.

INSTRUCTIONS TO READ TO STUDENTS  
(CONTINUED)

This is also called your last name. Then fill in the circle under each box that matches each letter of your given and family names....

When students are finished, say:

Put your finger on box 2. It says "Student Number." Write the student number that I give to you and fill in the circles under each box that matches each number....

When students are finished, say:

Put your finger on box 3. It says "Date of Birth." Fill in the circle of your birth month.... Write each number of the day and year you were born, and fill in the circle under each box that matches each number....

When students are finished, say:

Put your finger on box 4. Fill in the top circle if you are a girl or the bottom circle if you are a boy....

When students are finished, say:

Put your finger on box 5. It says "Country Code." Copy each number of the country code for the country where you were born from the board and fill in the circle under each box that matches each number. If your country is not on the board, please raise your hand....

When students are finished, say:

Put your finger on box 6. It says "Language Code." Copy the code for the language you speak at home from the board and fill in the circle under each box that matches each number. If your language is not on the board, please raise your hand....

When students are finished, say:

Put your finger on box 7. Fill in the circle that shows your current grade level at school....

When students are finished, say:

Put your finger on box 8. Fill in the circle that shows how many years you have been studying English....

When students are finished, say:

Put your finger on box 9. Fill in the circles that show which tests you have taken before. If you have not taken a test before, do not fill in any circle.

When students are finished, say:

Put your finger on box 10. It says "Group Code." Copy each number of the Group Code from the board. Then fill in the circles under each box the matches each number....

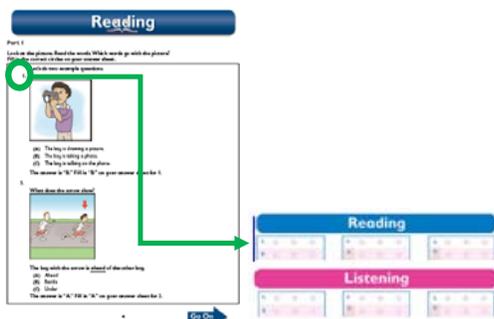
When students are, say:

Put your finger on box 11. It says "Code Sets." Copy the each number of the Code Sets from the board. Then fill in the circles under each box that matches each number....

## INFORMATION FOR TEACHERS

### EXAMPLE QUESTIONS

Some parts of the test begin with example questions. The example includes the answer to the question. Tell students that they will always complete these questions, sometimes with the test administrator and sometimes alone. Tell students to match the number of the question in the test book to the same number on the answer sheet.



## INSTRUCTIONS TO READ TO STUDENTS

Turn to page 9 in the handbook. Some parts of the test have example questions. They are for practice so that you will know how to complete the questions that follow. You will fill in the answers to the example questions on your answer sheet.

### DO NOT MARK ANSWERS IN THE TEST BOOK

Make sure students understand that they can write in the test book, but they **must mark their answers on the answer sheet**. Nothing marked in the test book will be scored.

## INFORMATION FOR TEACHERS

### EXAMPLE QUESTIONS

The example *TOEFL Primary* test questions are located on pages 11-17 of the *Parent and Student Handbook*.

Now you can show students how to answer the different question types.

### READING QUESTION TYPES

The example reading questions are located on pages 11–12 of the *Parent and Student Handbook*. There are 5 example questions. Full-sized pages of the Reading section example questions are located on pages 23-24 of this handbook.

There are three types of questions in the Reading section:

- Match picture to words (Step 1)
- Sentence clues (Steps 1 and 2)
- Reading sets (Steps 1 and 2)

### MATCH PICTURE TO WORDS

Students will see a picture and three written options. They select the option that matches the picture

#### Reading Question Formats

##### Format #1: Picture Questions

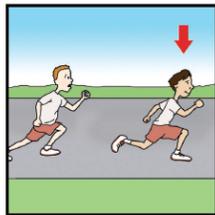
Look at the picture. Read the words. Which words go with the picture?  
Fill in the correct circles on your answer sheet.

1.



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

2.



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

## INSTRUCTIONS TO READ TO STUDENTS

Flip your sample answer sheet over to the back side. You will use this side to practice answering the test questions.

Pages 11–17 of this handbook contain example test questions. Turn to page 11 of your parent and student handbook.... Place your answer sheet next to the handbook.... Now we will practice answering example test questions.

Put your finger on number 1 in the handbook. Now, put another finger on number 1 on the answer sheet. Always check that you are filling your answer in the space on the answer sheet for the number of the question you are answering.

Look at example question 1 in the example test questions. Look at the picture. Read the answer choices and fill in the answer on your answer sheet now....

Walk through the room to see if everyone is working on the Reading section and marking the answer in the correct part on the answer sheet. Then say:

The second answer, “The boy is taking a photo” goes with the picture for question 1. To mark this answer, fill in circle B for question 1 on your answer sheet. Now, answer question 2.

## INFORMATION FOR TEACHERS

### SENTENCE CLUES

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Students read a short description, select one option that matches what is described, and then fill in the answer on the answer sheet.

### EXAMPLE QUESTION

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This question is located on page 12 of the handbook.

## INSTRUCTIONS TO READ TO STUDENTS

Turn to the next page of the example test questions, and put your finger on number 3. Find number 3 in the Reading section on your answer sheet.

For this question type, read the sentences and the answer choices. On your answer sheet, mark the answer choice that matches what is being described. Do it now.

### Format #2: Short Group of Sentences with 1 Question

**Read and find the answer.**

**Fill in the correct circles on your answer sheet.**

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

**What is it?**

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

## INFORMATION FOR TEACHERS

### READING SETS

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Students read a passage of one or several paragraphs and answer 2–4 questions about the passage.

### EXAMPLE QUESTIONS

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These questions are located on page 12 of the handbook.

#### Format #3: Text with More than 1 Question

Read the letter. Answer questions 4 and 5.

Dear Mr. Ross,

I really enjoyed your class last year. Remember when we learned about rain forest environments and the tropical animals that live there? Well, this summer, I went to the zoo with my family and I saw some of these animals. I saw monkeys and all sorts of colorful birds. I told my family everything I learned about these animals in your class.

I even kept my science journal from last year and wrote about the zoo animals in it. Science journals were fun, and I am going to continue mine in my new science class.

Sincerely,

Kim

4. **Why is Kim writing to her teacher?**

- (A) To thank him for a fun class trip
- (B) To ask him about his new class
- (C) To tell him about her summer

5. **What did Kim like about her science class?**

- (A) Drawing tropical animals
- (B) Writing in her journal
- (C) Learning about different types of forests

## INSTRUCTIONS TO READ TO STUDENTS

Put your finger on number 4. Find number 4 in the Reading section on your answer sheet. [Pause to give them time to find it.]

For this question type, read the paragraph(s) and choose the best answer to the questions which follow. Do questions 4 and 5 now.

Walk through the room to see if everyone is marking the correct part of the answer sheet.

## INFORMATION FOR TEACHERS

### LISTENING QUESTION TYPES

The practice Listening section is located on pages 13–17 of the *Parent and Student Handbook*. Full-sized pages of the Reading section example questions are located on pages 26-29 of this handbook. There are 11 listening example questions in this handbook. Many of the example questions presented here are the same example questions students will see in the test book.

On the actual *TOEFL Primary* test, students will listen to the audio CD and mark their answers on the answer sheet. This handbook does not come with a CD, so you should read the script for the example listening questions. The script is printed for the students, so they can work on the example questions on their own, or you can ask students to take turns reading and practicing these question types with each other of for the class.

There are six types of questions in the Listening section:

- Listen and match to a picture (Step 1)
- Listen to directions (Steps 1 and 2)
- Basic conversations (Step 1)
- Details in conversation (Steps 1 and 2)
- Monologues (Steps 1 and 2)
- Listening sets (Step 2)

## INFORMATION FOR TEACHERS

### LISTEN AND MATCH TO A PICTURE

Students will see three pictures and listen to a sentence. They need to find the picture that matches the sentence that they heard.

### EXAMPLE QUESTIONS

This question is located on page 13 of the *Parent and Student Handbook*.

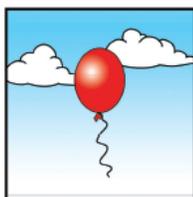
#### Format #1: Picture Questions

Listen to the words. Look at the pictures.  
Fill in the correct circles on your answer sheet.

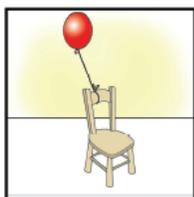
#### Script for Question 1

Man The balloon is in the sky.

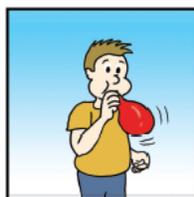
1.



(A)



(B)



(C)

## INSTRUCTIONS TO READ TO STUDENTS

Turn to page 13 in your handbook.... Now we will answer example listening questions.

Put your finger on number 1. Now, put another finger on number 1 on the answer sheet. Always check that you are filling your answer in the space on the answer sheet for the number of the question you are answering.

When you take the *TOEFL Primary* test, you will hear a recording, but for these example questions I will read the questions to you.

Part 1: Listen to the words. Look at the pictures. Fill the correct circles on your answer sheet. Let's do an example. Number 1.  
Man: "The balloon is in the sky." [pause]

What did you hear? Look at the pictures.

The left picture is correct because this picture shows a balloon in the sky. Look at your answer sheet. Fill in "A" for question 1 on your answer sheet.

Walk through the room to see if everyone is working on the Listening section and marking the answer in the correct part of the answer sheet. Then say:

Let's move on.

## INFORMATION FOR TEACHER

### LISTEN TO DIRECTIONS

Students will see three pictures for each question and hear some directions. They need to find the picture that shows the person(s) who followed the directions they heard.

### EXAMPLE QUESTIONS

These questions are located on page 14 of the *Parent and Student Handbook*.

Fill in the correct circles on your answer sheet.

What did the teacher tell the students to do?

#### Script for Question 2

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

2.



(A)



(B)

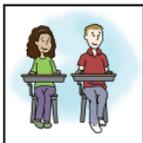


(C)

#### Script for Question 3

**Woman** Please sit down. It's time for class to start.

3.



(A)



(B)



(C)

## INSTRUCTIONS TO READ TO STUDENTS

Turn to the next page in your handbook, and put your finger on number 2.

Number 2

Listen to a teacher.

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

Now, answer this question: What did the teacher tell the students to do?

Look at the pictures. So, which picture shows: Man: "In a minute we are going outside. Please put on your coats and hats because it is cold outside."

[Pause for responses and answer student questions about the directions.]

The answer is "B." Fill in "B" for question 2 your answer sheet. [Pause.]

Let's do another example. Listen to a teacher.

Woman: "Please sit down. It's time for class to start."

What did the teacher tell the students to do?

Look at the pictures. Fill the correct circle.

Let's move on.

## INFORMATION FOR TEACHERS

### BASIC CONVERSATIONS

For each question, students will hear three versions of a 2-turn conversation. In each of the three versions the first turn is the same; the second turn is different. In only one version is the second turn an appropriate response to the first. The student's task is to identify the version that presents the correct response.

The students should mark the correct answer as soon as they hear it, as you read the script.

### SAMPLE QUESTION

These questions are located on page 15 of the *Parent and Student Handbook*. The script is printed for the students, so they can work on the example questions on their own or practice the conversations with each other or the entire class.

#### Format #2: Conversation Responses

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

For these questions, students mark their answers on the answer sheet and do not need to look at their test books.

#### Script for Questions 4–6

**Narrator** Listen to a phone conversation between an aunt and her nephew.

#### Number 4

**Narrator A**  
**Woman** What's your favorite thing about your new town?  
**Boy** Yes, I really like it.  
**Narrator B**  
**Woman** What's your favorite thing about your new town?  
**Boy** I have a lot of friends here.  
**Narrator C**  
**Woman** What's your favorite thing about your new town?  
**Boy** No, I just moved.

#### Number 5

**Narrator A**  
**Woman** Do a lot of children live near you?  
**Boy** Yes, there are many.  
**Narrator B**  
**Woman** Do a lot of children live near you?  
**Boy** Yes, he's my friend.  
**Narrator C**  
**Woman** Do a lot of children live near you?  
**Boy** There's a lot to do.

#### Number 6

**Narrator A**  
**Woman** When do you start school?  
**Boy** I'm in the fifth grade.  
**Narrator B**  
**Woman** When do you start school?  
**Boy** Across the street.  
**Narrator C**  
**Woman** When do you start school?  
**Boy** In a few weeks.



## INSTRUCTIONS TO READ TO STUDENTS

Turn to the next page in your test book, and put your finger on number 4.

Listen to a phone conversation between an aunt and her nephew.

Number 4

**A**

**Woman** What's your favorite thing about your new town?

**Boy** Yes, I really like it.

**B**

**Woman** What's your favorite thing about your new town?

**Boy** I have a lot of friends here.

**C**

**Woman** What's your favorite thing about your new town?

**Boy** No, I just moved.

The answer is B, because when the woman says, "What's your favorite thing about your new town?" the boy needs to say, "I have a lot of friends here."

Did you fill in circle "B"? Do you understand the directions? [Pause for responses and answer all student questions.]

Now, do numbers 5 and 6 by yourself. [ Read the script to the left of this page (and on page 27) for questions 5 and 6.]

## INFORMATION FOR TEACHERS

### DETAILS IN CONVERSATIONS

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

### EXAMPLE QUESTION

This question is located on page 16 of the Parent and Student Handbook. For this example question, students can read the script, or they can take turns reading and practicing this conversation aloud with each other or for the class.

#### Format #3: Conversations and Messages with 1 Question

Listen to a conversation and answer the question.  
Fill in the correct circle on your answer sheet.

#### Script for Question 7

**Narrator:** Listen to a conversation between a teacher and a student and answer a question. 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?  
A Tonight  
B Next week  
C This weekend

#### 7. When is the girl's party?

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

## INSTRUCTIONS TO READ TO STUDENTS

Now we are going to do question number 7.

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.

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

- A Tonight
- B Next week
- C This weekend

Fill in the correct answer on your answer sheet.

[Pause for students to mark their answers.]

The answer is "C." Do you have any questions?

[Pause for student questions.]

Let's move on.

## INFORMATION FOR TEACHERS

### MONOLOGUES

Students will listen to a message (examples include a voicemail from a friend or a teacher announcement). They will then answer a question about the message. The question is both spoken on the audio and shown in the test book.

### EXAMPLE QUESTION

This question is located on page 16 of the *Parent and Student Handbook*. For this example question, students can read the script on their own, or they can practice reading the message aloud to each other.

**Listen and answer the question.**

**Fill in the correct circle on your answer sheet.**

#### Script for Question 8

**Narrator** Listen and then answer a question. 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?

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

**8. What did Mike call about?**

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



## INSTRUCTIONS TO READ TO STUDENTS

Now we are going to do question 8.

Listen to a phone message.

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.

What did Mike call about? The choices are:

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

Fill in the correct answer on your answer sheet.

[Pause for students to mark their answers.]

The answer is "B." Do you have any questions?

[Pause for student questions.]

## INFORMATION FOR TEACHERS

### LISTENING SETS

This passage and questions is representative of the level of English tested on the Step 2 Listening section. For this question type, students will listen to a passage and then answer 3–4 questions. The questions are both spoken on the audio and printed in the test book.

### EXAMPLE QUESTIONS

These questions are located on page 17 of the Parent and Student Handbook. A good way for students to become familiar with this type of question is for you to read the example passage and questions aloud.

#### Script for Questions 9–11

Hundreds of years ago, leaders such as kings and queens lived in large, fancy houses called castles. They needed to keep the castles safe, so they had workers dig moats around the castles. A moat was a deep ditch all around a castle and sometimes was filled with water. The moat kept dangerous people and the king's or queen's enemies away from the castle. People had to cross the moat on a bridge or in a boat. Some moats were small, but some were like a small lake. There were even castles with moats inside the castle. These moats separated different parts of the castle. Most places today, even very large houses or museums, do not have moats. But some places do—like zoos. Sometimes zoos use moats to separate animals from people.

**9. Why did people build moats hundreds of years ago?**

- (A) To make a castle more beautiful
- (B) To make castle walls stronger
- (C) To keep a castle safe

**10. How can people make moats?**

- (A) By digging around a building
- (B) By building very tall walls
- (C) By joining two large buildings together

**11. Why do some zoos have moats?**

- (A) To keep people away from animals
- (B) To give animals water to drink
- (C) To make space for more animals

## INSTRUCTIONS TO READ TO STUDENTS

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

Hundreds of years ago, leaders like such as kings and queens lived in large, fancy houses called castles. They needed to keep the castles safe, so they had workers dig moats around the castles. A moat was a deep ditch all around a castle and sometimes was filled with water. The moat kept dangerous people and the king's or queen's enemies away from the castle. People had to cross the moat on a bridge or in a boat. Some moats were small, but some were like a small lake. There were even castles with moats inside the castle. These moats separated different parts of the castle.

Most places today, even very large houses or museums, do not have moats. But some places do—like zoos. Sometimes zoos use moats to separate animals from people.

Now, answer the questions.

### Question 9

Why did people build moats hundreds of years ago?

- A To make a castle more beautiful
- B To make castle walls stronger
- C To keep a castle safe

### Question 10

How do people make moats?

- A By digging around buildings
- B By building very tall walls
- C By joining two large buildings together

### Question 11

Why do some zoos have moats?

- A To keep people away from animals
- B To give animals water to drink
- C To make space for more animals

## Reading Example Questions

### How to Get Ready for the *TOEFL Primary Tests*

11

Before taking a *TOEFL Primary* test, it is helpful if students are familiar with the types of questions on the test, especially if this will be their first test-taking experience. The following examples show the types of questions on the Reading and Listening tests (Step 1 and Step 2) to help students become familiar with the test format and directions. A sample answer sheet is shown on page 10 so that students can practice following the directions for the different question formats.

### Reading Question Formats

#### Format #1: Picture Questions

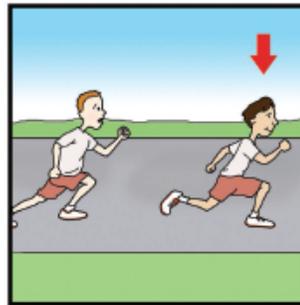
Look at the picture. Read the words. Which words go with the picture?  
Fill in the correct circles on your answer sheet.

1.



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

2.



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



### Format #2: Short Group of Sentences with 1 Question

Read and find the answer.

Fill in the correct circles on your answer sheet.

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

What is it?

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

### Format #3: Text with More than 1 Question

Read the letter. Answer questions 4 and 5.

Dear Mr. Ross,

I really enjoyed your class last year. Remember when we learned about rain forest environments and the tropical animals that live there? Well, this summer, I went to the zoo with my family and I saw some of these animals. I saw monkeys and all sorts of colorful birds. I told my family everything I learned about these animals in your class.

I even kept my science journal from last year and wrote about the zoo animals in it. Science journals were fun, and I am going to continue mine in my new science class.

Sincerely,

Kim

4. Why is Kim writing to her teacher?

- (A) To thank him for a fun class trip
- (B) To ask him about his new class
- (C) To tell him about her summer

5. What did Kim like about her science class?

- (A) Drawing tropical animals
- (B) Writing in her journal
- (C) Learning about different types of forests



How to Get Ready for the *TOEFL Primary Tests*

13

## Listening Question Formats

Directions for the Listening questions will be spoken on the recording, and students will have a chance to practice following the directions on the example questions. Listening questions are designed to be accessible for students who may be beginning to read in English. Many of the questions have picture options, and all written questions and options are read aloud to students on the recording. The following examples include what is printed in the test book as well as the script of what students would hear on the recording. In order to hear the audio for the Listening Questions, access the following website: [http://www.ets.org/toefl\\_primary/parentstudenthandbook](http://www.ets.org/toefl_primary/parentstudenthandbook).

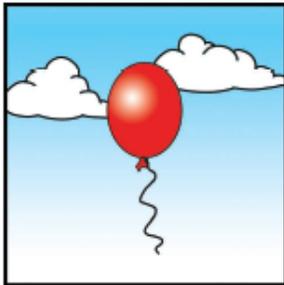
## Format #1: Picture Questions

**Listen to the words. Look at the pictures.**  
**Fill in the correct circles on your answer sheet.**

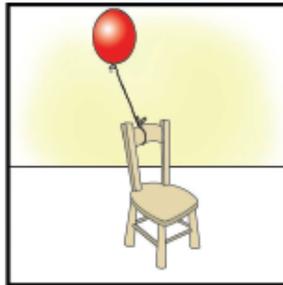
## Script for Question 1

**Man** The balloon is in the sky.

1.



(A)



(B)



(C)

Fill in the correct circles on your answer sheet.

What did the teacher tell the students to do?

### Script for Question 2

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

2.



(A)



(B)



(C)

### Script for Question 3

**Woman** Please sit down. It's time for class to start.

3.



(A)



(B)



(C)

## Format #2: Conversation Responses

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

For these questions, students mark their answers on the answer sheet and do not need to look at their test books.

### Script for Questions 4–6

**Narrator** Listen to a phone conversation between an aunt and her nephew.

#### Number 4

**Narrator A**

**Woman** What's your favorite thing about your new town?

**Boy** Yes, I really like it.

**Narrator B**

**Woman** What's your favorite thing about your new town?

**Boy** I have a lot of friends here.

**Narrator C**

**Woman** What's your favorite thing about your new town?

**Boy** No, I just moved.

#### Number 5

**Narrator A**

**Woman** Do a lot of children live near you?

**Boy** Yes, there are many.

**Narrator B**

**Woman** Do a lot of children live near you?

**Boy** Yes, he's my friend.

**Narrator C**

**Woman** Do a lot of children live near you?

**Boy** There's a lot to do.

#### Number 6

**Narrator A**

**Woman** When do you start school?

**Boy** I'm in the fifth grade.

**Narrator B**

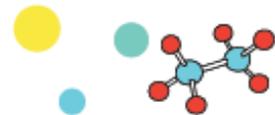
**Woman** When do you start school?

**Boy** Across the street

**Narrator C**

**Woman** When do you start school?

**Boy** In a few weeks



## Format #3: Conversations and Messages with 1 Question

**Listen to a conversation and answer the question.**

**Fill in the correct circle on your answer sheet.**

### Script for Question 7

**Narrator:** Listen to a conversation between a teacher and a student and answer a question. 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?

A Tonight

B Next week

C This weekend

### 7. When is the girl's party?

(A) Tonight

(B) Next week

(C) This weekend

**Listen and answer the question.**

**Fill in the correct circle on your answer sheet.**

### Script for Question 8

**Narrator** Listen and then answer a question. 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?

A Homework

B A movie

C A library book

### 8. What did Mike call about?

(A) Homework

(B) A movie

(C) A library book



## Format #4: Listening Text with More than 1 Question

Listen to the passage and answer the questions.

Fill in the correct circles on your answer sheet.

### Script for Questions 9–11

Hundreds of years ago, leaders such as kings and queens lived in large, fancy houses called castles. They needed to keep the castles safe, so they had workers dig moats around the castles. A moat was a deep ditch all around a castle and sometimes was filled with water. The moat kept dangerous people and the king's or queen's enemies away from the castle. People had to cross the moat on a bridge or in a boat. Some moats were small, but some were like a small lake. There were even castles with moats inside the castle. These moats separated different parts of the castle. Most places today, even very large houses or museums, do not have moats. But some places do—like zoos. Sometimes zoos use moats to separate animals from people.

#### 9. Why did people build moats hundreds of years ago?

- (A) To make a castle more beautiful
- (B) To make castle walls stronger
- (C) To keep a castle safe

#### 10. How can people make moats?

- (A) By digging around a building
- (B) By building very tall walls
- (C) By joining two large buildings together

#### 11. Why do some zoos have moats?

- (A) To keep people away from animals
- (B) To give animals water to drink
- (C) To make space for more animals

## Answers to Example Questions

---

Reading: 1. B 2. A 3. B 4. C 5. B

Listening: 1. A 2. B 3. A 4. B 5. A 6. C 7. C 8. B 9. C 10. A 11. A

**SAMPLE ANSWER SHEET**



EXAMPLE

YES	NO	NO	NO	NO
A B ●	A B ✓	A B ✗	A B ○	A B ○

Print your name in your first language:	Test Center Name:	Form Code:
	Test Date:	<b>SCHOOL USE ONLY</b> Is Consent Form on file? <input type="radio"/> Yes <input type="radio"/> No

**1. NAME: Print your name.** Using one box for each letter, first print your Given (first) name, then your Family (last) name. Below each box, use a No. 2 pencil and fill in the circle matching the same letter.

GIVEN (FIRST) NAME										FAMILY (LAST) NAME										
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
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
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
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
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
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
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
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
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
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
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
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
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

**2. STUDENT NUMBER**

Start here

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

**3. DATE OF BIRTH**

Month	Day	Year
<input type="radio"/> Jan <input type="radio"/> Feb <input type="radio"/> Mar <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> Jun <input type="radio"/> Jul <input type="radio"/> Aug <input type="radio"/> Sep <input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>

**4. GENDER**

BOY  
 GIRL

**5. COUNTRY CODE**

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

**6. LANGUAGE CODE**

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

**7. At my school, I am in:**

Grade 1  
 Grade 2  
 Grade 3  
 Grade 4  
 Grade 5  
 Grade 6  
 Grade 7  
 Grade 8  
 Grade 9  
 Other

**8. I have studied English for:**

1 year or less  
 2 years  
 3 years  
 4 years  
 5 years  
 6 years or more

**9. What test(s) have you taken before?**

TOEFL Primary Step 1  
 TOEFL Primary Step 2  
 Both  
 None

**10. GROUP CODE (if assigned)**

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

**11. CODE SETS (if assigned)**

CODE SET 1	CODE SET 2	CODE SET 3
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



# Reading

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

# Listening

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

## SPEAKING TEST OVERVIEW

The *TOEFL*® *Primary* Speaking test measures young learners' abilities to communicate orally in English in routine social situations related to their daily lives. Test tasks are administered via computer or tablet, and students are provided headsets for listening to prompts and speaking their responses. Test tasks require students to show ability in the following communication goals:

- Giving simple descriptions
- Expressing basic emotions, feelings, and opinions
- Making simple requests
- Asking questions
- Giving directions
- Explaining and sequencing simple events

The recorded responses are scored by trained raters at ETS.

The Speaking test will start by asking students some basic questions about themselves to make sure their headsets work properly. Then, students will be introduced to a storyline and characters who guide them through the test tasks. The first prompt is an unscored question that gives students a chance to become more comfortable with the computer setup and the format of the test. Test prompts include audio, picture, and video elements. Each question has a time limit, and the time limit varies by question type. The longest amount of time allotted for a response is 30 seconds.

Students can practice example questions for the Speaking test online at

<http://toeflprimary.caltesting.org/sampletest>

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### TEST STRUCTURE

The *TOEFL Primary* Speaking test has between 7 and 10 questions, and it takes about 20 minutes.

Section	# Questions	Time
<i>Speaking</i>	7–10	20 minutes

## SPEAKING TASK TYPES

**The following task types are scored using a 3-point rubric:**

- **Description:** The test-taker will see a picture and be asked to describe things that look strange in the picture. Response time: 20 seconds
- **Expression:** A character will present some pictures and ask the test-taker to choose one and express some thoughts or opinions about it. Response time: 15 seconds
- **Requests:** A character will ask the test-taker to make a request of another character in the story. Response time: 5 - 15 seconds
- **Questions:** A character will present an object and invite the test-taker to ask three questions about it. Response time: 30 seconds

**The following task types are scored using a 5-point rubric:**

- Directions: Either a video or a sequence of pictures, appearing one by one, will show a character performing an activity. Afterwards, the test-taker will be asked to explain how to do the activity that was shown. Response time: 30 seconds
- Narration: The test-taker will watch a video or view a sequence of pictures. After watching the animation or seeing the pictures, test-takers will be asked to tell a story based on what they saw in the animation or pictures. Response time: 30 seconds

The Speaking test may also include some items used for warm-up or research purposes.



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Email: [toeflprimary@ets.org](mailto:toeflprimary@ets.org)

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

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