ETS TOEFL® Junior™

Listening. Learning. Leading.®

Teacher Handbook
for the
TOEFL® Junior™ Standard Test

Part of the *TOEFL®* **Family of Assessments**

Discover potential. Expand global opportunity.

Notes to the User

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

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

Audio files for the listening section sample questions are available at ***http://www.ets.org/toefl_junior/teacher_handbook***.

Copyright © 2013 by Educational Testing Service. All rights reserved. ETS, the ETS logo, Listening. Learning. Leading., and TOEFL are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. *TOEFL Junior* is a trademark of ETS.

No part of the Teacher Handbook for the *TOEFL® Junior™* Standard Test may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the publisher. The publisher reserves the right to prosecute violators in accordance with international treaties and the trademark and copyright laws of the United States and other countries. Direct permission requests to ***www.ets.org/legal***.

Table of Contents

Introduction 3

Test Overview 4

TOEFL® Junior™ Standard Test Design 4

Section 1: Listening Comprehension 5

Overview 5

Listening Question Types in Detail 5

Classroom Instruction 5

Short Conversations 7

Academic Listening 8

Classroom Ideas and Activities to Build Listening Skills 11

Section 2: Language Form and Meaning 12

Overview 12

Language Form and Meaning Question Types in Detail 12

Text Types 12

Classroom Ideas and Activities to Build Language Skills 14

Section 3: Reading Comprehension 15

Overview 15

Text Types 15

Reading Question Types in Detail 15

Classroom Ideas and Activities to Build Reading Skills 23

Using Lexile Measures in Your Classroom 23

Further Skill-Building Activities 24

Classroom Activities to Build Vocabulary 24

At Home 24

Introduction

English-language proficiency is an increasingly important skill for students of all ages all over the world. The ability to communicate in English can lead to increased personal, educational and professional opportunities. More and more companies around the world are beginning to view English-language ability as a desirable quality in their employees. In the field of higher education, English has become the unofficial common language of certain disciplines such as business and computer science.

To help their citizens become proficient in English, many countries have made English a regular part of public school curricula. English as a foreign language (EFL) instruction is becoming more intensive all across the globe, with an emphasis on communicative ability. This educational context increases the need for well-designed, objective measures of proficiency in English for young learners.

To address this need, the *TOEFL® Junior™* Standard test has been developed for young learners of English around the world. As part of the *TOEFL®* Family of Assessments, the *TOEFL Junior* Standard Test focuses on English learners' ability to communicate in an academic environment where English is the medium of instruction. That is, the test is intended to measure the communicative ability students need to participate in English-medium school settings. The *TOEFL Junior* Standard test complements the existing university-level *TOEFL®* assessments by measuring this proficiency at the middle-school and lower high-school level.

It should be noted that proficiency for English-medium instructional environments may be "aspirational" for many test takers who are EFL learners. That is, they may have no immediate plans to enter such a program. Instead, these students may want to take the *TOEFL Junior* Standard Test to receive objective information about how their English-language proficiency compares to this standard. In providing an international benchmark for academic English learning, the *TOEFL Junior* Standard test can also serve as a general progress measure and give students, parents, teachers and schools an objective measure of a student's English-language proficiency.

This Teacher Handbook for the *TOEFL® Junior™* Standard Test is designed to help English teachers prepare their students for taking the test. In the pages that follow, information is provided about the structure of the test as well as suggestions for classroom activities that can better prepare students for the types of questions included in the test.

Test Overview

The *TOEFL Junior* Standard test is composed of multiple-choice questions, each with four answer choices. The test has three sections, each measuring a critical skill in the use of English. Each section has 42 questions, and total testing time is approximately two hours. All questions are placed in the context of a school environment.

The Listening Comprehension section measures a student's ability to understand talks and conversations in English heard in a school environment, whether it is a school principal making an announcement, a pair of students discussing an assignment, or a classroom teacher giving a lecture on an academic topic.

The Language Form and Meaning section measures a student's depth of vocabulary knowledge and understanding of English grammatical structures. All of the questions appear within texts that a student can expect to find in a school environment.

The Reading Comprehension section measures a student's ability to read and understand texts written in English found in a school environment. Such texts range from class schedules and short emails to longer academic passages.

TOEFL Junior Standard Test Design

Section	Number of Questions	Time
Listening Comprehension	42	40 minutes
Language Form and Meaning	42	25 minutes
Reading Comprehension	42	50 minutes
	126	1 hour 55 minutes

Section 1: Listening Comprehension

Overview

The Listening Comprehension section is the first of three sections in the *TOEFL Junior* Standard test. It takes approximately 40 minutes to complete and contains 42 questions. It is designed to measure the test taker's ability to listen for instructional, social and academic purposes. The Listening Comprehension section contains three different question types, each designed to meet one of these purposes.

Test takers are allowed to take notes while listening. North American, British and Australian accents are used in this section.

Listening Question Types in Detail

The three question types are Classroom Instruction, Short Conversations, and Academic Listening. Test takers will see the Classroom Instruction questions first, followed by the Short Conversations questions, and finally the Academic Listening questions. Below is a description of each question type, followed by sample items. The correct answers to the sample items are marked with an asterisk (*).

Classroom Instruction

In this question type, the test taker will listen to a short talk. The talks are given by a teacher, principal, librarian or other school staff member. Each talk lasts 20 to 45 seconds. After each talk the test taker will answer one question. The question may ask the test taker to do one of the following based on what the speaker says:

1. Identify the main idea
2. Identify the purpose of the talk
3. Make an inference
4. Make a prediction

Sample Questions

1. Identify the main idea

Students listen to the talk below:

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

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

Students answer the question below:

What is the subject of the announcement?

(A) The school will be adding new classes.

(B) Three new teachers will be working at the school.

(C) Some students have received an award.*

(D) The school is getting its own newspaper.

2. Identify the purpose of the talk

Students listen to the talk below:

(Narrator): Listen to an announcement by a school principal.

(Man): [intercom filter] Good morning, students. I have some very good news. This evening, a visiting professor from the university will give a speech in the school auditorium about the causes of different kinds of weather. She has visited our school before, and students have always found her lectures to be very interesting. Afterward, there will be a question and answer session. I hope all of you will participate.

Students answer the question below:

What is the purpose of the announcement?

(A) To introduce a new science teacher

(B) To tell students about an event at the school*

(C) To encourage students to study for a quiz

(D) To warn students about bad weather conditions

3. Make an inference

Students listen to the talk below:

(Narrator): Listen to a teacher talking in a gym class.

(Woman): There are too many people in class for us to play this game with just two teams, so we're going to divide up into four groups. But I'd like the teams to be mixed—I'd like you to play with some classmates you don't usually work with. So I have a box here with cards inside it—each card has a number on it from one through four. Everyone come up and pick a numbered card out of the box.

Students answer the question below:

Why are the students choosing cards with numbers?

(A) To create teams of mixed groups of students*

(B) To decide which team will go first in the game

(C) To find out which students are allowed to participate in the game

(D) To determine which team chooses its players first

4. Make a prediction

Students listen to the talk below:

(Narrator): Listen to a teacher talking to a class of students.

(Woman): Now we're going to watch a short film about whales. I'd like you all to take out a pen and a piece of paper so you can take notes. Pay careful attention when the scientist explains how whales talk to each other. It will help you complete your homework tonight, and some of the information will be on your quiz next Tuesday. When the video is over, I'll answer questions about anything you didn't understand.

Students answer the question below:

What will the class probably do next?

(A) Take a quiz

(B) Watch a film*

(C) Turn in homework

(D) Research whales on the Internet

Short Conversations

In this question type, the test taker will listen to a conversation. These conversations are between two students or between a student and a school staff member, like a teacher or librarian. Each conversation lasts 60 to 90 seconds. After the conversation, the test taker will answer three or four questions. The questions may ask the test taker to do some of the following based on the conversation:

1. Identify the main idea
2. Identify one or more of the important details of the conversation
3. Make an inference
4. Make a prediction
5. Identify *why* a speaker talks about certain information, or the speaker's purpose
6. Recognize how a speaker feels or what a speaker means when using certain intonation or stressing certain words

Sample Questions

The question type is shown in parentheses before each set of response choices.

Students listen to the conversation below:

(Narrator): Listen to a conversation between two students.

(Boy): Hi Lisa! Do you know where Ms. Plattner is?

(Girl): No, I haven't seen her today. Isn't she usually in her classroom?

(Boy): I just went to her classroom, but she wasn't there. I need to give her a permission slip so that I can go on the class trip tomorrow.

(Girl): Do you mean the trip to the zoo?

(Boy): Uh-huh. Are you going?

(Girl): Yes, of course. I've been looking forward to this trip for weeks. Ms. Plattner told me we'd finally get to see some of the animals we've been learning about, like giraffes and pandas. I really hope the weather is good tomorrow. Ms. Plattner said that some of the animals don't like to come outside if it's raining. Are you excited about the trip?

(Boy): I am, but I might not be able to go. Ms. Plattner said that if I don't turn in the permission slip by today, I can't come on the trip. If only Ms. Plattner were here so I could give it to her!

(Girl): Hmm. Well, do you know if any other teachers are going on the trip?

(Boy): Now that you mention it ... I think Mr. Harris is going with us.

(Girl): Couldn't you give him the permission slip? I'm sure he'll tell Ms. Plattner that you turned it in on time.

(Boy): That's a great idea. I'll go and find his office. Thanks so much for your help, Lisa!

(Girl): No problem.

(Narrator): Now answer the questions

*(The question below tests understanding of the **main idea** of the conversation.)*

What is the boy's problem?

(A) He cannot find his teacher.*

(B) He cannot find his classroom.

(C) He does not have an important form.

(D) He does not feel well enough to go on a trip.

*(The question below tests understanding of an important **detail** in the conversation.)*

What does the girl say about some animals in the zoo?

(A) They are very large.

(B) They are new to the zoo.

(C) They are from all over the world.

(D) They do not like to go out in the rain.*

*(The question below tests the ability to recognize meaning created by **intonation and stress**.)*

How does the boy probably feel when he says "If only Ms. Plattner were here so I could give it to her"?

(A) Proud

(B) Excited

(C) Confused

(D) Frustrated*

*(The question below tests the ability to make a **prediction** based on what is stated or implied in the conversation.)*

What will the boy probably do next?

(A) Look for Mr. Harris*

(B) Go to Ms. Plattner's room

(C) Check tomorrow's weather

(D) Bring the permission slip home

Academic Listening

In this question type, test takers will listen to a classroom lecture or discussion about an academic topic. These lectures or discussions are usually initiated by a classroom teacher, and one or more students may ask a question, answer a question posed by the teacher, or make a comment about a topic. Each lecture or discussion lasts 90 to 120 seconds. The test takers will then answer four or five questions. The questions may ask the test taker to do some of the following based on the lecture or discussion:

1. Identify the main idea
2. Identify one or more of the important details of the conversation
3. Make an inference
4. Make a prediction
5. Identify *why* a speaker talks about certain information, or the speaker's purpose
6. Recognize how a speaker feels or what a speaker means when using certain intonation or stressing certain words

Sample Questions

The question type is shown in parentheses before each set of response choices.

Students listen to the lecture below:

(Narrator): Listen to a teacher talking in a geography class.

(Woman): Have you ever thought about how people do research on mountains? People have been interested in mountains for quite some time. A few centuries ago, scholars looked at mountains and tried to figure out how mountains form. But the way experts worked in the past was different from how scientists work nowadays. First of all, in the past they did not travel to faraway parts of the world. They just studied the closest mountains, which were usually not too far from where they lived.

In the past, experts had rather strange ideas about how mountains appeared on Earth. For example, one scholar proposed that over a long period of time, the Earth cooled and when this happened, the surface shrank and formed folds. One way to imagine this is to think of a fruit. When it's new and fresh, its surface is smooth. But if you don't eat it right away, it'll start to dry and shrink too. This is how the first scholars thought the smooth surface of the Earth became uneven and hilly.

Today we know that mountains rise when two masses of land push against each other. As a result they are pushed upward. And in many places this process is still happening and can be observed in real time! For example, this is what's happening to the Andes, the great mountain chain in South America. The Andes are among the highest mountain ranges in the world, and they will get even higher, because this chain hasn't stopped forming. The Andes are expected to continue bulging upward for quite some time. That's why scientists are so interested in studying them. They find it easier to study things that are still happening rather than things of the past. That's why whole teams of experts like the Andes so much and go there to do scientific research.

As you can guess, one problem for these experts is that the process of mountain formation is really, really slow. Mountains only rise by a few centimeters every hundred years. It's almost impossible to notice a change like that. To record such tiny changes, you need a lot of precision. Just think about what kind of equipment must be necessary to take such accurate measurements. Therefore scientists use appropriate devices that allow them to take measurements of such slow processes.

(Narrator): Now answer the questions.

*(The question below tests understanding of the **main idea** of the lecture.)*

What does the teacher mainly talk about?

(A) How scientists study mountains*

(B) The first scientist to study mountains

(C) Common physical features found in mountains

(D) Where the highest mountains are located

*(The question below tests understanding of the **speaker's purpose**.)*

Why does the teacher mention fruit?

(A) To question whether all mountains have the same structure

(B) To suggest that farming is difficult in mountainous areas

(C) To explain an early theory of how mountains formed*

(D) To give examples of plants grown in the mountains

*(The question below tests understanding of an important **detail** in the talk.)*

According to the teacher, why are scientists interested in the Andes?

(A) They are easy to climb.

(B) They are still becoming taller.*

(C) They are close to many research centers.

(D) They form the longest mountain chain in the world.

*(The question below tests the ability to make an **inference** based on what is not directly stated in the talk.)*

What does the speaker imply about the equipment scientists use to study mountains?

(A) It is very small.

(B) It is easy to damage.

(C) It is difficult to use.

(D) It is very accurate.*

Classroom Ideas and Activities to Build Listening Skills

1. **Classroom Instructions:** Record three different teachers (for example, an art teacher, a science teacher, and a math teacher) giving short classroom instructions related to their respective subjects. Do not reveal the type of teacher. Write the three types of teachers on the board, and ask students to match the teacher to the correct recording. Students then have to say why they chose each teacher.
2. **Use Authentic Materials:** Use English-language radio reports or podcasts in class. Students can succeed with simple tasks like listening to a news report and identifying, for example, the country names or the adjectives or the weather-related words. Students can use authentic materials to practice a range of skills, for example, identifying the main idea or specific details, making inferences, and making predictions. Authentic materials are also a good way to expose students to a variety of accents.
3. **Prediction:** Break up students into groups and give them the beginning of a script for a textbook recording. Ask each group to write their own ending for the script. Then play the entire recording and see which groups have an ending similar to the actual recording.
4. **Pronunciation:** Help students to hear and understand how intonation can show the meaning of the speaker. Say each sentence, stressing the word in bold. Students have to choose the correct meaning from the list in the Student Worksheet.

Teacher's sentences • do not show students • read out loud, but change the order	**Student Worksheet**
1. **I** didn't say Susan was absent today.	A. Bill said she was absent.
2. I **didn't** say Susan was absent today.	B. I said she was here today.
3. I didn't **say** Susan was absent today.	C. I only said that she's not in our room now.
4. I didn't say **Susan** was absent today.	D. I said Sarah was absent.
5. I didn't say Susan **was** absent today.	E. I said she will be absent tomorrow.
6. I didn't say Susan was **absent** today.	F. I said she was in the library today.
7. I didn't say Susan was absent **today.**	G. I said she was absent yesterday.

5. **Teaching Listening Strategies:**
   - Have students listen to recorded material and stop the recording at various points. Ask them to predict what information or idea will be expressed next.
   - Create an outline of the information discussed while listening or after listening. Share the outline with students.

Section 2: Language Form and Meaning

Overview

The Language Form and Meaning section measures test takers' understanding of the structure of English and the depth of their English vocabulary knowledge. The questions are presented within a series of short texts. Each question requires the test taker to choose the correct word or phrase that accurately completes a sentence.

Knowledge of correct language form and meaning is an essential element in clear and accurate communication in English, and this knowledge is part of the groundwork for success in reading, listening, speaking, and writing in English. Language form and meaning cannot be understood in isolation. Therefore, it is important for the test taker to read the entire text to gather the overall meaning and context when answering the questions. Often, the answer to a particular question will depend on information that comes in the previous and/or following sentences.

Language Form and Meaning Question Types in Detail

Language Form: These questions test knowledge of the grammatical structures of words, phrases, and sentences. The grammatical structures tested are representative of those presented in a wide range of curricula and textbooks around the world. Students who have learned the grammar structures presented in their curricula and textbooks should be prepared for this section.

Language Meaning: These questions test knowledge of the meaning of words and phrases representative of typical middle-school vocabulary. Test takers will not be able to determine meaning solely from context. That skill is tested in the Reading Comprehension section.

Text Types

Each text represents the kinds of reading that students do in a school context:

- Emails, notes, or announcements
- Short fictional passages
- Student reports
- Magazine articles
- Advertisements
- Passages from textbooks

Sample Questions

Questions 1-8 refer to the following essay:

1. People's behavior during public events has changed

(A)	by
(B)	for
(C)	after
(D)	over*

the years, perhaps because views on what is considered appropriate have changed.

2. During a classical music concert, for example,

(A)	no people to clap
(B)	people do not clap*
(C)	clapping people do not
(D)	people are not clapping

until

3. the musicians finish playing the composition. It would be hard

(A)	imagines
(B)	imagined
(C)	to imagine*
(D)	imagination

the audience clapping in the middle of a performance. It may come as a surprise

4. to many, however, that long ago, this is exactly

(A)	what people did.*
(B)	that people do it.
(C)	people had done it.
(D)	what did people do.

5. The audience laughed loudly, clapped, and

(A)	cheerful
(B)	cheered*
(C)	cheering
(D)	has cheered

great moments.

6. That was

(A)	why
(B)	how*
(C)	what
(D)	which

people showed their regard for a performer's skills. One

7. reason that people's behavior was so

(A)	differs
(B)	differed
(C)	to differ
(D)	different*

may be that in the past, classical music concerts were more like today's pop music shows. Long ago,

8. classical music was not thought to be

(A)	more serious since
(B)	so serious than
(C)	as serious so
(D)	as serious as*

it is now.

Classroom Ideas and Activities to Build Language Skills

It is important for students to practice grammar in context. The activities below will help students understand how grammar is an important part of all language skills. Short grammar-focused activities have some value, but students should also practice their knowledge of grammar in various communicative activities. (Look for vocabulary activities in the Further Skill-building Activities section of this book.)

1. **Reading:** After reading a text to understand the main ideas and details, have students identify particular grammar structures that they are studying (for example, all verbs that are followed by gerunds).
2. **Writing:** Provide students with five verbs, regular and irregular. Ask students to write a letter to a friend, describing what they did the previous weekend using the five verbs. Students can then exchange letters to compare what their classmates did and also to correct each other's verbs.
3. **Listening:** Give students a script for a recording, but leave blank all examples of a particular grammar structure. Students should try to write in the missing words. Then play the recording so that students can check their answers.
4. **Speaking:** Give groups of students a set of pictures, in no special order. The students must create a story and tell it to the rest of the class. This activity will help students practice verb tenses and sequencing words and structures.
5. **Error Correction:** During communicative activities like those above, consider correcting errors *after* students have completed their activity. Listen to and/or read students' responses while they are working and write down the errors that you notice. After students have finished, you can write the errors on the board for the whole class to correct together.

Section 3: Reading Comprehension

Overview

The Reading section is 50 minutes long and contains 42 questions. It is the final section of the test. This section is designed to assess the degree to which students have the reading skills representative of English-medium instructional environments. This includes two general types of reading: academic and non-academic texts.

Text Types

Text types are representative of genres that middle-school and high school students might encounter in a school environment:

- Non-linear texts (for example, schedules or menus)
- Correspondence (notes, emails, letters)
- Age-appropriate fictional stories
- News articles
- Biographical texts
- Persuasive texts (such as editorials or movie reviews)
- Expository texts on general or academic topics (texts found in a typical textbook; for example, a social studies or science book)

The question types measure a wide range of reading skills. The questions may ask the test taker to do some of the following:

1. Identify the main idea of the text
2. Identify factual information that appears (or does not appear) in the text
3. Make inferences
4. Identify the author's purpose
5. Identify the word in the text that a pronoun refers to
6. Use surrounding context to determine meaning of unfamiliar vocabulary words, idiomatic phrases, or figurative language

Reading Question Types in Detail

1. **Main Idea:** These questions ask test takers to identify the main idea of a text. Sometimes, test takers will be asked to identify the main idea by choosing the best title for a text.
2. **Fact and Negative Fact:** These questions ask test takers about important factual information explicitly stated in the text. The negative fact questions ask test takers to identify the answer choice that is *not* true according to information explicitly stated in the text.
3. **Inference:** These questions ask test takers to identify information that, although not explicitly stated in the text, is implicit in the text and is part of a general understanding of the text. The inference is one which the author would expect the reader to make.
4. **Author's Purpose:** These questions ask test takers to identify why the author has included some piece of information in the text. The question is not testing the meaning of the text, but it is testing whether test takers understand the author's purpose. For example, is the author providing an example, emphasizing an idea, comparing an idea, objecting to an idea?
5. **Pronoun Reference:** These questions ask test takers to identify the person, thing, idea, or other noun in the text that a particular pronoun refers to.
6. **Vocabulary in Context:** These questions ask test takers to identify the meaning of a particular word or phrase using the surrounding context in the text. Students are not expected to have prior understanding of the tested words or phrases. The vocabulary tested could be concrete in nature, or it could be figurative or idiomatic.

Sample Reading Passage and Questions

Correct answers are indicated with an asterisk (*).

The question type is shown in parentheses before each set of response choices.

The text type below is a non-linear text.

Questions 1– 4 are about the following announcement:

Student Volunteers Needed!

On Saturday, December 12th, from 10 A.M. until 4 P.M., Carverton Middle School will be holding a music festival in the school gymnasium. The special event will feature a variety of professional musicians and singers.

We are looking for Carverton students to help with the jobs listed below.

Task	Time	Date
Make posters	1 P.M.–4 P.M.	December 5th
Set up gym	11 A.M.–4 P.M.	December 11th
Help performers	9 A.M.–4 P.M.	December 12th
Welcome guests	10 A.M.–2 P.M.	December 12th
Clean up gym	4 P.M.–7 P.M.	December 12th

Interested students should speak with Ms. Braxton, the music teacher. Students who would like to help at the festival must have written permission from a parent or guardian.

*(The question below tests understanding of **factual information** in the text.)*

1. **What time will the festival begin?**

   (A) 10 A.M.*

   (B) 11 A.M.

   (C) 1 P.M.

   (D) 2 P.M.

*(The question below tests the ability to determine the meaning of **vocabulary in context**.)*

2. **In line 3, the word <u>feature</u> is closest in meaning to _____.**

   (A) look

   (B) keep

   (C) include*

   (D) entertain

*(The question below tests understanding of **factual information** in the text.)*

3. **What job will be done the day before the festival begins?**

   (A) Making posters

   (B) Setting up the gym*

   (C) Cleaning up the gym

   (D) Helping the performers

The text below is a fictional story.

Questions 1-7 are about the following story:

"Did you see that?" Joe said to his friend Bill. "You're a great shooter!"

Bill caught the basketball and bounced it before throwing it again. The ball flew into
Line the net.

"Bill, you never miss!" Joe said admiringly.

5 "Unless I'm in a real game," Bill complained. "Then I miss all the time."

Joe knew that Bill was right. Bill performed much better when he was having fun with Joe in the school yard than he did when he was playing for the school team in front of a large crowd.

"Maybe you just need to practice more," Joe suggested.

10 "But I practice all the time with you!" Bill objected. He shook his head. "I just can't play well when people are watching me."

"You play well when I'm watching," Joe pointed out.

"That's because I've known you since we were five years old," Bill said with a smile. "I'm just not comfortable playing when other people are around."

15 Joe nodded and understood, but he also had an idea.

The next day Joe and Bill met in the school yard again to practice. After a few minutes, Joe excused himself.

"Practice without me," Joe said to his friend. "I'll be back in a minute."

Joe hurried through the school building, gathering together whomever he could find—two
20 students, a math teacher, two secretaries, and a janitor. When Joe explained why he needed them, everyone was happy to help.

Joe reminded the group to stay quiet as they all went toward the school's basketball court. As Joe
25 had hoped, Bill was still practicing basketball. He made five baskets in a row without noticing the silent people standing behind him.

"Hey, Bill!" Joe called out finally.

Bill turned. A look of surprise came over his
30 face.

"I just wanted to show you that you could play well with people watching you," Joe said. "Now you'll have nothing to worry about for the next game!"

*(The question below tests understanding of the **main idea** of the story.)*

1. **What would be the best title for the story?**

   (A) Joe Joins the Team

   (B) Practice Makes Perfect

   (C) Bill Wins the Big Game

   (D) Bill's Basketball Problem*

*(The question below tests the ability to determine the meaning of **vocabulary in context**.)*

2. **In line 6, the word <u>performed</u> is closest in meaning to _____.**

   (A) acted

   (B) played*

   (C) moved

   (D) changed

*(The question below tests understanding of **factual information** in the story.)*

3. **Why is Bill upset?**

   (A) He plays better in practice than he does during games.*

   (B) The school yard is not a good place to practice.

   (C) Joe watches him too closely when he plays.

   (D) His team loses too many games.

*(The question below tests understanding of **factual information** in the story.)*

4. **Why does Bill play well when Joe is watching him?**

   (A) He is comfortable with Joe.*

   (B) Joe tells him how to play better.

   (C) He does not know that Joe is there.

   (D) He wants to prove to Joe that he is a good player.

*(The question below tests the ability to identify **negative factual information** in the story.)*

5. **At the end of the story, all of the following people watch Bill practice EXCEPT _____.**

   (A) Joe

   (B) a janitor

   (C) a math teacher

   (D) the basketball coach*

*(The question below tests the ability to make an **inference** based on what is not directly stated in the story.)*

6. **Why does the group have to be quiet when they go to the basketball court?**

   (A) Because Joe is telling Bill what to do

   (B) Because they do not want Bill to know they are there*

   (C) Because Bill likes to practice alone

   (D) Because the group needs to listen to Joe's instructions

*(The question below tests understanding of **factual information** in the story.)*

7. **Why does Joe decide to gather a group of people?**

   (A) Because he wants more players for his team

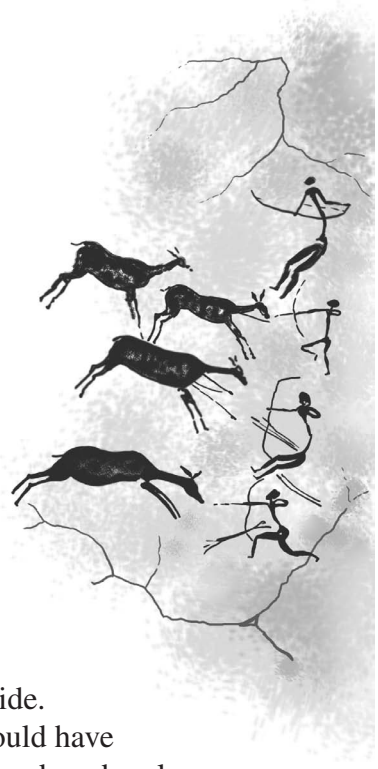
   (B) Because he wants to help Bill feel less nervous*

   (C) Because he wants to show them his talent

   (D) Because he wants more people to see the next game

Questions 1-9 are about the following passage:

When another old cave is discovered in the south of France, it is not usually news. Rather, it is an ordinary event. Such discoveries are so frequent these days that hardly anybody pays heed to them. However, when the Lascaux cave complex was discovered in 1940, the world was amazed. Painted directly on its walls were hundreds of scenes showing how people lived thousands of years ago. The scenes show people hunting animals, such as bison or wild cats. Other images depict birds and, most noticeably, horses, which appear in more than 300 wall images, by far outnumbering all other animals.



Early artists drawing these animals accomplished a monumental and difficult task. They did not limit themselves to the easily accessible walls but carried their painting materials to spaces that required climbing steep walls or crawling into narrow passages in the Lascaux complex.

Unfortunately, the paintings have been exposed to the destructive action of water and temperature changes, which easily wear the images away. Because the Lascaux caves have many entrances, air movement has also damaged the images inside. Although they are not out in the open air, where natural light would have destroyed them long ago, many of the images have deteriorated and are barely recognizable. To prevent further damage, the site was closed to tourists in 1963, 23 years after it was discovered.

*(The question below tests understanding of the **main idea** of the passage.)*

1. **Which title best summarizes the main idea of the passage?**

   (A) Wild Animals in Art

   (B) Hidden Prehistoric Paintings*

   (C) Exploring Caves Respectfully

   (D) Determining the Age of French Caves

*(The question below tests the ability to make an **inference** based on what is not directly stated in the passage.)*

2. **Based on the passage, what is probably true about the south of France?**

   (A) It is home to rare animals.

   (B) It has a large number of caves.*

   (C) It is known for horse-racing events.

   (D) It has attracted many famous artists.

*(The question below tests the ability to determine the meaning of **vocabulary in context**.)*

3. **In line 3, the words pays heed to are closest in meaning to _____.**

   (A) discovers

   (B) watches

   (C) notices*

   (D) buys

*(The question below tests understanding of **factual information** in the passage.)*

4. **According to the passage, which animals appear most often on the cave walls?**

   (A) Birds

   (B) Bison

   (C) Horses*

   (D) Wild cats

*(The question below tests the ability to determine the meaning of **vocabulary in context**.)*

5. **In line 8, the word depict is closest in meaning to _____.**

   (A) show*

   (B) hunt

   (C) count

   (D) draw

*(The question below tests the ability to determine the word that a **pronoun** refers to.)*

6. **In line 12, the word They refers to _____.**

   (A) walls

   (B) artists*

   (C) animals

   (D) materials

*(The question below tests understanding of **factual information** in the passage.)*

7. Why was painting inside the Lascaux complex a difficult task?

(A) It was completely dark inside.

(B) The caves were full of wild animals.

(C) Painting materials were hard to find.

(D) Many painting spaces were difficult to reach.*

*(The question below tests the ability to identify **negative factual information** in the passage.)*

8. According to the passage, all of the following have caused damage to the paintings EXCEPT _____.

(A) temperature changes

(B) air movement

(C) water

(D) light*

*(The question below tests understanding of **factual information** in the passage.)*

9. What does the passage say happened at the Lascaux caves in 1963?

(A) Visitors were prohibited from entering.*

(B) A new lighting system was installed.

(C) Another part was discovered.

(D) A new entrance was created.

Classroom Ideas and Activities to Build Reading Skills

1. **Choose a Title:** Have students choose a title for a passage or write their own title. This will help students to understand the main idea of the passage.
2. **Idea Matching:** Create a matching activity for a reading passage. One column has the main ideas of each paragraph. The other column has the supporting details of each paragraph. Students must match the details to the correct paragraph. This will help students understand both main ideas and details in a passage.
3. **Sequencing:** Students should practice sequencing ideas in a text in order to help them understand main ideas and details as well as to practice inference skills. Students can be asked to read a text and then put in order any of the following: events in the text; sentences in a paragraph; paragraphs in a text.
4. **Scanning:** Students can practice scanning for specific information by reading and answering questions about schedules. For example, give students a television schedule and questions about shows, times, channels, and actors.
5. **Vocabulary in Context:** Choose about five words in a text that you think will be new to your students. Have them work in groups, without dictionaries or translators, to see if they can work out the meaning of each word from the context of the surrounding sentences.

Using Lexile Measures in Your Classroom

Every *TOEFL® Junior™* Score Report includes a Lexile® reader measure. A Lexile measure can represent either an individual's reading ability (a Lexile reader measure) or the complexity of a text (a Lexile text measure). Lexile measures help readers find text that match their reading ability. When a Lexile reader measure and a Lexile text measure are matched, reading practice is improved because the text is at an appropriate level of challenge, not too easy or too hard. A Lexile measure is shown as a number with the letter "L" after it. Here is an example: 1000L. Lexile measures range from below 200L for early readers and text to above 1600L for advanced readers and text.

MetaMetrics, the research-driven organization that developed the Lexile measures, provides the following suggestions for how to use a Lexile measure in the classroom.

- Develop individualized reading lists to provide targeted reading that fits the student's English reading ability.
- When teaching a theme or subject, offer a group of titles at different Lexile ranges so all students can successfully participate and understand the material.
- Develop a reading folder that goes home with students and comes back for weekly review. The folder can include a reading list of books in the student's Lexile range and a parent form to write down reading that the student does at home.
- Use the free Lexile Book Database (at ***www.Lexile.com***) and "Find a Book" website (at ***www.Lexile.com/fab***) to support book selection and create booklists in a student's Lexile range.
- Use the free Lexile calculator (at ***www.Lexile.com/fab***) to measure expected reading comprehension of a reader and a particular book. The Lexile calculator is located on each individual book detail page.
- Monitor the students' Lexile reader measure growth by charting their progress.

Further Skill-Building Activities

Classroom Activities to Build Vocabulary

Students should build their vocabularies in order to improve all their language skills. The vocabulary activities provided below will help students to succeed in all areas of language study:

- Provide students with cloze activity sheets of scripts for the recordings they listen to. Leave blank important content words that you want the students to learn. Students can fill in these words as they listen.
- Be sure to include a pronunciation guide for any new vocabulary words you introduce to students that includes word stress markers. Point out to students how the meaning of a word might change according to the position of the stressed syllable (for example, "present" is pronounced/PREzənt/ as a noun and /pri:ZENT/ as a verb).
- Use minimal pairs to differentiate the pronunciation of individual sounds that can easily be misunderstood, such as:
  - copy/coffee
  - walk/work
  - think/sink
  - math/mass
  - seat/sheet
  - long/wrong
- Present new vocabulary as part of a theme; for example, shopping or sports. Have students practice the new words using multiple skills, not only writing.
- Have students keep vocabulary notebooks that are organized by different categories; for example, science, art, holidays. Also, students should record information such as parts of speech, pronunciation, collocations, and other meanings.
- Constantly review. Keep a box of flashcards with the words students have learned. Once or twice a week, have a quick review game in which you call out words and count how many the students can recall correctly in one minute. Students can work in groups.

At Home

Students should practice reading and listening to English at home. There are many books, magazines, newspapers, graded readers, websites, radio shows and podcasts that can provide suitable material for middle-school students.

TOEFL® Junior™
STANDARD

For more information about the *TOEFL Junior* Standard test, visit our website at www.ets.org/toefl_junior.

97992-97992 • ?413E1 • Printed in U.S.A.
772486

Copyright © 2013 by Educational Testing Service. All rights reserved. ETS, the ETS logo, LISTENING. LEARNING. LEADING. and TOEFL are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. TOEFL JUNIOR is a trademark of ETS. 21774

ETS®

Listening. Learning. Leading.®

www.ets.org