

# Perfect TOEFL Junior

Practice Test

3 Full-Length Tests  MP3 CD

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Research Team

BOOK 2

**NTV**

Công ty TNHH  
Nhân Trí Việt



NHÀ XUẤT BẢN TỔNG HỢP  
THÀNH PHỐ HỒ CHÍ MINH



# Introduction

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Every year, as the world becomes more globalized, the importance of knowing the English language increases. As a result, it is crucial for students to be able to determine how well they know English. This is one of the reasons that standardized tests are so common.

*TOEFL Junior* is a relatively new standardized test. It is intended for middle school and high school students who are learning English. The test serves a couple of purposes. First, it enables young learners of the English language to rate their abilities. They can, therefore, find out which aspects of the English language they are skilled in and which aspects they need to improve upon. Second, *TOEFL Junior* helps prepare young learners for the *TOEFL* test, which they may take at some time in the future.

*Perfect TOEFL Junior Practice Test Book 2* is the second book in a three-book series. The goal of this book is to provide students with practice tests that are as similar to the real *TOEFL Junior* tests as possible. In this way, this book enables students to get the practice they need to excel on the *TOEFL Junior* test when they take it.

This book has been written so that young learners may prepare to take the *TOEFL Junior* test either in a classroom environment or by themselves. We hope that both young learners and instructors will find this book useful. By utilizing *Perfect TOEFL Junior Practice Test*, young learners will be able both to increase their scores on the *TOEFL Junior* test and to improve their knowledge of the English language.

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# About the *TOEFL Junior* Test

TOEFL is short for *Test of English as a Foreign Language*. The *TOEFL Junior* tests are available in two testing modes: the paper-based *TOEFL Junior* Standard test and the computer-based *TOEFL Junior* Comprehensive test. Each mode measures a different set of English skills. Both tests provide reliable administration and scoring, and scores from both testing modes are mapped to the Common European Framework of Reference (CEFR) levels. In addition, *TOEFL Junior* scores are matched with Lexile measures so instructors can help students choose books at the right reading level to improve their English reading proficiency.

## About the *TOEFL Junior* Standard Test

### Test Purpose

The *TOEFL Junior* Standard test is a paper-based test that is a general English proficiency assessment that is not limited to any specific curriculum and is geared for middle school students. It is currently available in over 50 countries around the world. Generally, the test

- provides parents, students and teachers with objective information about student progress in developing English-language skills over time.
- serves as a measurement tool to support placement of students into programs designed to increase English proficiency levels.
- measures developing English communication skills in preparation for future studies in English.
- offers useful information that can be used for instructional purposes.

### Test Structure

The *TOEFL Junior* Standard test consists of 126 multiple-choice questions. It includes three sections: Listening Comprehension, Language Form and Meaning, and Reading Comprehension. Each section contains 42 four-choice questions with a total score of 900 (300 for each section) and the testing time is 1 hour 55 minutes.

The table below summarizes the structure of the test.

| Section                   | Number of questions | Testing time      | Score range |
|---------------------------|---------------------|-------------------|-------------|
| Listening Comprehension   | 42                  | 40 minutes        | 200–300     |
| Language Form and Meaning | 42                  | 25 minutes        | 200–300     |
| Reading Comprehension     | 42                  | 50 minutes        | 200–300     |
| Total                     | 126                 | 1 hour 55 minutes | 600–900     |

## **Test Content**

### **Listening Comprehension**

The Listening Comprehension section tests a candidate's ability to listen for basic interpersonal, instructional and academic purposes. There will be 42 questions in this section of the test. Candidates are asked to answer questions based on a variety of conversations and talks recorded in English. The testing time for this section is 35–40 minutes. There are usually three types of question:

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

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

The third type will be talks or discussions about academic topics. Each talk or discussion will be followed by four or more questions. Candidates will be asked to choose the best answer to each question and mark the letter of the correct answer on their answer sheets. The talk or discussion will also be heard one time only.

### **Language Form and Meaning**

The Language Form and Meaning section measures a candidate's ability to demonstrate proficiency in the English aspects such as grammar and vocabulary in context.

The section contains 42 questions. Within each question are boxes that contain four possible ways to complete a sentence. Candidates will be asked to choose the word or words in each box that correctly complete the sentence. The testing time for this section is 25 minutes.

### **Reading Comprehension**

The Reading Comprehension section measures a candidate's ability to read and understand academic and non-academic texts written in English.

There are 42 questions in this section of the test. The testing time for this section is 50 minutes. After reading each passage, candidates will read the questions and the four possible answers that follow it to choose the best possible answer.

## Test Score

*TOEFL Junior* Standard test scores are determined by the number of questions a candidate has answered correctly. The total number of correct answers for each section is statistically adjusted or equated to account for differences in difficulty between forms. These equated scores are then converted to section scaled scores that range from 200 to 300. The total scaled score is the sum of scaled scores for each section and ranges from 600 to 900.

## *TOEFL Junior* Score in comparison with the CEFR

The *TOEFL Junior* section scores will be mapped to the Common European Framework of Reference (CEFR) to help candidates understand what their level is on a global scale.

| Section                   | Below A2  | CEFR<br>Level A2 | CEFR<br>Level B1 | CEFR<br>Level B2 |
|---------------------------|-----------|------------------|------------------|------------------|
| Listening Comprehension   | Under 225 | 225–245          | 250–285          | 290–300          |
| Language Form and Meaning | Under 210 | 210–245          | 250–275          | 280–300          |
| Reading Comprehension     | Under 210 | 210–240          | 245–275          | 280–300          |

## Lexile Measure

Each *TOEFL Junior* score report includes a Lexile measure, which puts the ability of the reader and the difficulty of the text on the same scale. The *TOEFL Junior* Standard test provides a Lexile measure with a score report to help students of every age and proficiency level or their parents and teachers find the right books at the students' right reading levels for their English practice. Generally, millions of English language learners worldwide use Lexile measures to improve reading in English and track progress over time.

Any questions regarding the *TOEFL Junior* Standard test, you may contact the addresses below.

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# About This Book

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*Perfect TOEFL Junior Practice Test Book 2* consists of three complete *TOEFL Junior* practice tests. Each test is divided into three parts: Listening Comprehension, Language Form and Meaning, and Reading Comprehension. Each of these three parts contains a various number of passages along with 42 questions. The passages and questions have been written so that they are similar in style and difficulty to the actual passages and questions that appear on the *TOEFL Junior* test.

## Listening Comprehension

This section contains both short and long passages. Some of the passages are academic in nature while others are practical. After each short passage, which may be a conversation, an announcement, or a lecture, there is one question. After each long passage, which may be a conversation, lecture, or discussion, there are three to five questions. The question types include main idea, detail, inference, and rhetorical purpose questions.

## Language Form and Meaning

This section contains three short passages and four long passages. Some of the passages are academic while other passages cover practical topics. The passages appear in a variety of styles. These include letters, emails, advertisements, diary entries, announcements, and articles. Each short passage has four blanks while the long passages have six to eight blanks. Learners must choose one correct word or phrase for each blank. The answer choices test learners' knowledge of sentence structure, grammar, and vocabulary.

## Reading Comprehension

This section contains both short and long passages. Some of the passages are academic, whereas others are about practical topics. The passages may be written as letters, emails, advertisements, diary entries, stories, announcements, and articles. After each passage, there are four to eleven questions. The question types vary, including main idea, detail, vocabulary, inference, reference, and rhetorical purpose questions.

# Practice Test

# 01



# Listening Comprehension

The listening section has 42 questions. Follow along as you listen to the directions to the listening section.

## Directions

In this section of the test, you will hear talks and conversations. Each talk or conversation is followed by one question. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk or conversation only one time.

Here is an example:



**What are the speakers talking about?**

- (A) Their homework in a class
- (B) Mr. Davidson's lectures
- (C) A recent assignment
- (D) How to do their homework

The correct answer is (A), "Their homework in a class."

Here is another example:



**What does the girl say about the new cafeteria?**

- (A) The atmosphere is nice.
- (B) There are many tables.
- (C) It is very large.
- (D) It has better food.

The correct answer is (D), "It has better food."

Go on to the next page, and the test will begin with question number one.

1. What are the speakers talking about?
  - (A) The topics of their English papers
  - (B) How to do research at the library
  - (C) A report for their history class
  - (D) Why they have so much homework
2. What is the girl going to do tomorrow morning?
  - (A) Have a meeting with her teacher
  - (B) Give her homework to Mr. Patterson
  - (C) Complete her homework assignment
  - (D) Introduce her mother to Mr. Patterson
3. According to the boy, why did his parents buy him a bike?
  - (A) They wanted him to get more exercise.
  - (B) He got good grades the previous semester.
  - (C) They gave it to him for his birthday.
  - (D) It was a reward for getting an A+ in math.
4. What does the girl imply about her grade on the test?
  - (A) It is lower than the boy's grade.
  - (B) It is her best grade of the semester.
  - (C) It will make her parents proud of her.
  - (D) It is better than she had expected.
5. What are the speakers mainly discussing?
  - (A) Where the girl lives
  - (B) How the girl will get home
  - (C) What time school finishes
  - (D) What the boy's parents do
6. What does the teacher suggest about the girl?
  - (A) She needs to act better in class.
  - (B) Her attitude is getting better.
  - (C) She does not pay attention to him.
  - (D) Her test scores have not improved.
7. What is the purpose of the announcement?
  - (A) To provide some information about the science fair
  - (B) To encourage the students to turn in their topics
  - (C) To tell the students about last year's science fair winner
  - (D) To warn the students about forgetting to submit a topic
8. What is the subject of the announcement?
  - (A) How to join the cross-country team
  - (B) The need for the students to run more
  - (C) The formation of a new sports team
  - (D) The new coach of the school's athletic teams
9. What does the teacher say about chemical changes?
  - (A) They happen by adding chemicals to a substance.
  - (B) One example is boiling water to make steam.
  - (C) They change the molecules that are inside objects.
  - (D) It is difficult to make them actually take place.

Now you will hear longer talks or conversations. Each talk or conversation will be followed by three or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk or conversation only one time.

10. What are the students mainly discussing?
  - (A) The importance of voting in all elections
  - (B) What the girl intends to do as school president
  - (C) How they can make the school a better place
  - (D) The upcoming election that the girl is involved in
11. Why does the girl mention Randy?
  - (A) To say she had expected to lose to him
  - (B) To talk about how popular he is
  - (C) To note his friendship with the boy
  - (D) To compliment the campaign that he ran
12. What does the boy say about the food in the cafeteria?
  - (A) Its taste has improved.
  - (B) There is a wide selection.
  - (C) Its price is too high.
  - (D) It is not very good.
13. What does the girl imply when she says this: "I don't want to do too much at once"?
  - (A) She wishes she had lost the election.
  - (B) Being president will keep her very busy.
  - (C) She would like the boy to give her some help.
  - (D) She will only focus on the cafeteria at first.
14. What does the teacher say about the boy's recent homework?
  - (A) It has been better than she had expected.
  - (B) He has failed to turn it in most of the time.
  - (C) He has not been doing well on it.
  - (D) It has been some of his best work.
15. What does the teacher suggest about the study group?
  - (A) It will help the boy's math scores improve.
  - (B) It will teach the boy some new concepts in math.
  - (C) It will make the boy more attentive in class.
  - (D) It will prepare the boy for the upcoming classes.
16. What is the boy going to do after lunch today?
  - (A) Speak with his football coach
  - (B) Submit his math homework
  - (C) Go to a study group meeting
  - (D) Study one-on-one with the teacher

35. Why does the girl mention her sister?

- (A) To say that her sister gives her stress
- (B) To claim that her sister is unaffected by stress
- (C) To explain how her sister reacts to stress
- (D) To note that her sister gets stressed out by school

36. What does the teacher imply when she says this: "Be serious, Brad"?

- (A) She is going to kick the student out of class.
- (B) She is pleased with the student's answer.
- (C) She wants the student to be quiet.
- (D) She thinks the student is making a joke.

37. According to the teacher, how can traffic jams cause stress?

- (A) They give people a sense of helplessness.
- (B) They can cause people to get physically ill.
- (C) They make people late for their appointments.
- (D) They force people to waste a lot of time.

38. Why does the teacher suggest that the students should do their homework early?

- (A) To recommend it as one way to save time
- (B) To name a way they can get rid of their stress
- (C) To encourage them to stop delaying their work
- (D) To claim that it will improve their grades

39. What is the teacher explaining?

- (A) The way that a train operates
- (B) The development of railways
- (C) George Stevenson's role in history
- (D) The inventing of the steam engine

40. How were carts that ran on wooden tracks moved?

- (A) By oxen
- (B) By steam engines
- (C) By horses
- (D) By electric power

41. What did George Stevenson do?

- (A) He made a train engine.
- (B) He worked as a miner.
- (C) He designed a railway line.
- (D) He invented the steam engine.

42. What is probably true about railroads?

- (A) They could transport goods faster than automobiles could.
- (B) It was cheaper to make them than to build steamships.
- (C) People in countries other than Britain learned to make them.
- (D) Some of them were dangerous and caused accidents.

# Language Form and Meaning

## Directions

In this section of the test, you will answer 42 questions found in seven different texts. Within each text are boxes that contain four possible ways to complete a sentence. Choose the word or words in each box that correctly complete each sentence. Mark the letter of the correct answer on your answer sheet.

Here are two sample questions:

1. Ever since Gutenberg

(A) invents  
(B) invented  
(C) inventing  
(D) has invented

movable type in the 1400s, printed

works have been the primary source of reading material for most people.

2. But,

(A) thanks to the Internet,  
(B) thanking the Internet,  
(C) having thanked the Internet,  
(D) with the thanks of the Internet,

more and more people are reading

material that is not printed on paper nowadays.

The correct answer to Sample 1 is (B), "invented." The correct answer to Sample 2 is (A), "thanks to the Internet,".

**Questions 1-4** refer to the following email.

Dear Jessica,

1. Are you going to try out for the swim team this year? I hope you intend

(A) do  
(B) doing  
(C) will do  
(D) to do

that. I have been working out all summer long, so I think I should make the team. It

2. would be fantastic if

(A) we could be teammates  
(B) they are teammates  
(C) some of them are teammates  
(D) the teammates are us

this year. I wonder if you have

any pointers that you can give me. I know you have been on the swim team for a couple

3. of years, but this is my first attempt to participate in

(A) individual  
(B) organized  
(C) respected  
(D) extended

sports.

4. I am a little nervous, so any

(A) evidence  
(B) tips  
(C) clues  
(D) prompts

or other information you can provide me

with would be appreciated.

Bye,

Tiffany

**Questions 5-8** refer to the following essay.

I strongly believe that all students should do some kind of volunteer work. I especially feel that they should work with individuals who are poor or homeless. Many of us live

5. (A) unfortunate  
(B) scholastic  
(C) apparent  
(D) sheltered lives. After school every day, we go back to our nice homes and

6. enjoy (A) as much food as  
(B) the most food  
(C) a greater amount of food  
(D) more food we can eat. We are fortunate, but not

everyone is so lucky. By volunteering at a homeless shelter or a food bank,

7. (A) we could see that  
(B) what we see is  
(C) we can see how  
(D) seeing how, we can some other members of society live. I truly feel that we

8. could learn a lot (A) which engages  
(B) by engaging  
(C) to engage  
(D) if they engage in this kind of volunteer work.

40. bodies caused

- (A) eclipse
- (B) eclipses
- (C) eclipsing
- (D) eclipsed

to occur at times. As for monsters, one reason people

41. thought they existed had to do with dinosaur

- (A) eggs.
- (B) samples.
- (C) fossils.
- (D) studies.

42. People who found these

- (A) gigantic
- (B) extreme
- (C) miniature
- (D) underground

bones believed they came from dragons

and other large monsters. As a result, they thought there were monsters on the planet.

# Reading Comprehension

## Directions

In this section of the test, you will read six texts and answer 42 questions. Choose the correct answer to each question and mark the letter of the correct answer on your answer sheet.

Before you start, read the sample text and the sample questions below.

### Sample Text

Sharks are misunderstood creatures. Many people believe that all sharks are brutal killers that hunt humans, but that is not true at all. Only a handful of sharks ever attack humans, and most of them do that by mistake. In fact, most sharks ignore humans completely and seek to avoid them.

#### Sample Question 1

**What is this text mostly about?**

- (A) Which sharks attack humans
- (B) Why sharks often ignore humans
- (C) How many sharks behave around humans
- (D) What to do when you see a shark

The correct answer is (C), "How many sharks behave around humans."

#### Sample Question 2

**Which of the following is true regarding sharks?**

- (A) Most species of them attack humans.
- (B) Many of them actively hunt people.
- (C) A lot of them prefer to eat small sea creatures.
- (D) The majority of them stay away from people.

The correct answer is (D), "The majority of them stay away from people."

**Questions 1-6** are about the following letter.

Dear Students,

We are about to embark upon another school year, so many of you will be looking forward to participating in the school's athletic teams. This year, we intend to field several athletic teams for both boys and girls. However, there are a couple of changes you ought to be conscious of.

First of all, Coach Jenkins is no longer with us. After fourteen years of coaching and teaching health classes at our school, Coach Jenkins resigned to take a job elsewhere. He has been replaced by Jeremy Sloan. Coach Sloan will be the head coach of the boys' football and basketball teams. He will also serve as an assistant coach of the track and field team.

Unfortunately, due to a lack of interest in the area, there will not be a girls' softball team this year. Only two schools in the county expressed an interest in fielding teams. Therefore, we regret that the girls' softball season has been cancelled. Girls will, however, be permitted to try out for the boys' baseball team.

Please contact me if you have any questions.

Steve Hollister  
Athletic Director