

Name \_\_\_\_\_ Test Date \_\_\_\_\_  
 Age \_\_\_\_\_ Gender \_\_\_\_\_  
 Birth Date \_\_\_\_\_ Class/Grade \_\_\_\_\_  
 Native (First) Language \_\_\_\_\_ Country of Origin \_\_\_\_\_

**READ THE STUDENT DIRECTIONS ON THE BACK BEFORE COMPLETING THIS ANSWER SHEET.  
 NEVER ERASE ON THIS ANSWER SHEET. TEST IS INVALID IF ANSWER SHEET IS PRE-OPENED.**

### LISTENING

SAMPLE A	(A)	(B)	(C)
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- |   |     |     |     |
|---|-----|-----|-----|
| 1 | (A) | (B) | (C) |
| 2 | (A) | (B) | (C) |
| 3 | (A) | (B) | (C) |
| 4 | (A) | (B) | (C) |

SAMPLE B	(A)	(B)	(C)
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- |    |     |     |     |
|----|-----|-----|-----|
| 5  | (A) | (B) | (C) |
| 6  | (A) | (B) | (C) |
| 7  | (A) | (B) | (C) |
| 8  | (A) | (B) | (C) |
| 9  | (A) | (B) | (C) |
| 10 | (A) | (B) | (C) |
| 11 | (A) | (B) | (C) |
| 12 | (A) | (B) | (C) |
| 13 | (A) | (B) | (C) |
| 14 | (A) | (B) | (C) |
| 15 | (A) | (B) | (C) |
| 16 | (A) | (B) | (C) |
| 17 | (A) | (B) | (C) |
| 18 | (A) | (B) | (C) |
| 19 | (A) | (B) | (C) |
| 20 | (A) | (B) | (C) |
| 21 | (A) | (B) | (C) |
| 22 | (A) | (B) | (C) |
| 23 | (A) | (B) | (C) |
| 24 | (A) | (B) | (C) |

### READING

SAMPLE A	(A)	(B)	(C)	(D)
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- |    |     |     |     |     |
|----|-----|-----|-----|-----|
| 1  | (A) | (B) | (C) | (D) |
| 2  | (A) | (B) | (C) | (D) |
| 3  | (A) | (B) | (C) | (D) |
| 4  | (A) | (B) | (C) | (D) |
| 5  | (A) | (B) | (C) | (D) |
| 6  | (A) | (B) | (C) | (D) |
| 7  | (A) | (B) | (C) | (D) |
| 8  | (A) | (B) | (C) | (D) |
| 9  | (A) | (B) | (C) | (D) |
| 10 | (A) | (B) | (C) | (D) |
| 11 | (A) | (B) | (C) | (D) |
| 12 | (A) | (B) | (C) | (D) |
| 13 | (A) | (B) | (C) | (D) |
| 14 | (A) | (B) | (C) | (D) |
| 15 | (A) | (B) | (C) | (D) |
| 16 | (A) | (B) | (C) | (D) |
| 17 | (A) | (B) | (C) | (D) |
| 18 | (A) | (B) | (C) | (D) |
| 19 | (A) | (B) | (C) | (D) |
| 20 | (A) | (B) | (C) | (D) |
| 21 | (A) | (B) | (C) | (D) |
| 22 | (A) | (B) | (C) | (D) |
| 23 | (A) | (B) | (C) | (D) |
| 24 | (A) | (B) | (C) | (D) |
| 25 | (A) | (B) | (C) | (D) |
| 26 | (A) | (B) | (C) | (D) |

**Note to Examiner: READ EXAMINER DIRECTIONS ON BACK BEFORE SCORING THIS TEST.**

**ELTiS**<sup>®</sup>  
English Language Test for International Students

# LISTENING

Part 1: Follow Classroom Directions

Part 2: Comprehend Mathematical Language

Part 3: Understand Classroom Dialogue

Part 4: Listen and Respond to Academic Lectures



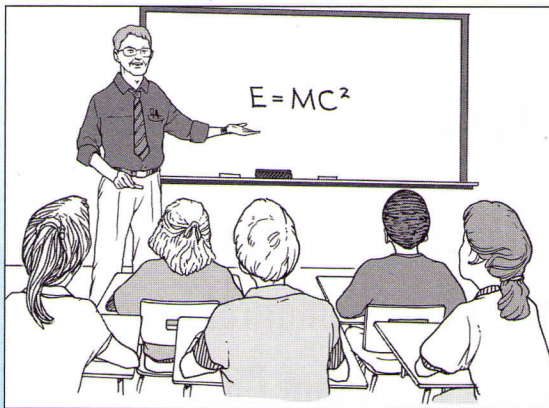


# LISTENING

## Part 1: Follow Classroom Directions

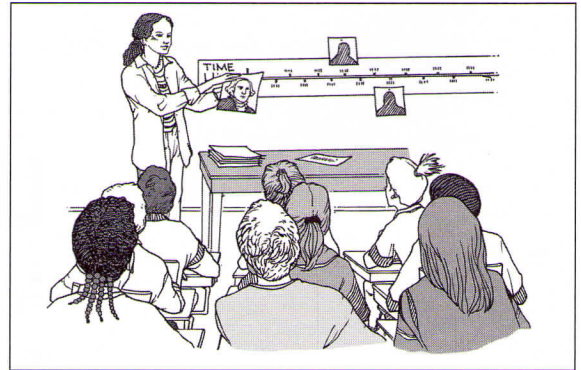
**DIRECTIONS:** In this part of the test, you will look at a picture and hear a teacher give three different directions to students in a class. Choose the directions—A, B, or C—that the students in the picture have followed. Then fill in the correct circle on your answer sheet.

### Sample A



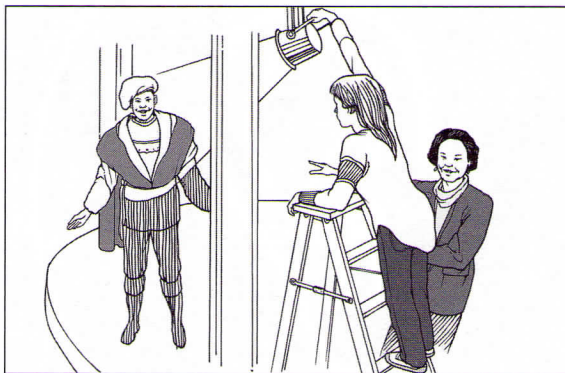
- A.
- B.
- C.

2



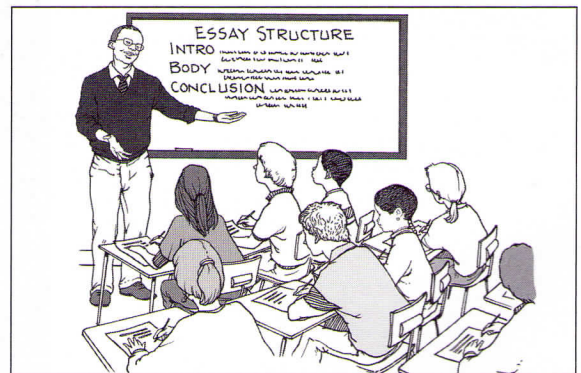
- A.
- B.
- C.

1



- A.
- B.
- C.

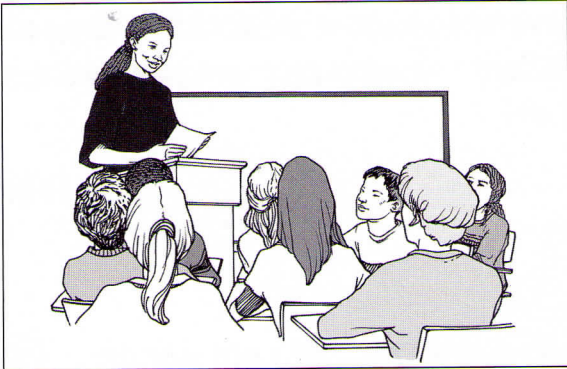
3



- A.
- B.
- C.



4



- A.
- B.
- C.



# LISTENING

## Part 2: Comprehend Mathematical Language

**DIRECTIONS:** In this part of the test, you will hear several math word problems. You will hear each word problem two times. After you hear each word problem, look at the three expressions and choose the one that matches the word problem you heard. Then fill in the correct circle on your answer sheet.

Sample B

A.  $33 \times \frac{1}{3}$

B.  $33 \times \frac{2}{3}$

C.  $33 - \frac{1}{3}$

5

A.  $8 + 32$

B.  $8 \times 32$

C.  $32 \div 8$

6

A.  $3(4 \times \$0.10)$

B.  $(3 \times 4) \div \$0.10$

C.  $(3 + 4) (\$0.10)$

7

A.  $(25\% + 25\% + 40\%) \div 100$

B.  $100\% \times (25\% - 25\% - 40\%)$

C.  $100\% - (25\% + 25\% + 40\%)$

8

A.  $5^\circ\text{F} - 10^\circ\text{F}$

B.  $-5^\circ\text{F} + (-10^\circ\text{F})$

C.  $-5^\circ\text{F} + 10^\circ\text{F}$

# LISTENING

## Part 3: Understand Classroom Dialogue



**DIRECTIONS:** In this part of the test, you will hear conversations between a teacher and a student in a class. After you hear each conversation, you will answer some questions about what you heard. Fill in the correct circle on your answer sheet.

### DIALOGUE ONE

9

What is the best title for this passage?

- A. Animals' Habits
- B. The Imprinting Instinct
- C. How Birds Hatch

10

When a duck hatches, the first thing it usually sees is \_\_\_\_\_.

- A. its mother
- B. a person
- C. an airplane

11

The process of imprinting in nature \_\_\_\_\_.

- A. confuses baby birds
- B. works well most of the time
- C. eliminates the weakest animals



## DIALOGUE TWO

- 12 **What was Omar Khayyam most famous for in Persia?**
- A. his book on algebra
  - B. his lifestyle
  - C. his tent-making
- 13 **How is Omar Khayyam's calendar different from the one we use today?**
- A. Khayyam's calendar is 33 years ahead of our calendar.
  - B. There were more months in Khayyam's calendar.
  - C. Khayyam's calendar had a different number of leap years.
- 14 **What is Omar Khayyam most famous for in the West?**
- A. his calendar
  - B. his astronomical observatory
  - C. his poetry



## DIALOGUE THREE

- 15 What is the main topic of this passage?
- A. the death of Tybalt in Shakespeare's story, *Romeo and Juliet*
  - B. the conflict in Shakespeare's story, *Romeo and Juliet*
  - C. the climax of Shakespeare's story, *Romeo and Juliet*
- 16 In Shakespeare's tragedies, when does the climax occur?
- A. at the end
  - B. in act three
  - C. before the rising action
- 17 The resolution of *Romeo and Juliet* occurs when \_\_\_\_\_.
- A. Romeo and Juliet die
  - B. Romeo and Juliet try to get married
  - C. Tybalt dies



# LISTENING

## Part 4: Listen and Respond to Academic Lectures

**DIRECTIONS:** In this part of the test, you will hear a teacher talking to a class. After you hear each passage, you will answer some questions about what you heard. Fill in the correct circle on your answer sheet.

### PASSAGE ONE

- 18 **What is the main topic of this passage?**
- A. volcano eruptions
  - B. metamorphosis
  - C. types of rocks
- 19 **What are the two types of igneous rock?**
- A. extrusive and intrusive
  - B. marble and sandstone
  - C. sedimentary and metamorphic
- 20 **Sedimentary rocks are formed by \_\_\_\_\_.**
- A. cooling of the earth
  - B. pressure on the ocean floor
  - C. eruption of lava
- 21 **Metamorphic rocks are igneous and sedimentary rocks that are changed by \_\_\_\_\_.**
- A. rocks and sand
  - B. heat and pressure
  - C. the ocean's tides and currents



## PASSAGE TWO

- 22 **What is the main topic of this passage?**
- A. obeying your mother's voice
  - B. understanding tone in writing
  - C. how to write a good paper
- 23 **When a word has a specific connotation, it \_\_\_\_\_.**
- A. causes confusion in meaning
  - B. must be carefully defined
  - C. carries mood or emotion
- 24 **What should you do to determine the mood of a piece of writing?**
- A. Identify the emotional content of the words.
  - B. Imagine how the words sound.
  - C. Count the number of words in each sentence.

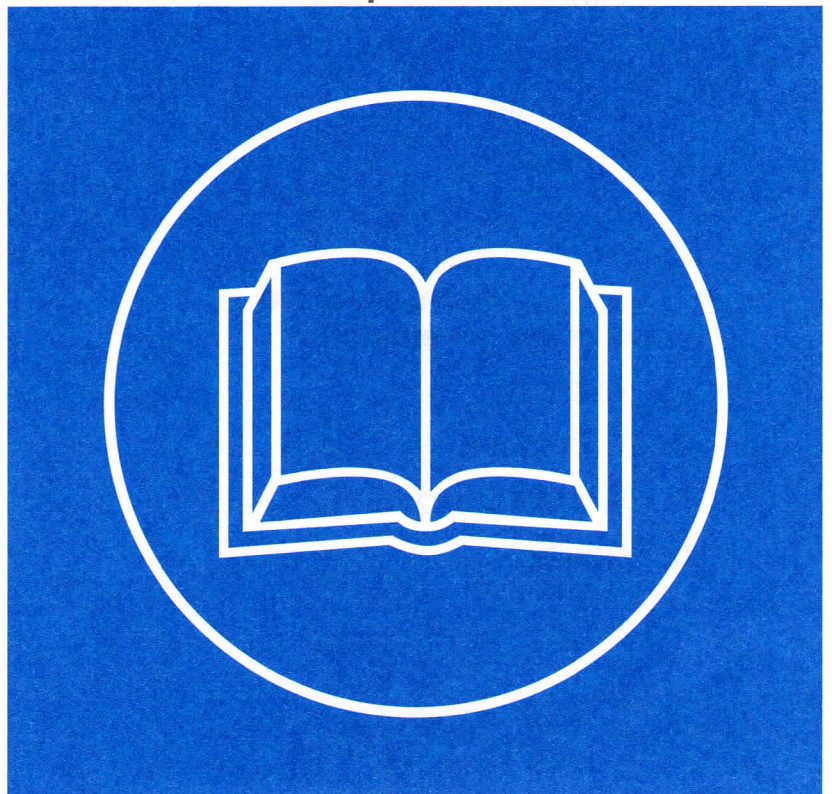
END OF LISTENING SECTION

# READING

Part 1: Demonstrate Vocabulary Knowledge

Part 2: Read a Graph

Part 3: Read and Respond to Academic Texts





# READING

## Part 1: Demonstrate Vocabulary Knowledge

**DIRECTIONS:** Read each sentence. Then choose the best answer to complete the sentence. Fill in the correct circle on your answer sheet.

### Sample A

Some of the first \_\_\_\_\_ in America were used to make clothing.

- A. petitions
- B. communications
- C. machines
- D. colleges

1 When the two roads \_\_\_\_\_ at the traffic light, turn right.

- A. intersect
- B. collapse
- C. distribute
- D. coexist

2 In \_\_\_\_\_, citizens elect the leaders of the government.

- A. authority
- B. a democracy
- C. a propaganda
- D. equity

3 In retelling the major events in the story, Marcela \_\_\_\_\_ the novel.

- A. ignored
- B. formulated
- C. summarized
- D. resumed

4 In algebra, "X" usually represents an unknown \_\_\_\_\_.

- A. formula
- B. problem
- C. variable
- D. equation



- 5 The scientists \_\_\_\_\_ that microorganisms could cure certain illnesses, and they were right.
- A. compared
  - B. speculated
  - C. solved
  - D. invented
- 6 During the early Middle Ages, most people in Europe lived in \_\_\_\_\_ areas, growing crops and raising animals.
- A. colonial
  - B. habitat
  - C. seasonal
  - D. rural
- 7 The ghost town is in the middle of the desert, and the land around it looks \_\_\_\_\_ and uninviting.
- A. irrigated
  - B. fertile
  - C. plush
  - D. barren

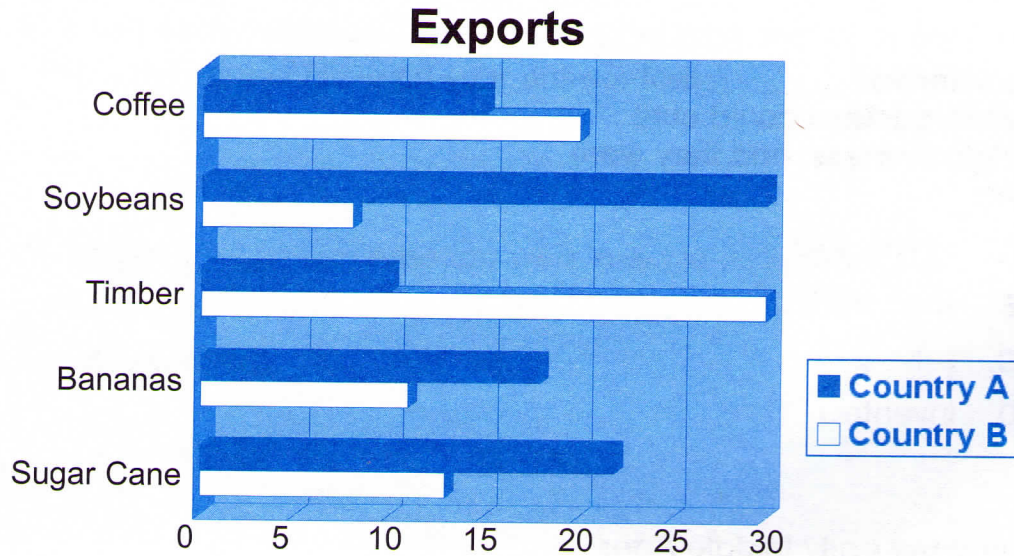




# READING

## Part 2: Read a Graph

**DIRECTIONS:** Look at the graph and answer each question. Fill in the correct circle on your answer sheet.



- 8 What is the main purpose of this graph?
- A. to show the sugar cane exports of Country A
  - B. to compare the exports of Country A and Country B
  - C. to show the increase in total exports of Country A
  - D. to show the total exports of Country B

- 9 Which product does Country B export most?
- A. coffee
  - B. sugar cane
  - C. soybeans
  - D. timber

- 10 Country B exports more \_\_\_\_\_ than Country A.
- A. sugar cane
  - B. coffee
  - C. soybeans
  - D. bananas

- 11 Which two products does Country A export most?
- A. soybeans and sugar cane
  - B. timber and soybeans
  - C. sugar cane and coffee
  - D. bananas and soybeans



# READING

## Part 3: Read and Respond to Academic Texts

**DIRECTIONS:** Read each passage and answer each question. Fill in the correct circle on your answer sheet.

If you look outside, you probably will see some kind of insect. If your first instinct is to squash it, take a moment to think about all of the benefits insects provide to the environment.

Entomologists, scientists who study insects, estimate that there are more than 800,000 species of insects found throughout the world. Only a few hundred of these insects are considered harmful. Mosquitoes, for example, are considered harmful. They bite humans and other animals, and their bites can cause skin irritation and spread disease. Desert locusts also are considered harmful because they destroy crops, causing billions of dollars in damage each year.

However, the number of helpful insect species far outweighs the number of harmful species. Some insects make up a vital part of the food chain. Many different birds, reptiles, fish, and even plants eat insects. There are also about 500 insects that people in various parts of the world eat. These insects are considered delicacies and prized for their high protein, mineral, and vitamin content. Other insects produce valuable commercial products such as silk, wax, and honey.

Of all the insects, perhaps the most important are those that travel from flower to flower and pollinate the plants they visit. Agriculture around the world would be very different without the bees, butterflies, moths, flies, and wasps that pollinate many crops. In fact, nearly one-third of the food you eat depends on plants that are pollinated by insects!

While it is true that some species of insects harm or annoy us, you should not automatically reach for the bug spray when you come across an insect. You may be destroying one of the hundreds of thousands of insects that provides many benefits to human beings.



- 12 What is the main purpose of this passage?
- A. to explain why it is cruel to squash bugs
  - B. to convince people that insects are nutritious
  - C. to make people aware of endangered insect species
  - D. to describe the beneficial contributions of insects

- 13 Entomologists are people who \_\_\_\_\_.
- A. train insects
  - B. study insects
  - C. exterminate insects
  - D. breed insects on farms

- 14 According to the passage, what types of insects are most important?
- A. insects that are eaten by birds, reptiles, and fish
  - B. insects that travel around and pollinate plants
  - C. insects that harm mosquitoes and stop the spread of disease
  - D. insects that are eaten by people in many countries

- 15 According to the passage, insects are eaten in some parts of the world because \_\_\_\_\_.
- A. they are available to cook
  - B. they are nutritious
  - C. they are easy to breed
  - D. they are free

- 16 The author of the passage states that you “should not automatically reach for the bug spray.” What does this mean?
- A. You should not keep insects as pets.
  - B. You should not breed insects for their benefit.
  - C. You should not catch insects for pleasure.
  - D. You should not kill insects without thinking.



Most people set goals for themselves and try to reach those goals. For example, a student may decide that graduating from high school is important, so the student will take the classes required to graduate and do the work needed to earn passing grades. The high school diploma is a symbol that the student successfully met the goal. Graduation is the result of work that began because of a desire to reach a goal. Success is realized when the student wears the cap and gown and walks with classmates to receive the diploma.

But what if the student never dreamed of graduating? What if the student never thought it was possible to achieve such a goal? What if the student never tried, never attended class, and never worked to make the dream a reality?

Mari Evans, an African-American poet, wrote a short and powerful poem to express her view of what brings sorrow to human beings. She wrote:

If there be sorrow  
let it be  
for things undone  
undreamed  
    unrealized  
        unattained  
to these add one:  
love withheld  
    restrained

Many people believe that we suffer great unhappiness when our dreams do not come true. However, in her poem, Evans tells us that great unhappiness actually comes when we fail to dream. Too often, people fail before they begin because they never even try. They do not take risks because they are afraid of failure. Their sadness is over the dreams they did not dream.



- 17 What is the main purpose of the passage?
- A. to explain how to set goals for success
  - B. to explain the importance of having goals and dreams
  - C. to show how successful people are inspired by a poem
  - D. to encourage people to graduate from high school

- 18 In this passage, what does a diploma symbolize?
- A. the completion of a goal
  - B. the beginning of responsibility
  - C. the end of one stage of a person's education
  - D. the commencement of a new phase of life

- 19 In the first paragraph, what does the word *realized* mean?
- A. understood
  - B. evaluated
  - C. imagined
  - D. achieved

- 20 Mari Evans is a \_\_\_\_\_.
- A. poet
  - B. singer
  - C. high school student
  - D. graduation speaker

- 21 The author of this passage uses Evans's poem to help explain what happens if \_\_\_\_\_.
- A. you never feel sad
  - B. you never fail
  - C. you never graduate from high school
  - D. you never take risks



American artist Mary Cassatt is known as a gifted Impressionist painter. Born in 1844, Cassatt studied painting in her home state at the Pennsylvania Academy of Fine Arts in Philadelphia. At the age of 22, Cassatt left the United States to live and paint in Paris, France. Cassatt lived and worked in Paris for almost the rest of her life, surrounded by talented and inspirational artists.

Edgar Degas, another Impressionist artist living in Paris during this time, influenced Cassatt's style. As Cassatt passed a gallery one day in 1875, she saw a display of Degas's pastel drawings and was captivated. She said the collection was "the turning point of my artistic life." Degas invited Cassatt to join a group of noted Impressionist painters and later invited her to participate in an important art show. Cassatt was the only American invited to display her work at this show.

As an Impressionist painter, Cassatt studied how light, particularly sunlight, had an almost magical effect on objects. She captured the effect of light by using bright colors and short brushstrokes. Most Impressionists painted landscapes, but Cassatt preferred to paint everyday activities. Her favorite subjects became family relationships and domestic settings.

Cassatt focused primarily on intimate moments between mothers and their children. She used mostly pastel colors in her paintings because they seemed to capture the warm feelings found within these close relationships. "The Child's Caress" and "The Boating Party" are examples of this theme. Both paintings portray children lovingly gazing at their mothers.

In recognition of her many accomplishments as an artist, France awarded Cassatt the Legion of Honor in 1904. In 1915, after a successful career, Cassatt lost her sight and was unable to paint anymore. She died 11 years later in 1926.



- 22 What is the best title for this passage?
- A. Mary Cassatt: The Life of an Impressionist Painter
  - B. Mary Cassatt's Influence on French Painters
  - C. Mary Cassatt: Winner of the Legion of Honor
  - D. Mary Cassatt's Portrayal of an American Family

- 23 According to this passage, most Impressionists \_\_\_\_\_.

- A. focus on the relationships between the subjects
- B. paint intimate pictures of families and friends
- C. paint the sun and its effects on objects
- D. focus on light and usually paint landscapes

- 24 In the fourth paragraph, what does the word *intimate* mean?

- A. obvious
- B. noble
- C. close
- D. popular

- 25 How did Mary Cassatt's paintings differ from those of most other Impressionists?

- A. She focused on painting everyday activities.
- B. She tried to paint subjects that had never been painted before.
- C. She focused on landscape paintings.
- D. She only painted objects found in the United States.

- 26 Why did Mary Cassatt use light-colored pastels in her paintings of mothers and their children?

- A. The colors illustrated the feelings between mothers and their children.
- B. The mothers and children of her time usually wore light-colored clothing.
- C. The mothers and their children were presented in colorful landscapes.
- D. The colors had a magical effect on mothers and their children.

END OF READING SECTION