

# FUTURE

*English for Results*

The Future Placement Test is designed to place students in the appropriate level of the Future series—from Intro Level to Level 5. The test consists of three parts, Listening Test, General Test, and Speaking Test, described below. The tests are reproducible. For the Listening and General Tests, students bubble in answers on an easy-to-score answer sheet, provided in the back of the book. Programs may opt to administer all three parts, or may administer one or two parts, according to their needs.

- **Listening Test**

Students listen to six recorded conversations of increasing difficulty and answer multiple-choice questions. The audio CD and accompanying audio script are in the back of the book.

- **General Test**

This test includes vocabulary, grammar, and reading comprehension questions. The items increase in difficulty within each section. All questions are multiple choice.

- **Speaking Test**

This is a one-on-one interview. Students first answer personal questions and then respond to questions about a series of pictures.



Future Companion Website <http://www.pearsonlongmanusa.com/future>



# FUTURE

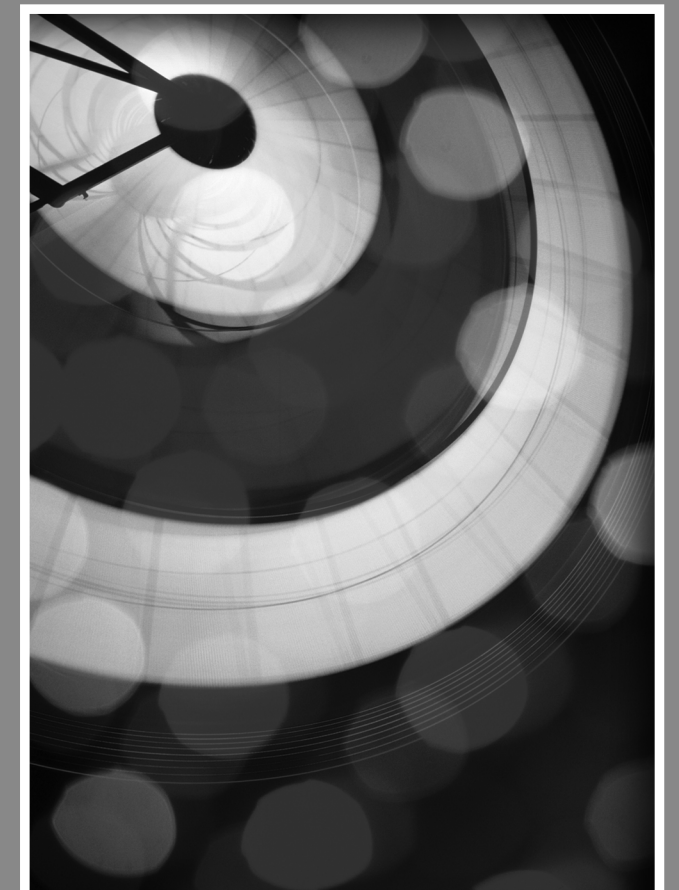
*English for Results*

## PLACEMENT TEST

**with Audio CD**

### FEATURES

- Instructions for administration and placement
- General Test
  - vocabulary
  - grammar
  - reading
  - life skills
- Speaking Test
- Listening Test
- Audio CD and Audio Script
- Answer Sheet and Answer Key



# **FUTURE**

*English for Results*

## **PLACEMENT TEST with AUDIO CD**

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## Future Placement Test

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**Staff credits:** The people who made up the *Future Placement Test* team, representing editorial, production, design, and manufacturing, are Rhea Banker, Maretta Callahan, Lizz Carlson, Aerin Csigay, Gina DiLillo, Nancy Flaggman, Irene Frankel, Mike Kemper, Linda Moser, Liza Pleva, Stella Reilly, and Patricia Woszyk.

**Text composition:** TSI Graphics, Inc

**Text font:** 12.5 point Minion

**Illustration credits:** Attoe, Steve; Conley, Laurie; Hutchings, Steven; Torrisi, Gary; Treatner, Meryl

**Photo credits:** Page G13: Shutterstock; G15: Shutterstock; G17: Klondike Route Map courtesy of the National Park Service, North Wind Picture Archives/Alamy

ISBN-13: 978-0-13-242460-8

ISBN-10: 0-13-242460-6

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Printed in the United States of America

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## OVERVIEW

The *Future* Placement Test is designed to place students in the appropriate level of the *Future* series. Incoming students who take the test will be placed into one of the six levels (Intro through Level 5).

The test consists of three parts: Listening, General (vocabulary, grammar, and reading), and Speaking. You can place a student using any of the parts, however, the more information you can gather about a student's English language ability, the more reliable the level placement.

The Listening and General Tests can be administered to individual students or to a group. The Speaking Test must be administered one-on-one. For efficiency, the suggested order of the tests is Listening, General, and then Speaking. The Listening and General Tests are multiple-choice tests. The Speaking Test is an oral interview. See page vii for scoring information for all parts of the Placement Test.

### Listening Test

Students listen to six recorded passages of increasing difficulty. Each passage is one track. The passages are conversations between two speakers or monologues. Students hear each passage two times. Each passage is followed by multiple-choice questions, with a total of 15 questions. The test takes 10 minutes.

### General Test

There are three sections: Vocabulary, Grammar, and Reading. There are 60 items. The test takes 45 minutes.

**Vocabulary:** Students fill in sentences with blanks. There are 15 items.

**Grammar:** Students complete mini-dialogs. There are 30 items.

**Reading:** There are six reading texts of increasing difficulty. Three texts cover life skills: a registration form, a medical history form, and an electric bill. Three texts are articles that students may encounter in a magazine or

online. Each passage is followed by multiple-choice questions with a total of 15 items.

### Speaking Test

In adult education programs, students may be newcomers to the United States or long-time residents and will have various levels of education. These factors contribute to how much or how little a student speaks English. As a result, you may want to use the Speaking Test to help you decide where to place each student.

The Speaking Test is a one-on-one interview. The interview consists of two parts: Part 1 asks personal questions about the student; Part 2 asks questions about several pictures. The test provides you with a sample of a student's speaking proficiency level, as well as insight into the student's listening comprehension level. The interviews will vary in length between 5 and 15 minutes. Interviews with less proficient students will take less time, and those with higher-level students will take longer.

## PREPARING TO ADMINISTER THE LISTENING AND GENERAL TESTS

### Materials

- Make one copy for each student. Staple the pages together to create a test booklet.
- Make one copy of the answer sheet for each student. Do not staple the answer sheets to the test booklets, as answer sheets are distributed and collected separately.
- You will need sharpened pencils and erasers.
- You will need a CD player and the audio CD for the Listening Test.
- Make one copy of the Listening Test Audio Script starting on page AS1. You can read the script out loud if a CD player is not available.

*Note:* You should decide in advance if you would like students to stop taking the General Test if the questions become too difficult. Students will need to be able to leave the testing room at that time and continue with their registration process.

## Getting Students Ready to Take the Tests

- Write a model of the answer sheet on the board or use an overhead projector or whiteboard to show a sample answer sheet.
- Welcome the students by introducing yourself, asking their names, and helping them find a seat.
- When all students are seated, help them to relax. Say: *My name is \_\_\_\_\_, and I will be giving the Placement Test. This test helps our program put you in the English class that is best for you.*
- Distribute answer sheets, pencils, and erasers.
- Instruct students how to fill out the top of the answer sheet. Use the model on the board, overhead, or whiteboard. Walk around to make sure students are filling in their information correctly.
- Demonstrate on the board, overhead, or whiteboard how to bubble in answers correctly. You may also want to show an incorrect version of a bubbled answer, for example where the mark is not filled in enough or the mark is too far over the edge of the bubble.
- Explain that students cannot fail this test. Students should answer the questions they know. Say: *Do your best. Answer the questions that you know.*
- Distribute the test booklets. Say: *Do not open your test booklet until I tell you to start. Do not write in the test booklet. Write all of your answers on your answer sheet.*

## ADMINISTERING THE LISTENING TEST

- Tell students the test will take 10 minutes.
- Ask students to open their test booklets to the page with the Listening Test example.
- Point to the Listening Test example on the board, overhead, or whiteboard. Play the audio and do the example with the students.
- Ask students to find the Listening Test section on their answer sheets. Have them point to the bubbles for item 1. Say: *You will start with number 1 in the Listening Test section.*

- Say: *OK, we are going to start.* Play the audio—do not stop the CD until the Listening Test is finished.
- After item 15, say: *Please put your pencils down.*
- If you are administering the General Test, continue with the directions below. If you are administering only the Listening Test, then collect the answers sheets and test booklets.

## ADMINISTERING THE GENERAL TEST

*Note:* If you have not administered the Listening Test first, please see the information under Getting Students Ready to Take the Tests before reading the following.

- Write on the board: 45 minutes. Tell students the test will take 45 minutes.
- Ask students to open their test booklets to the page with the General Test example.
- Point to the General Test example on the board, overhead, or whiteboard. Play the audio and do the example with the students.
- Ask students to find the General Test section on their answer sheets. Have them point to the bubbles for item 1. Say: *You will start with number 1 in the General Test section.*
- *Note:* If your program has decided to let students stop if the items become too difficult, write the room or location on the board where they will need to go next. Say: *If you feel the questions are becoming too difficult and you can not answer them, please put your pencil down and raise your hand. I will come over and talk with you. You will then be able to leave this testing room and continue registering in Room \_\_\_\_\_.*
- Say: *OK, we are going to start. Try your best.*
- Every 10 minutes change the number on the board so that students know how much time they have left. When there are 5 minutes left say: *You have five minutes until the test time is finished.*
- When time is up, tell students to put their pencils down. Collect the answer sheets first. Then collect the test booklets.



## ADMINISTERING THE SPEAKING TEST

### Materials

- One copy of the interview questions on page S1.
- One copy of the pictures on page S2.
- Copies of the scoring sheet on page viii. One scoring sheet per student.

### Directions

#### GENERAL

- Fill in the scoring sheet with the student's information.
- During the test, you can repeat each question one time. Do not rephrase any of the questions.
- Welcome the student by asking for his or her name and introducing yourself. Say: *My name is \_\_\_\_\_. What's your name? I will be giving you a Speaking Test. This test helps our program put you in the English class that is best for you.*
- Describe the test. Say: *The test is in two parts. In the first part, I'm going to ask you some questions about yourself. Some of the questions are easy and some are difficult. Please answer as best you can. In the second part, we're going to look at some pictures and talk about the pictures. Again, do the best you can.*

#### PART 1

- Administer Part 1 Questions 1-6. Begin with question 1 and continue as long as the student can provide answers.
- If the student does not answer, if you cannot understand an answer, or if an answer does not make sense, move on to the next question. If a student misses two questions in a row, ask an exit question and end the interview.
- If you feel you should end the interview because the student has clearly demonstrated a level of Intro or even Level 1, then say: *OK, our Speaking Test is finished. Thank you for taking the test. Now you can go to \_\_\_\_\_. Give the student the information he or she needs to continue the registration process.*

- If you feel you would like more information in order to finalize your evaluation about the student's speaking ability, then move on to Part 2.

#### PART 2

- Administer Part 2 Questions 1-9. Begin with question 1 and continue as long as the student can provide answers.
- Show the student the pictures. Say: *Look at the pictures. (Point to the bus driver.) This is Dan. I'm going to ask you some questions about Dan.*
- If the student does not answer, if you cannot understand an answer, or if an answer does not make sense, move on to the next question. If a student misses two questions in a row, end the test.
- To end Part 2 say: *OK, our Speaking Test is finished. Thank you for taking the test. Now you can go to \_\_\_\_\_. Give the student the information he or she needs to continue the registration process.*

#### FILLING OUT THE SCORING SHEET

- As you finish each Speaking Test, fill out the scoring sheet immediately.
- Circle the speaking level. You may want to write some notes at the bottom of the page.
- If you feel a student has scored between two speaking levels, you may want to think about your program and the emphasis in your classes. For example, is there an emphasis on listening and speaking? On reading and writing? All four skills?
- If you have also administered the Listening and/or General Test, then combine the scores from the tests in order to decide on the placement of the students. Again, you may want to think about the emphasis in your program in order to help you make your placement decisions.

## SCORING CHARTS FOR THE LISTENING AND GENERAL TESTS

Count the number of correct answers on the answer sheet. Use the following charts to place the student in the appropriate *Future* level.

**Use this chart if only the Listening Test was administered.**

Number correct	Placement Level
0–2	<i>Future</i> Intro
3–5	<i>Future</i> 1
6–8	<i>Future</i> 2
9–11	<i>Future</i> 3
12–13	<i>Future</i> 4
14–15	<i>Future</i> 5

**Use this chart if only the General Test was administered.**

Number correct	Placement Level
0–10	<i>Future</i> Intro
11–20	<i>Future</i> 1
21–30	<i>Future</i> 2
31–40	<i>Future</i> 3
41–50	<i>Future</i> 4
51–60	<i>Future</i> 5

**Use this chart if both the Listening and General Tests were administered.**

Number correct	Placement Level
1–11	<i>Future</i> Intro
12–24	<i>Future</i> 1
25–37	<i>Future</i> 2
38–50	<i>Future</i> 3
51–63	<i>Future</i> 4
64–75	<i>Future</i> 5

If you administer more than one part of the *Future* Placement Test, you may see that a student's performance, and therefore score, will vary on each test.

### Example:

Student A scores at a Level 2 on the Listening Test, a Level 1 on the General Test, and a Level 2 on the Speaking Test. To place the student, decide what level would best match your English program. If your program emphasizes listening and speaking, you could place Student A in Level 2. If your program emphasizes reading and writing, you could place Student A in Level 1. You may want to keep in mind that it is easier to move students up a level after placement than down.



# SCORING SHEET FOR THE SPEAKING TEST

Name: \_\_\_\_\_

Tester: \_\_\_\_\_ Date: \_\_\_\_\_

Speaking Level					
Intro	1	2	3	4	5

Future Level	Scoring Guide
Intro	<ul style="list-style-type: none"> <li>• Student doesn't appear to understand or be able to answer most questions.</li> <li>• Answers consist of single words or simple phrases only.</li> <li>• Student has difficulty understanding the questions that you ask. Use an exit question to stop the test.</li> </ul>
Level 1	<ul style="list-style-type: none"> <li>• Student appears to understand some of the questions, but answers with difficulty, pausing a lot.</li> <li>• Answers are not always comprehensible or grammatically accurate and are generally incomplete.</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>• Student appears to understand most questions the first time.</li> <li>• Answers are comprehensible but include some pauses and hesitation as well as errors in grammar and vocabulary.</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• Student understands the questions easily the first time.</li> <li>• Answers are comprehensible and complete, but with some mistakes in vocabulary and grammar.</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>• Student understands and answers questions easily.</li> <li>• Answers are comprehensible and complete, with few mistakes in vocabulary and grammar.</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>• Student understands and answers all questions easily.</li> <li>• Answers are complete with a strong command of vocabulary and grammar.</li> </ul>

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# **Speaking Test**



# ***Future Placement Test***

## **SPEAKING TEST**

### **Part 1: Interview Questions**

1. Where are you from?
2. Where do you live now?
3. Tell me about your family. Can you describe them?  
[Exit question: Do you have any brothers or sisters?]
4. What do you usually do on the weekend?  
[Exit question: Do you like to go to the movies?]
5. What are you planning to do when you finish studying English?  
[Exit question: Why do you want to learn English?]
6. If you could have any job in the world, what would you do? Why?  
[Exit question: What is your ideal job?]

### **Part 2: Picture Questions**

#### **Picture 1**

1. Where is Dan?
2. What is his job?

#### **Picture 2**

3. Where is Dan?
4. What is he doing?

#### **Picture 3**

5. Where is Dan?
6. What is Dan thinking about?

#### **Picture 4**

7. Where is Dan?
8. What are they talking about?

#### **Pictures 1-4**

9. Look at the pictures. Use your imagination.  
Tell me a story about Dan. Tell me about Dan's life, his job, and his free-time activities.

## SPEAKING TEST



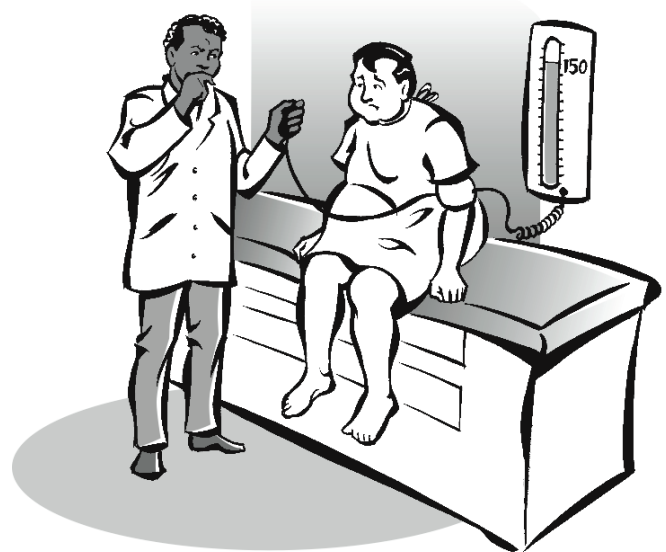
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④

# **Listening Test**





# ***Future Placement Test***

## **LISTENING TEST**

**Example:**



***(Track 2)***

**Listen to the conversation. Choose A, B, C, or D.**

**What is the teacher's name?**

- A. Rosa
- B. English
- C. Canada
- D. Mr. Rollins

☐ A   ☐ B   ☐ C   ☐ D



**(Track 3)**

**Listen to the conversation. Answer questions 1 and 2. Choose A, B, C, or D.**

1. How does the man spell his first name?
  - A. Lok
  - B. Loc
  - C. Ran
  - D. Tran
2. What is the man's last name?
  - A. Roc
  - B. Ran
  - C. Tran
  - D. Nok

**Listen to the conversation. Answer questions 3, 4, and 5. Choose A, B, C, or D.**

3. What does the man want to buy?
  - A. a department store
  - B. a gift for his daughter
  - C. a blouse for a friend
  - D. a customer and a sales person
4. What color does the man want?
  - A. red
  - B. blue
  - C. green
  - D. pink
5. How much is the man going to spend?
  - A. \$4.99
  - B. \$14.99
  - C. \$49.99
  - D. \$49.99

**Listen to the conversation. Answer questions 6, 7, and 8. Choose A, B, C, or D.**

6. What does the woman usually do on Sunday?
  - A. go to the beach
  - B. play guitar
  - C. go to a class
  - D. clean her house
7. The man's class is \_\_\_\_\_.
  - A. every Sunday
  - B. every Saturday
  - C. next weekend
  - D. this evening
8. The man doesn't know how to \_\_\_\_\_.
  - A. swim
  - B. play the guitar
  - C. clean his house
  - D. get to the beach

**Listen to the information. Answer questions 9, 10, and 11. Choose A, B, C, or D.**

9. The man is giving information about activities at a \_\_\_\_\_.
  - A. community center
  - B. college
  - C. supermarket
  - D. library
10. There will be free classes for \_\_\_\_\_.
  - A. September and October
  - B. English and computers
  - C. placement test and registration
  - D. food and clothing
11. On October 20th, people will help \_\_\_\_\_.
  - A. teach English
  - B. paint murals
  - C. give out food and clothes
  - D. take a placement test

**Listen to the information. Answer questions 12 and 13. Choose A, B, C, or D.**

12. What is the number-one cause of house fires in the U.S.?

- A. fire safety
- B. hair and clothing
- C. cooking
- D. children

13. To keep children safe, teach them \_\_\_\_\_.

- A. to cook
- B. not to touch the stove
- C. to be curious
- D. to ask questions

**Listen to the conversation. Answer questions 14 and 15. Choose A, B, C, or D.**

14. What is true about the woman?

- A. She has her own business.
- B. She works in a convenience store.
- C. She traveled to Argentina.
- D. She has a lot of money.

15. What would the man probably do if he had a lot of money?

- A. buy a convenience store
- B. start a business
- C. live in Australia
- D. travel a lot

# **General Test**



# Future Placement Test

## GENERAL TEST

**Example:**

**Look at the pictures. Choose A, B, C, or D.**



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④

**I need new jeans.**

A. 1

B. 2

C. 3

D. 4

(A)

(B)

(C)

(D)



Look at the pictures. Choose A, B, C, or D.



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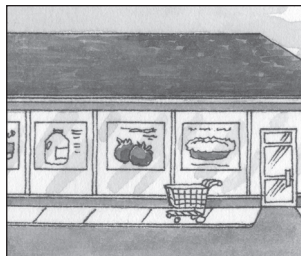
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1. He washes dishes every evening.

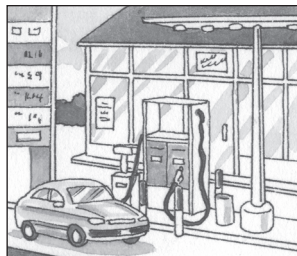
- A. 1
- B. 2
- C. 3
- D. 4



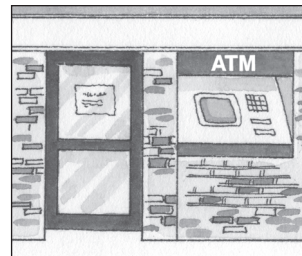
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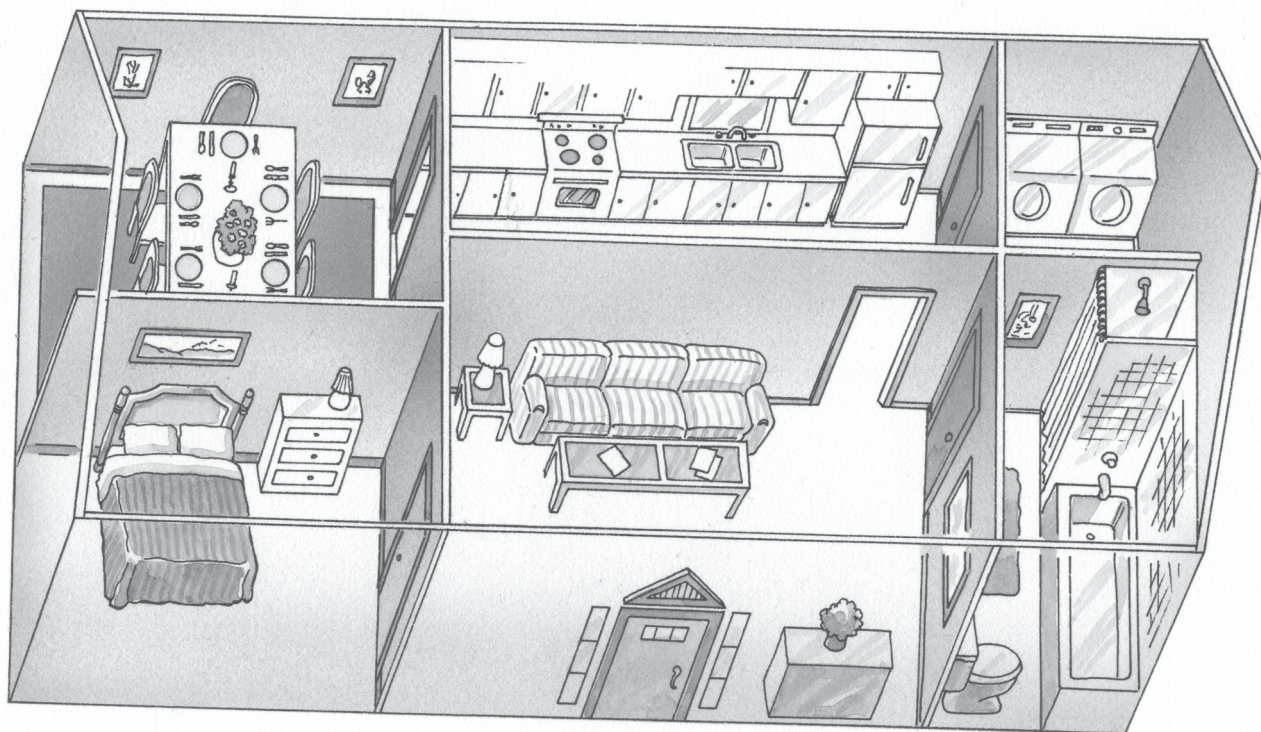
2. The gas station is on First Avenue.

- A. 1
- B. 2
- C. 3
- D. 4



3. What is the man's job?

- A. driver
- B. accountant
- C. waiter
- D. electrician



4. Where is the sofa?

- A. in the dining room
- B. in the bathroom
- C. in the bedroom
- D. in the living room



5. What's the weather like today?

- A. It's rainy.
- B. It's snowy.
- C. It's sunny.
- D. It's cloudy.



6. On weekends, we like to go \_\_\_\_\_.

- A. jogging
- B. hiking
- C. fishing
- D. swimming

**Complete the sentences. Choose A, B, C, or D.**

7. John cut his finger. He needs a bandage because his finger is \_\_\_\_\_.  
A. coughing  
B. bleeding  
C. itchy  
D. choking
8. Could you bring home a \_\_\_\_\_ of orange juice, please?  
A. bag  
B. box  
C. bottle  
D. jar
9. Sabrina is going to \_\_\_\_\_ for a computer class next week.  
A. renew  
B. register  
C. drop out  
D. design
10. Andrew's boss said he is a good worker and very \_\_\_\_\_.  
A. cooperative  
B. defective  
C. convenient  
D. affordable
11. Rhonda took money out of the bank last night. Now she is worried because she can't find her \_\_\_\_\_.  
A. bank teller  
B. interest rate  
C. balance  
D. ATM card

12. Nazif changed jobs. Now he's working as a \_\_\_\_\_.  
A. part-time job  
B. restaurant manager  
C. customer service department  
D. student
13. The landlord can't raise the rent now. Our \_\_\_\_\_ started two weeks ago.  
A. security  
B. utilities  
C. lease  
D. recycling
14. Early car engines were very simple. They had fewer \_\_\_\_\_ compared to the engines of today's cars.  
A. components  
B. symptoms  
C. factors  
D. colonies
15. Our old refrigerator is big and uses a lot of electricity. We want a new one that is smaller and more \_\_\_\_\_.  
A. biodegradable  
B. permanent  
C. numerous  
D. energy-efficient

**Complete each conversation. Choose A, B, C, or D.**

16. **A:** The teacher \_\_\_\_\_ in the library.

**B:** That's right.

A. are

B. is

C. be

D. am

17. **A:** Please \_\_\_\_\_ your cell phone.

**B:** OK.

A. uses

B. to use

C. using

D. don't use

18. **A:** Excuse me. \_\_\_\_\_ is the soap?

**B:** In aisle 7.

A. Where

B. Where are

C. Where do

D. Where is

19. **A:** Is Peter at work?

**B:** No. He \_\_\_\_\_ on Fridays.

A. working

B. work

C. don't work

D. doesn't work

20. **A:** What's the apartment like?

**B:** It's big. \_\_\_\_\_ three bedrooms.

A. Have

B. It is

C. There is

D. There are

21. **A:** Is Lee from Korea?

**B:** No, he \_\_\_\_\_. He's from China.

A. isn't

B. aren't

C. not

D. is



22. A: Are \_\_\_\_\_ your shoes?  
B: Yes.  
A. those  
B. them  
C. it  
D. this
23. A: \_\_\_\_\_ a red jacket?  
B: No, I don't.  
A. Have you  
B. Do you have  
C. You have  
D. Have
24. A: \_\_\_\_\_ bread do we have?  
B: I don't know.  
A. When  
B. How many  
C. How much  
D. Where
25. A: How's the weather today?  
B: It \_\_\_\_\_.  
A. rains  
B. rain  
C. is raining  
D. raining
26. A: Are Michelle and Yuki here today?  
B: Yes, but they \_\_\_\_\_ here yesterday.  
A. are  
B. was  
C. didn't  
D. weren't
27. A: \_\_\_\_\_ they visit their family?  
B: About once a month.  
A. How do  
B. Where does  
C. How often do  
D. Doesn't



28. **A:** What are your plans for Saturday night?  
**B:** We \_\_\_\_\_ see a movie.  
A. 're going  
B. are going to  
C. go to  
D. going to
29. **A:** Serena \_\_\_\_\_ the job.  
**B:** That's too bad.  
A. don't get  
B. aren't getting  
C. am not getting  
D. didn't get
30. **A:** Young-he had an accident yesterday. She \_\_\_\_\_ her ankle.  
**B:** I'm sorry to hear that.  
A. broke  
B. breaks  
C. breaking  
D. break
31. **A:** There's a meeting at the kids' school tonight, remember?  
**B:** Yes, but I \_\_\_\_\_ there. I have to work.  
A. can be  
B. am  
C. won't be  
D. not going
32. **A:** We don't have \_\_\_\_\_ milk.  
**B:** OK. I'll buy some at the store.  
A. many  
B. any  
C. a little  
D. some
33. **A:** This homework is really hard for me.  
**B:** Would you like me to help you \_\_\_\_\_?  
A. figure out  
B. figure it out  
C. figure  
D. figure it

34. A: How long \_\_\_\_\_ in New York City?  
B: 35 years.  
A. they lived  
B. they have lived  
C. have they lived  
D. they are living
35. A: What do you think about this vacuum cleaner?  
B: Well, it's \_\_\_\_\_ as the other one.  
A. not as expensive  
B. more expensive  
C. expensive  
D. not expensive
36. A: My car is making \_\_\_\_\_ strange noise.  
B: Maybe you should take it to a repair shop.  
A. the  
B. an  
C. a  
D. one
37. A: How did the accident happen?  
B: The other driver \_\_\_\_\_ on her cell phone and she hit me.  
A. talked  
B. is talking  
C. talking  
D. was talking
38. A: How can I save money on groceries?  
B: You can save a lot of money \_\_\_\_\_ coupons.  
A. if you use  
B. used  
C. uses  
D. you are using
39. A: Are you looking forward to your vacation?  
B: Yes, I'm really \_\_\_\_\_ about it.  
A. exciting  
B. excited  
C. excites  
D. excite

40. **A:** Can you tell me \_\_\_\_\_?  
**B:** Around 4 P.M.  
A. it will be ready  
B. when the car will be ready  
C. when will the car be ready  
D. why the car is ready
41. **A:** How long \_\_\_\_\_ here?  
**B:** For about a month.  
A. you work  
B. are you working  
C. you've been working  
D. have you been working
42. **A:** How do you like your new boss?  
**B:** I like him a lot. He's the kind of person \_\_\_\_\_ really wants his workers to succeed in their jobs.  
A. which  
B. who  
C. that he  
D. what
43. **A:** Is your son a good student?  
**B:** Yes. Last month he \_\_\_\_\_ as the Student of the Month at his school.  
A. choose  
B. was chosen  
C. had chosen  
D. chose
44. **A:** How's Ivan?  
**B:** He's fine, but he's really tired. \_\_\_\_\_ night classes and he's not getting enough sleep.  
A. He took  
B. He's been taking  
C. He's taken  
D. He takes
45. **A:** How's the chicken?  
**B:** It's dry. I \_\_\_\_\_ it out of the oven sooner.  
A. could take  
B. may have taken  
C. should have taken  
D. might take

Read the form. Choose A, B, C, or D.

Northwest Regional Adult Center		Student Information Form	
Student's Name:	<u>Lopez</u>	<u>Maria</u>	<u>Carmen</u>
	LAST NAME	FIRST	MIDDLE
<input type="checkbox"/> M <input checked="" type="checkbox"/> F	Telephone: <u>(213) 555-7765</u>		
Address: <u>494 Florence Avenue, Apt. 2</u>			
<u>Los Angeles, CA 90035</u>			
Date of Birth: <u>1 / 18 / 1987</u>		Place of Birth: <u>Mexico</u>	
		MONTH/DAY/YEAR	
Student Identification Number: <u>67806144</u>			
<b>Student Schedule</b>			
Class:	English 1A		
Room:	122		
Days/Time:	Monday 6:00 P.M.–8:30 P.M.		
	Wednesday 6:00 P.M.–8:30 P.M.		
Instructor:	Mrs. Ana Santini		

46. What is the student's last name?

- A. Maria
- B. Carmen
- C. Lopez
- D. Santini

47. What class is the student in?


- A. Monday 6:00-8:30
- B. Wednesday 6:00-8:30
- C. Adult Center
- D. English 1A

Read the article. Choose A, B, C, or D.

## A Healthy Choice

Do you know any vegetarians? Vegetarians are people who do not eat meat or fish. Vegetarians eat vegetables, fruits, grains, beans, and nuts. Most vegetarians also eat eggs and milk.

Some people don't eat meat, fish, eggs, or milk. They don't eat anything from an animal. All their food comes from plants. These people are called *vegans*. Vegans believe people shouldn't use animals for food or clothes. They say their diet of plants is healthy and delicious.



Marina Popov is a vegan. For breakfast she prepares brown rice with vegetables. For lunch she makes a big salad with vegetables. For dinner she cooks beans and rice. She eats fruit and nuts for dessert. What do you think? Do you want to be a vegetarian or vegan?

**COMMENTS (23)** [Post a comment](#)

1 2 3 4 5 6 7 8 9 10 [Next](#)

48. What is this article about?

- A. cooking meat
- B. fruits and vegetables
- C. vegetarians and vegans
- D. different meals

49. Vegetarians don't eat \_\_\_\_\_.

- A. cheese
- B. nuts
- C. meat
- D. eggs

50. Vegans can eat \_\_\_\_\_.

- A. ice cream
- B. eggs
- C. bananas
- D. fish

Read the form. Choose A, B, C, or D.

## PATIENT MEDICAL HISTORY FORM

Patient Name Young Ah Kim Today's Date 5/23/10

Doctor Dr. Frankel

Have you been under a doctor's care in the last two years? Yes ☒ No ☐

If yes, for what? high cholesterol

Have you ever been in the hospital or had a major operation? Yes ☒ No ☐

If yes, when? July 2004

Reason car accident, my leg was broken

Have you had any serious illnesses? Yes ☐ No ☒

If yes, list and give dates \_\_\_\_\_

Have you taken any medications during the past year? Yes ☒ No ☐

If so, for what? high cholesterol

Name of medicine Cholestol

Are you allergic to any medications? Yes ☒ No ☐

List names of medicine penicillin

Do you have any of these conditions? Circle Yes or No.

Heart disease	Yes	No	Asthma	<input checked="" type="checkbox"/>	No
Chest pain	Yes	No	Allergies	<input checked="" type="checkbox"/>	No
High blood pressure	Yes	No	AIDS	Yes	No
Stroke	Yes	No	HIV	Yes	No
Diabetes	Yes	No	Emphysema	Yes	No
Cancer	Yes	No	Tuberculosis	Yes	No
High cholesterol	<input checked="" type="checkbox"/>	No			

51. What medical problem does Young Ah *not* have?

- A. high cholesterol
- B. diabetes
- C. asthma
- D. allergies

52. What is the name of the medication that Young Ah is taking?

- A. Frankel
- B. cholesterol
- C. Cholestol
- D. HIV

Read the article. Choose A, B, C, or D.

## TEENAGERS AND SLEEP

Is your teenager getting enough sleep? Probably not. Research has shown that teenagers need around 9.5 hours of sleep a night, yet the average teen sleeps only about 7.4 hours on school nights. Gail Nissan, age 16, is a typical teenager. She attends classes, participates in after-school activities, and spends her evenings doing homework and connecting with her friends by phone, text messaging, and online. She usually goes to sleep around 11:30 P.M. and gets up at 6:30 A.M. On weekends she is exhausted and usually sleeps until noon.

Such an irregular sleep schedule can be harmful to teenagers. It can cause poor school performance. It can also cause depression and car accidents. More than 20 percent of teenagers regularly fall asleep in school. Many have trouble coping with the stress in their lives.

If your teenager is having these problems, you can help. Experts suggest talking to your teenager about the following ways to increase sleep time:

- Going to bed and getting up at the same time every day, even on weekends
- Doing a relaxing activity before going to bed each night
- Avoiding drinks with caffeine after lunch
- Exercising every day, but not in the evening
- Not taking naps
- Not using technology one hour before going to bed
- Making the bedroom quiet, dark, and a little bit cool



53. Who will probably read this article?

- A. teenagers
- B. parents
- C. sleep experts
- D. businesses

54. How many hours of sleep a night does Gail Nissan usually get?

- A. 9.5
- B. 7.4
- C. 20
- D. 7

55. Which of the following do sleep experts think is *not* helpful for teens?

- A. getting up at the same time every day
- B. sleeping in a cool, dark room
- C. taking short naps in the afternoon
- D. exercising in the afternoon



**Read the bill. Choose A, B, C, or D.**

**Your Account Number**  
**953 885 485 79**

Mario Lantana  
1891 S. Sepulveda  
Van Nuys, CA 91316

**More Phone Numbers**  
24-hour service and info  
(800) 555-2000

**Electric Company**  
**PO Box 38**  
**West Hills, CA 91304**

**Billing Period**

From 08/09/10 to 09/09/10

**Meter Number**

875498

Next meter reading  
date on or about  
Oct 16 2010

**Previous Charges**

Total amount due at last billing  
Payment–Aug 23 2010  
Thank You

**Account Balance**

99.34  
99.34CR

**Current Charges**

**Amount**

Customer charge  
31 Days 5.33

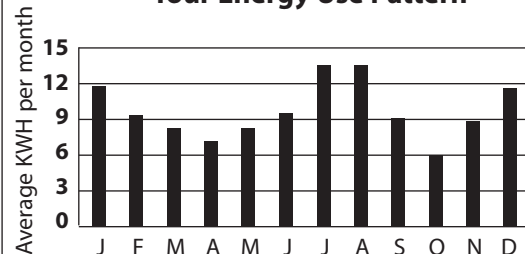
Gas and Electricity Charges 152.22

Taxes and Fees 3.97

**Total Amount Now Due 161.52**

Current Amount Past Due if not paid by Sep 30, 2010.  
A late charge of \$5.00 may apply.

**Your Energy Use Pattern**



**ENERGY SAVING TIP** To save on your heating bill, set the thermostat lower. If you lower the thermostat slowly, over a few weeks, you will get used to the lower temperature.

56. When did Mario make his last payment?

- A. August 8
- B. September 9
- C. August 23
- D. September 30

57. How much is his current bill?

- A. \$99.34
- B. \$5.33
- C. \$152.22
- D. \$161.52

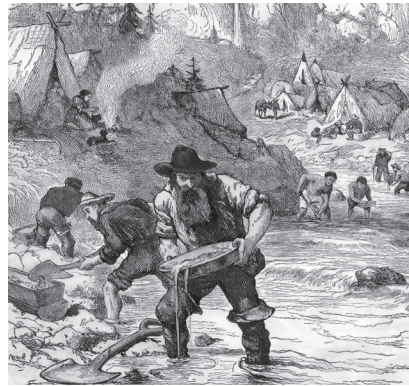
Read the article. Choose A, B, C, or D.

## The Klondike Gold Rush

“GOLD! GOLD! GOLD! GOLD!” This was the headline of a Seattle newspaper on July 17, 1897. Eleven months earlier, three men had discovered a large amount of gold in the Klondike, an area of Canada near Alaska. Soon thousands of people were making plans to travel to Alaska and then to the Klondike area.

On July 26, 1897, the first gold seekers arrived by ship in Skagway, Alaska. Although most of the travelers wanted to leave immediately for the Klondike, they faced serious difficulties. First, the Canadian government required each person who wanted to enter Canada to bring food, tools, medical supplies, and clothing for one year. That’s because there were no stores in the Klondike.

After they had gathered all the necessary supplies, the gold seekers were allowed to begin the journey into Canada. They had to climb a huge mountain in freezing temperatures and then travel 550 miles down a river to the town of Dawson. The trip took many weeks and many gold seekers died along the way.



When the travelers finally arrived in Dawson, many of them discovered that the most valuable areas of land had already been taken. Many of them had to go to work for the people who had already found gold.

By 1900, the Klondike Gold Rush was over. Historical records show that in just four years, the area around Dawson produced more than 51 million dollars in gold. That would be worth more than a billion dollars today! However, of the almost 40,000 people who had traveled to Dawson in search of gold, only about 4,000 were lucky enough to become rich. Most of the gold seekers returned home as poor as when they had started out.

These days, tourists from all over the world visit the area of the Klondike Gold Rush each year. If they are lucky, they can still find tiny amounts of gold there. It is not worth much, but it is enough to give visitors a feeling of the excitement of the Gold Rush more than 100 years ago.



58. Gold was first discovered in \_\_\_\_.

- A. Seattle
- B. Skagway
- C. the Klondike
- D. Dawson

59. Which event happened first?

- A. Gold seekers gathered supplies.
- B. Gold seekers entered Canada.
- C. Gold seekers arrived in Dawson.
- D. Gold seekers arrived in Skagway.

60. What is *not* true about the trip to Dawson?

- A. It was dangerous.
- B. It was long.
- C. It was cold.
- D. It was fast.



# **Listening Test Audio Script**



# Future Placement Test

## LISTENING TEST AUDIO SCRIPT



**(Track 2) Example question for the Listening Test.**

**Listen to the conversation. Choose A, B, C, or D.**

**M:** Hi, Rosa. What class are you in?

**F:** I'm in English 1.

**M:** Oh. How is it?

**F:** It's great! The teacher is Mr. Rollins. He's friendly.

**M:** Where's he from?

**F:** He's from Canada.



**(Track 3)**

**Listen to the conversation. Answer questions 1 and 2. Choose A, B, C, or D.**

**F:** What's your first name?

**M:** My first name is Loc.

**F:** How do you spell that?

**M:** L-O-C.

**F:** L-O-C?

**M:** Right.

**F:** And what's your last name?

**M:** Tran.

**F:** OK. Thanks.

**Listen to the conversation. Answer questions 3, 4, and 5. Choose A, B, C, or D.**

**F:** Hi. May I help you?

**M:** Yes. I need a gift for my daughter. She wants a blouse.

**F:** OK. We have some nice blouses. What color do you want?

**M:** Well, she likes pink.

**F:** Great! What about this blouse?

**M:** Oh, yes, that blouse is nice. Do you have it in a medium?

**F:** Let me check... Yes, we do. Here you go.

**M:** Thanks. And how much is it?

**F:** It's on sale. It's fourteen ninety-nine.

**M:** Great. Thank you.

**Listen to the conversation. Answer questions 6, 7, and 8. Choose A, B, C, or D.**

**M:** What are you doing this weekend?

**F:** I'm going to the beach with my family.

**M:** Really? Sounds like fun.

**F:** Yeah. We usually go to the beach on Sunday. What about you?

**M:** Well, I have a guitar class. I have a guitar class every Saturday morning.

**F:** You play the guitar? Wow. That's really neat.

**M:** Well, I don't really play...

**F:** But you're taking classes, right?

**M:** Yeah. But I don't know how to play. That's why I'm taking classes!

**Listen to the information. Answer questions 9, 10, and 11. Choose A, B, C, or D.**

... And now some announcements from Long Beach Community Center. Free classes in English and computers will start again on Wednesday, September 10th. We are giving English placement tests on September 8th and 9th for new students. Space is limited so come early. Classes are free, but you need to register in advance.

During the months of September and October, there will be a mural painting project at the corner of 5th Avenue and Dupont. This will be a special group project for people of all ages to improve our neighborhood. We will be painting the mural every weekend from 9 until 5. Volunteers are welcome. To sign up, please call extension 6 or just drop by.

Finally, on Saturday October 1st we're starting a food and clothing drive. Please bring in any cans or packages of food or clean clothes you don't need. And if you have time, please sign up to help distribute the food and clothes on October 20th.

If you have any questions, please visit us at 89 Main Street, call us at 555-1234, or e-mail us at lbcc ...

**Listen to the information. Answer questions 12 and 13. Choose A, B, C, or D.**

Thank you all for being here this evening. I'm happy to see that so many people are concerned about fire safety. Tonight's class will focus on what you can do to prevent a fire in your home. Let's begin with a room that's very important in many homes—the kitchen.

Cooking is the number-one cause of house fires in the U.S. When you're in the kitchen, pay attention to what you're doing. Keep hair and clothing away from fire, and keep your cooking areas clean. If a pan of food catches fire, immediately put a lid over it and turn the stove off. Also remember to turn off the stove and oven when you finish preparing your food. And never leave the kitchen while food is still cooking on the stove. Remember that it takes only a few seconds for a fire to start.

If you have children, you should be extra careful. They're curious, so they'll want to know what's going on in the kitchen. Teach children not to touch anything on the stove.

Now, are there any questions before I go on? ...

**Listen to the conversation. Answer questions 14 and 15. Choose A, B, C, or D.**

**Omar:** What would you do if you had a lot of money?

**Linh:** I would quit my job at this convenience store and start my own business. I've always wanted to be my own boss.

**Omar:** That sounds like a good idea.

**Linh:** Why? What would *you* do if you had a lot of money?

**Omar:** I think I would travel for a year or two.

**Linh:** Where would you go?

**Omar:** Australia. And South America. I've always wanted to go to Argentina and Brazil...

**Linh:** Hmm... Maybe I'd join you. My business can wait a year or two.





# Future Placement Test

## STUDENT ANSWER SHEET

Last Name

First Name

Middle

MM / DD / YYYY

### Directions for marking answers

- Use a No. 2 pencil. Do NOT use ink.
- Make dark marks and bubble in your answers completely.
- If you change an answer, erase your first mark completely.

### Right

(A) (B) (C) (D)

### Wrong

(A) (X) (C) (D)

(A) (B) (C) (D)

### LISTENING TEST

- 1 (A) (B) (C) (D)  
2 (A) (B) (C) (D)  
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### GENERAL TEST

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60 (A) (B) (C) (D)

### For office use only

#### Scores

Listening Test Score: \_\_\_\_\_ General Test Score: \_\_\_\_\_ Speaking Test Score: \_\_\_\_\_

Placement Level: \_\_\_\_\_



# Future Placement Test

## ANSWER KEY

Last Name

First Name

Middle

MM / DD / YYYY

### Directions for marking answers

- Use a No. 2 pencil. Do NOT use ink.
- Make dark marks and bubble in your answers completely.
- If you change an answer, erase your first mark completely.

### Right

(A) (B) (C) (D)

### Wrong

(A) (X) (C) (D)

(A) (B) (C) (D)

### LISTENING TEST

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- 13 (A) (B) (C) (D)
- 14 (A) (B) (C) (D)
- 15 (A) (B) (C) (D)

### GENERAL TEST

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- 60 (A) (B) (C) (D)

### For office use only

### Scores

Listening Test Score: \_\_\_\_\_ General Test Score: \_\_\_\_\_ Speaking Test Score: \_\_\_\_\_

Placement Level: \_\_\_\_\_

