



ENGLISH LANGUAGE TEST FOR INTERNATIONAL STUDENTS

SAMPLE TEST

Listening
Reading

This Sample Test does not represent the actual number of items on the ELTiS test.

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ELTiS™

English Language Test for International Students



During the actual ELTiS test, the listening passages are played from a CD and not transcribed in writing. In this sample test, however, the recordings have been transcribed in boxes like this.

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

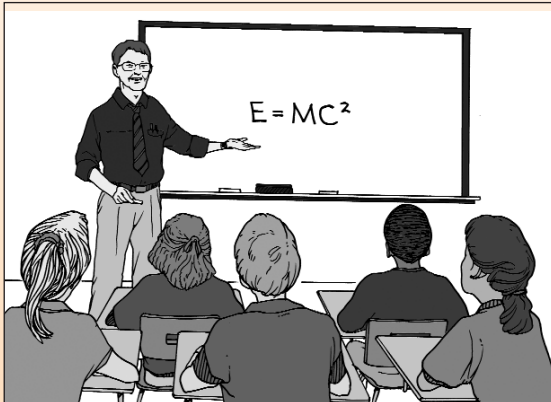
Part 1: Follow Classroom Directions

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. Stand up and get into your groups.
- B. Take out your homework and go over the answers with your partner.
- C. Sit down and look at this equation on the board.



- A.
- B.
- C.

1



- A. Write the answers on your papers.
- B. Discuss the questions with your partner.
- C. Take everything off your desks.



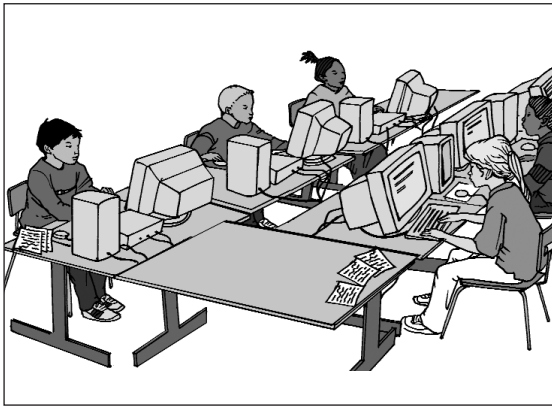
- A.
- B.
- C.



2



- A. Sit at a working computer, take out your notes, and start writing your essay.
- B. Sit at a working computer, put all your notes away, and look at the screen in the front of the classroom.
- C. Turn off your computer, open your book, and read Chapter 12.



- A.
- B.
- C.

In the actual ELTiS test, this part has four items.



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.



Ms. Eng has 33 students in her first period English class. One-third of the students failed the last test, and two-thirds of the students passed the last test. To calculate the number of students who passed the last test, you need to multiply the total number of students –33– by two-thirds. Which expression should you use?

Sample B

- A. $33 \times \frac{1}{3}$
- B. $33 \times \frac{2}{3}$
- C. $33 - \frac{1}{3}$



Tickets to the school play cost \$15.00 for adults and \$6.00 for students. The school sold 300 adult tickets and 220 student tickets. To figure out the total amount of money earned, you need to multiply 300 adults by 15 dollars and multiply 220 students by 6 dollars. Then you need to add the two quantities together. Which expression should you use?

3

- A. $(300) \$15 + (220) \6
- B. $300 (220) + \$15 (\$6)$
- C. $300 - 220 (\$15 + \$6)$



You have six coins in your hand. Two of the coins are nickels and four of the coins are dimes. To calculate the total amount of money you have, you need to multiply point zero five by two, and point one zero by four. Then, you need to add the two quantities together. Which expression should you use?

4

- A. $2 + (\$.05) + 4 + (\$.10)$
- B. $\$.05 (2) + \$.10 (4)$
- C. $2 (\$.05) - 4 (\$.10)$

In the actual ELTiS test, this part has four items.



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.



You will hear a teacher and a student talking in an English language arts classroom. Listen carefully.

TEACHER: What did you think of “The Road Not Taken” by Robert Frost?

STUDENT: The poem we read yesterday?

TEACHER: Yes, “The Road Not Taken.”

STUDENT: I kind of liked it.

TEACHER: What do you think it is about?

STUDENT: Well, it’s about a man who had to make a choice about which road to take. He was out in the woods by himself, and he couldn’t decide which path was better.

TEACHER: How does the poem tell you that?

STUDENT: The poet says that the two roads are pretty much the same except one looks worn down, like a lot of people used it. The other path looks grassy like no one ever walks on it.

TEACHER: So which one does he choose?

STUDENT: He chooses the one less traveled, the grassy one that looks like no one ever walks on it.

TEACHER: Why do you think he picked that one?

STUDENT: I think he wants to be different and not go the way everyone else goes. I think he wants to be true to himself.



5 What are the two people discussing?

- A. a poem by Robert Frost
- B. a walk through nature
- C. an important decision

6 What choice did the man make?

- A. to take the path that most people take
- B. to make a better new path
- C. to take the grassy road

7 What is the reason for his choice?

- A. He wants to go where others have gone.
- B. He wants to be different.
- C. He knows which road is better.

In the actual ELTiS test, this part has nine items.



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.



You will hear a social studies teacher talking. Listen carefully.

Today, we are going to talk about the kingdom of Ghana, one of the great civilizations that developed in West Africa. The kingdom of Ghana is not the same thing as the present-day country of Ghana. No, the kingdom of Ghana developed in West Africa around 780 A.D.—that’s more than 1200 years ago. Of course, the kingdom of Ghana didn’t start out as a great kingdom. When it began, it was just a place (uh) where traders stopped on their way across the huge, hot, sandy Sahara desert. At first, it was just a small trading and agricultural center. A place where traders could rest and find food and water and shade. Lots of things were traded in this small trading center, but the two most important trade items were gold and salt. Over time, more and more camel caravans began stopping there and Ghana, especially the king of Ghana, became rich and powerful. How did this happen?

Well, the king of Ghana taxed all the people who lived in the kingdom of Ghana. And then he figured out a way to bring in really big money. He decided to tax each item that traders brought into Ghana and each item that left Ghana. Think about that. What if I were king of this classroom and made everyone who came in or out of my classroom pay a tax. I could have you pay your taxes in money or in things like pencils or CDs. The people in the kingdom of Ghana paid their taxes to the king using gold and food they grew. And the traders also could pay their taxes in gold as well as in things they brought into the kingdom—salt, fine clothes, books, and imported foods such as oranges and dates. Over time, in this way, Ghana became a rich and powerful trading kingdom.



8

What is the main topic of this passage?

- A. the importance of trade
- B. the development of the kingdom of Ghana
- C. Ghana's system of taxation

9

The two most important items traded in Ghana were _____.

- A. gold and salt
- B. salt and imported foods
- C. gold and imported foods

10

Why did the kingdom of Ghana become wealthy and powerful?

- A. The land was good for farming.
- B. The people made fine clothes and books and grew food.
- C. It developed into a trading center.

In the actual ELTiS test, this part has seven items.

END OF LISTENING SECTION

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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 The _____ patterns in ancient cave paintings are evidence of early mathematics.

- A. geometric
- B. organic
- C. invisible
- D. tranquil

2 The university will _____ Tomoko's grades and test scores and then decide if she will be admitted.

- A. assume
- B. evaluate
- C. generalize
- D. demote

3 During the 1500s, the Aztecs gradually _____ to central Mexico where they built their capital city, Tenochtitlan.

- A. oriented
- B. removed
- C. permeated
- D. migrated

4 Because of the burglar's _____ features, he was quickly identified and arrested.

- A. indistinguishable
- B. subtle
- C. obscure
- D. prominent

In the actual ELTiS test, this part has seven items.



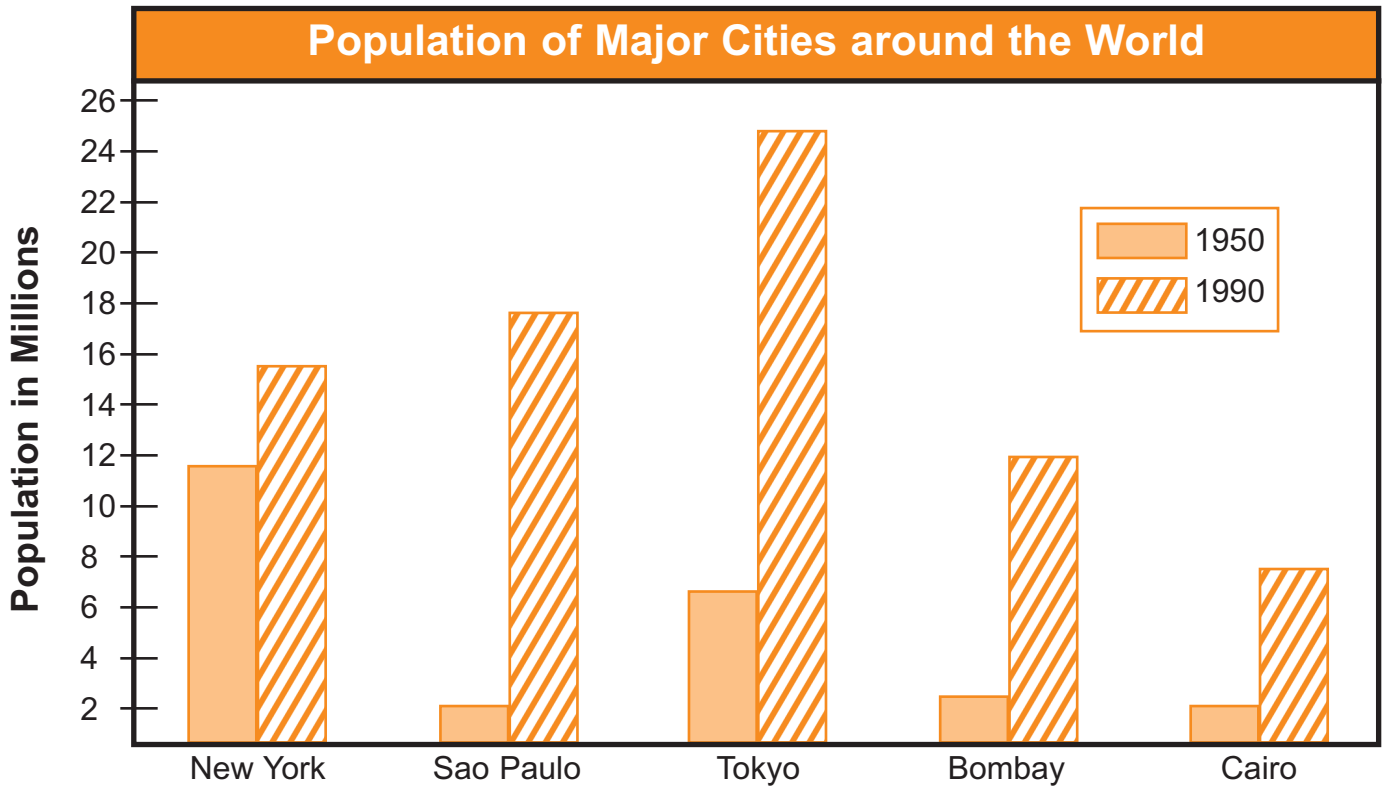
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READING

Part 2: Read a Graph

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



- 5 What is the main purpose of this graph?
- A. To indicate how population in one city affected other cities
 - B. To show population growth in the world's major cities
 - C. To demonstrate worldwide population growth
 - D. To compare death rates in major world cities

- 6 Which city had the smallest increase in population from 1950 to 1990?
- A. Cairo
 - B. Tokyo
 - C. New York
 - D. Sao Paulo



7 Which city had the smallest population in 1990?

- A. Cairo
- B. New York
- C. Bombay
- D. Sao Paulo

8 What was New York's population in 1950?

- A. Around 10 million
- B. Around seven million
- C. Around 16 million
- D. Around 12 million

In the actual ELTiS test, this part has four items.





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.

The First Amendment of the United States Constitution guarantees citizens the right to petition their government. This means that people have the right to try to influence the actions that the government takes. Groups of people usually have more influence than people working alone, so many Americans belong to at least one organized group, such as a labor union, large business, religious group, league, or club. Often, these organized groups seek to influence the way Congress votes on particular issues. When these organized groups petition Congress, they are referred to as special interest groups.

Special interest groups hire representatives to speak to members of Congress. In the past, these representatives would meet with legislators in the lobby of the building. For this reason, they are known today as lobbyists. Lobbyists work with local, state, and federal politicians. In the past, lobbyists have influenced decisions made by Congress on major issues such as slavery, women's suffrage, and taxes.

There are two kinds of lobbying: coalition and grassroots. Coalition lobbying occurs when two or more special interest groups join together for a similar cause. Grassroots lobbying is when a special interest group encourages citizens to voice their opinions to Congress through phone calls, e-mail, letters, and other forms of communication supporting the group's interests. When it comes to lobbying Congress, there is power in numbers.

Lobbying is not the same as bribery. It is illegal to buy a legislator's vote. On the other hand, many special interest groups may contribute money to the individual campaigns of legislators in order to win their support. In order to maintain checks and balances among lobbyists and special interest groups, Congress has passed two acts. In 1946, Congress passed the Regulation of Lobbying Act, requiring all professional lobbyists to register their employers and their expenses. Congress passed another act in 1995, the Lobbying Disclosure Act, that requires lobbyists to file more thorough reports dealing with the nature of their lobbying.



9 What is the main purpose of this passage?

- A. to explain the difference between coalition and grassroots lobbying
- B. to describe the purpose of special interest groups and lobbyists
- C. to compare lobbying with bribery
- D. to describe the types of organized groups in the United States

10 According to the passage, what is a special interest group?

- A. a group that tries to buy a legislator's vote
- B. any labor union or large business
- C. a group of legislators who make laws affecting lobbyists
- D. an organized group that petitions Congress

11 According to this passage, why are special interest groups successful in influencing Congress?

- A. Their members can phone and write to members of Congress.
- B. Groups are usually more powerful than individuals.
- C. Most Americans belong to at least one organized group
- D. They have the right to petition the government.

12 Unlike coalition lobbying, grassroots lobbying _____.

- A. encourages individual citizens to contact members of Congress
- B. is illegal
- C. involves several special interest groups
- D. does not involve members of Congress



13 Which sentence would most likely follow the last sentence of the passage?

- A. These acts allow individual citizens to communicate with members of Congress without the help of lobbyists.
- B. Today, lobbyists do not have to meet with members of Congress in the lobbies.
- C. These acts help monitor the exchange of money between lobbyists, special interest groups, and members of Congress.
- D. These acts help lobbyists collect money from their special interest groups.

In the actual ELTiS test, this part has 15 items.

END OF READING SECTION



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AN ACADEMIC ENGLISH TEST FOR SECONDARY STUDENTS

