



Concurso Especial para acesso ao Ciclo de Estudos Integrado conducente ao grau de Mestre em Medicina da Universidade da Beira Interior, por titulares do grau de licenciado

2015-2016

Provas de Aptidões Cognitivas e de Conhecimentos de Língua Inglesa

- ▣ **Informações gerais**
- ▣ **Local**
- ▣ **Cronograma**
- ▣ **Distribuição dos candidatos por sala**
- ▣ **Indicações específicas**
- ▣ **TOEIC®**



Concurso Especial para acesso ao Ciclo de Estudos Integrado conducente ao grau de Mestre em Medicina da Universidade da Beira Interior



Provas de Aptidões Cognitivas e de Conhecimentos de Língua Inglesa

INFORMAÇÕES GERAIS

De acordo com o disposto no nº 2 do artigo 5º do Regulamento do Concurso Especial a que se refere o Despacho nº14/2007, alterado pelo Despacho nº 13/R/2011 de 11 de Abril, um dos critérios de seriação do contingente a que se refere o nº 1.2 do artigo 3º para o ciclo de estudos integrado conducente ao grau de mestre em medicina, é a classificação obtida nas provas de aptidões cognitivas de natureza escrita (que avaliam o raciocínio numérico, o raciocínio verbal e o raciocínio abstrato) e na prova de conhecimentos de língua inglesa.

Aptidões cognitivas

- Raciocínio Abstrato** Avalia a capacidade para inferir relações entre diferentes informações, utilizando o raciocínio dedutivo e indutivo.
- Raciocínio Numérico** Avalia a capacidade para raciocinar sobre problemas numéricos.
- Raciocínio Verbal** Avalia a capacidade para interpretar informação escrita e tirar conclusões lógicas.

A avaliação de aptidões terá uma **duração aproximada de 2h30m**. Cada prova será aplicada separadamente e tem um **tempo de realização pré-definido**. Todas as provas têm um formato de **resposta múltipla**, em que apenas uma das alternativas está correta. **Por cada resposta correta o candidato recebe um (1,0) ponto. Por cada resposta incorreta é descontado meio (0,5) ponto à pontuação total obtida na prova. Na prova de Raciocínio Numérico, as respostas incorretas não descontam.**

Este tipo de provas pretende avaliar a compreensão verbal e o raciocínio (numérico e abstrato), aptidões que não dependem de conhecimentos, pelo que não é esperado qualquer tipo de treino. Ainda assim, pode ser importante para os candidatos familiarizarem-se com o tipo de tarefas que terão de realizar, razão pela qual poderão consultar o seguinte endereço onde encontrarão **exemplos do tipo de exercícios** que terão de resolver: <http://www.ukcat.ac.uk/preparation/practice-test/>.

Conhecimentos de língua Inglesa

Para a avaliação dos conhecimentos da língua Inglesa será utilizado o **TOEIC® - Test Of English for International Communication**. O **TOEIC®** avalia as competências de Inglês necessárias para comunicar em situações profissionais internacionais. Contudo, o conteúdo da prova não requer conhecimentos técnicos especializados.

Em contexto académico o **TOEIC®** é usado em todo o mundo por escolas de gestão e engenharia, Universidades, Institutos Politécnicos, escolas de línguas, etc., com o objetivo, entre outros, de verificar o nível de Inglês dos candidatos e de validar as competências dos estudantes na língua inglesa, através de um certificado reconhecido internacionalmente.

É um teste de escolha múltipla, composto por 200 questões divididas em 2 secções:

- Compreensão Oral (Listening Section)** Composta por 100 questões, que são aplicadas com a ajuda um CD (audio). Esta secção tem a duração aproximada de 45 minutos. Avalia em que medida o sujeito avaliado compreende o Inglês falado.
- Compreensão Escrita (Reading Section)** Composta por 100 questões. Esta secção tem a duração de 75 minutos. Avalia em que medida o sujeito compreende o Inglês escrito.

Em anexo, inclui-se o Caderno do Examinando (Examinee Handbook) onde constam todas as informações relativas à prova, bem como uma tabela de equivalências entre os resultados do **TOEIC®** e os níveis do Quadro Europeu Comum de Referência para as Línguas (Common European Framework of Reference for Languages).

Existem livros de preparação para a prova. A CAPMAN.ES, representante ibérica do editor da prova, sugere como preparação para o **TOEIC®** o pacote **TARGET SCORE STUDENT'S PACK** que inclui um livro e 3 CD ROM com cadernos de teste reais, centrado no Inglês de Negócios para níveis superiores aos 550 pontos **TOEIC®** (nível B1 do Quadro Europeu Comum de Referência para as Línguas). Cada uma das 12 unidades centra-se em um dos principais temas recorrentes da prova, nomeadamente: comunicação, vendas, ambiente de trabalho, recursos humanos e temas da sociedade em geral. Em Portugal, um dos revendedores do livro é a CEGOC –TEA, Lda.

Provas de Aptidões Cognitivas e de Conhecimentos de Língua Inglesa

ASPETOS A TER EM CONSIDERAÇÃO

- ❑ No início da avaliação será solicitada, a todos os candidatos, a assinatura de uma **declaração (Declaração de Consentimento) que atesta estarem em condições físicas e psicológicas para realizar os testes propostos e terem conhecimento do regulamento do concurso e do aviso publicado pelos Serviços Académicos da UBI. A ASSINATURA DESTA DECLARAÇÃO TEM UM CARÁTER OBRIGATÓRIO E, SEM ELA, A CANDIDATURA NÃO SERÁ CONSIDERADA VÁLIDA.**
- ❑ No caso das secções correspondentes às aptidões cognitivas, estas foram devidamente adaptadas e validadas para a população portuguesa e aprovadas pelo detentor dos direitos de autor. Trata-se de provas cuja validade e fiabilidade das tarefas foram atestadas em vários países e que são utilizadas para a seleção de profissionais com formação de nível médio e superior.
- ❑ **Todas as provas (de aptidões cognitivas e de conhecimentos de língua inglesa) serão realizadas a lápis** por questões que se prendem com o equipamento de leitura ótica.
- ❑ **Todo e qualquer material necessário para realizar as provas será fornecido pela empresa responsável** por esta fase de avaliação e apenas este poderá estar em cima da mesa, para além do cartão de identificação. Caso pretendam controlar os tempos das provas, os candidatos terão de levar consigo relógio, já que **não será permitido o uso de telemóveis e estes terão de permanecer desligados durante toda a duração das provas.** Não será permitida a utilização de cronómetros cujos alarmes perturbem a normal aplicação das provas. **QUALQUER VIOLAÇÃO DESTA REGRA TERÁ COMO CONSEQUÊNCIA, PARA O INFRATOR, A ANULAÇÃO AUTOMÁTICA DA PROVA EM QUE SE VERIFIQUE A OCORRÊNCIA.**
- ❑ A folha de rascunho que será entregue para as provas de aptidões, será recolhida no final da aplicação. **EM CIRCUNSTÂNCIA ALGUMA OS CANDIDATOS PODERÃO FICAR COM AS FOLHAS DE RASCUNHO.**
- ❑ **TODAS AS RESPOSTAS DEVEM SER REGISTADAS NAS FOLHAS DE RESPOSTAS. NÃO será permitido passar respostas da folha de rascunho para a folha de respostas, após o término do tempo disponível para o teste em questão.** Só serão consideradas as respostas assinaladas nas folhas de respostas.
- ❑ Para a secção de Raciocínio Numérico **não é permitida a utilização de máquina de calcular.**
- ❑ **TODOS OS CANDIDATOS devem seguir rigorosamente as instruções que são dadas pelo examinador no que toca à abertura e fecho dos cadernos de teste, início e fim do tempo de prova, etc. QUALQUER VIOLAÇÃO DESTA REGRA TERÁ COMO CONSEQUÊNCIA, PARA O INFRATOR, A ANULAÇÃO AUTOMÁTICA DA PROVA EM QUE SE VERIFIQUE A OCORRÊNCIA.**
- ❑ **Durante a realização das provas NÃO estão previstas saídas.** O intervalo para almoço foi previsto de modo a que os candidatos não estejam em sala mais do que 2H30/2h45. Qualquer candidato que se ausente da sala, para ir ao WC, terá de se identificar à saída e no regresso à sala. **A APLICAÇÃO DAS PROVAS NÃO SERÁ INTERROMPIDA. NO CASO DO TOEIC® NÃO É PERMITIDA A SAÍDA DA SALA, DURANTE TODA A PROVA.**
- ❑ No que diz respeito às provas de avaliação das aptidões cognitivas, **os candidatos apenas terão acesso aos resultados obtidos nas provas.** Se o solicitarem, **poderão ter acesso à(s) Folha(s) de Registo onde anotaram as suas respostas, bem como ao registo informático da introdução de dados** no programa de correção da(s) prova(s), para conferirem que esta foi bem feita. **AS GRELHAS DE CORREÇÃO DAS PROVAS SÃO TOTALMENTE CONFIDENCIAIS E, EM CASO ALGUM, SERÃO DIVULGADAS.**
- ❑ **No que respeita à revisão de provas do TOEIC®, aplicar-se-ão as regras de funcionamento da empresa que comercializa a prova e que podem ser consultadas no site www.ets.org/toeic/, bem como no Examinee Handbook.** No caso específico do processo de seleção para o curso de Medicina, será o representante exclusivo do ETS para Espanha e Portugal (CAPMAN.ES) que assegurará, quer a disponibilização de materiais, quer o serviço de cotação das provas, pelo que todos os processos de revisão da prova deverão ser solicitados à CAPMAN.ES.

Provas de Aptidões Cognitivas e de Conhecimentos de Língua Inglesa

TOEIC®

- ❑ A realização do TOEIC® tem um **caráter obrigatório APENAS para os candidatos que NÃO possuam um Certificado TOEIC® válido.**
- ❑ A realização do TOEIC® **é facultativa para os candidatos que possuam um certificado válido, cuja data de realização da prova seja anterior à data de 9 de Abril de 2015.**
- ❑ Os candidatos que **prescindem da realização do TOEIC® e que possuem um Certificado TOEIC® válido, obtido por outra via que não o presente concurso para a UBI**, têm a responsabilidade de comprovar que os resultados são efetivamente válidos.

Neste caso, aquando da Receção e Encaminhamento dos candidatos, deverão levar consigo o **Certificado original**, bem como uma **cópia** do mesmo e apresentar ambos os documentos ao secretariado e terão de **assinar um documento que atesta que prescindem da realização da prova e que comprova que foi entregue uma cópia do Certificado e que esta corresponde ao original.**

Apenas serão aceites Certificados TOEIC® que incluam o número do documento de identificação do titular do Certificado. Não serão aceites certificados que, apesar de válidos, apenas tenham o nome como único dado de identificação do titular.

- ❑ Os candidatos que **prescindem da realização do TOEIC® e que realizaram a prova no âmbito do concurso para a UBI**, em 2014 e/ou em 2013, apenas terão de **assinar um documento que atesta que prescindem da realização do TOEIC® e que pretendem que seja considerado o melhor resultado obtido num destes anos no processo de candidatura a este concurso.**
- ❑ Os candidatos que **pretendem realizar o TOEIC®, mas que possuem um certificado válido, obtido por outra via que não o presente concurso para a UBI**, podem pretender que seja considerado, para efeitos de seriação, o melhor resultado.

Neste caso, aquando da Receção e Encaminhamento dos candidatos, deverão levar consigo o **Certificado original**, bem como uma **cópia** do mesmo e apresentar ambos os documentos ao secretariado do processo de seleção assinando um documento que comprova que foi entregue uma cópia do Certificado e que esta corresponde ao original.

Apenas serão aceites Certificados TOEIC® que incluam o número do documento de identificação do titular do Certificado. Não serão aceites certificados que, apesar de válidos, apenas tenham o nome como único dado de identificação do titular.

- ❑ Os candidatos que **pretendem realizar o TOEIC® e que realizaram a prova no âmbito do concurso objeto para a UBI**, em 2014 e/ou em 2013, apenas terão de **assinar um documento que comprova que pretendem que seja considerado o melhor resultado.**

ATENÇÃO: O **Certificado TOEIC®** é emitido pelo *Educational Testing Service* (ETS) e tem **validade de 2 anos** (a contar da data de realização do teste).

Provas de Aptidões Cognitivas e de Conhecimentos de Língua Inglesa

SOLICITAÇÃO DE PARTICIPAÇÃO EM ESTUDO LONGITUDINAL

- ❑ A Faculdade de Ciências da Saúde, através do seu **Gabinete de Ensino e Metodologias de Avaliação em Ciências da Saúde**, está a fazer um **estudo longitudinal** que pretende **identificar as características dos estudantes que frequentam o Mestrado Integrado em Medicina**.
- ❑ Este estudo tem como objetivo **proporcionar aos estudantes uma formação que resulte nos mais altos padrões de humanismo e competências técnicas e cognitivas** dos seus diplomados.
- ❑ Este estudo pretende igualmente ter um **melhor conhecimento de todos aqueles que, tendo já obtido o grau de licenciado noutro ciclo de estudos, se candidatam ao curso de Medicina através deste concurso especial de acesso**.
- ❑ Nesse sentido, no dia das provas de aptidões cognitivas e de conhecimentos de língua inglesa, **será solicitado a cada candidato o preenchimento de um questionário** que permitirá identificar algumas dessas características.
- ❑ Por motivos que se prendem com o carácter longitudinal do estudo, o questionário não poderá ser anónimo e será necessária a **identificação dos candidatos**. Só assim será possível continuar o estudo com aqueles que venham a ser alunos do curso de Medicina.
- ❑ **O preenchimento do questionário é facultativo e, em caso algum, os dados obtidos serão tidos em conta na seriação dos candidatos**, destinando-se apenas a estudos de investigação. **Todos os dados recolhidos são da responsabilidade da FCS-UBI que assegura a sua confidencialidade**.



LOCAL E DATA

Sábado, 9 de Maio de 2015

UNIVERSIDADE DA BEIRA INTERIOR

Faculdade de Ciências da Saúde

Avenida Infante D. Henrique

6201-001 Covilhã

GPS: N 40°16'03.27", W 7°29'42.13"

Tel.: 275 319 700



Para informações sobre como chegar à Universidade, consultar:

http://www.fcsaude.ubi.pt/?page_id=423

Provas de Aptidões Cognitivas e de Conhecimentos de Língua Inglesa

CRONOGRAMA

9h00-10h00	Receção e encaminhamento dos candidatos
10h00-12h45 (aprox.)	Chamada e acomodação dos candidatos nas respetivas salas
	Aplicação das Provas de Aptidões Cognitivas
12h45 (aprox.) -14h30	Almoço
14h30—17h00 (aprox.)	Chamada e acomodação dos candidatos nas respetivas salas
	Aplicação da Prova de Conhecimentos da Língua Inglesa
17h00 (aprox.)	Conclusão

INDICAÇÕES ESPECÍFICAS

- ❑ No dia da avaliação estará colocada sinalização indicativa do local onde decorrerá a avaliação.
- ❑ Na altura da **Receção e Encaminhamento**, os candidatos deverão dirigir-se à mesa do secretariado que corresponde à **sala para que foram convocados** (consultar listagens que constam das páginas seguintes).
- ❑ É **imprescindível** que todos os candidatos apresentem um **documento de identificação com fotografia e assinatura (BI, Cartão do Cidadão, Passaporte. Não serão aceites Cartas de Condução)**. A impossibilidade de apresentação destes documentos será impeditiva da realização das provas. Será importante que levem consigo o comprovativo da candidatura, para o caso de ser necessário.
- ❑ Na hora prevista para a **Chamada e Acomodação nas Salas**, os candidatos deverão dirigir-se para próximo da entrada da sala para que estão convocados, e aguardar que o responsável da sala, chame o seu nome. Nessa altura, deverão dirigir-se ao responsável e apresentar novamente o documento de identificação para verificação da identidade.
- ❑ Aquando da **chamada da parte da manhã**, os candidatos que aceitarem participar no estudo longitudinal deverão igualmente entregar o questionário devidamente preenchido.
- ❑ Todos os bares e cantinas existentes no *Campus* estarão encerrados, pelo que **não haverá nenhum sítio onde possam adquirir algo para comer ou beber**. Perto da Faculdade (em frente ao Hospital Pêro da Covilhã) há um Centro Comercial.

Nas páginas seguintes é apresentada a distribuição dos candidatos pelas diferentes salas. Não serão aceites quaisquer alterações de salas.

Provas de Aptidões Cognitivas e de Conhecimentos de Língua Inglesa

DISTRIBUIÇÃO DOS CANDIDATOS PELAS SALAS

CANDIDATOS CONVOCADOS PARA O ANFITEATRO AMARELO (SALA A0096—R/C)

	N candidatura	Nome	N BI
1	13	Adriana Maria Leal da Rocha Neves Nogueira	14319367
2	65	Ana Carolina Almeida Gonçalves	14304691
3	93	Ana Carolina Coelho Cardoso	14197185
4	19	Ana Carolina Domingues de Oliveira Rodrigues Amarante	13605919
5	40	Ana Catarina Santana de Meireles	11651244
6	30	Ana Cláudia Bento Duarte	13900545
7	104	Ana Filipa da Silva Esteves	14098653
8	63	Ana Leonor do Carmo Sousa e Silva de Pinho	13797047
9	53	Ana Manuela Almeida Martins	13657745
10	8	Ana Margarida Faiões Pires	13570950
11	25	Ana Maria Soares Ameixa	14205992
12	123	Ana Patrícia da Fonseca Tenreiro	13561258
13	81	Ana Patrícia Marques Prata Mano Ferreira	13274455
14	75	Ana Rita Carvalho Abreu	13780028
15	103	Ana Salomé da Rocha Camarinha	13551309
16	56	Ana Sofia Camacho Correia	13813642
17	34	Ana Sofia da Costa Libânio Monteiro	13789969
18	36	Ana Sofia Esteves Nunes	14323160
19	4	Ana Teresa Martins Almeida	13747107
20	88	Ana Teresa Moreira dos Santos Almeida	13188964
21	71	André Filipe da Conceição Marçal Alves Nunes	14004624
22	98	Andreia Carrilho Nicolau	13907150
23	78	Andreia Durão Timóteo	13008659
24	42	Andreia Sofia Batista Aires da Costa	13056168
25	134	Anna Catharina da Costa	14514582
26	32	António Clara Pinto Eliseu	14105364
27	18	Carlos David da Fonseca Valverde	11892698
28	96	Carolina José Canelas e Cadavez	14180313
29	89	Cláudia Alexandra Lopes dos Santos Martinho	13658503
30	44	Cláudia Patrícia Gueidão de Almeida	13574563

Provas de Aptidões Cognitivas e de Conhecimentos de Língua Inglesa

DISTRIBUIÇÃO DOS CANDIDATOS PELAS SALAS

CANDIDATOS CONVOCADOS PARA O ANFITEATRO AMARELO (SALA A0096—R/C)

	N candidatura	Nome	N BI
31	108	Cláudia Sofia Guerrinha Carvalho Pires	14187417
32	50	Cristiana Milhazes Gaiteiro	13943251
33	23	Cristina Isabel Teixeira da Mota	11654014
34	136	Daniela Alice Proença Lopes	14406371
35	31	Daniela Antunes Lourenço	13596782
36	72	David Ricardo da Conceição Marçal Alves Nunes	14004621
37	6	Débora Martins Moreira de Souza Leão	15059522
38	76	Diana Carina Pereira Moura	14089316
39	73	Diana Nogueira Pereira	12529140
40	110	Diogo Filipe Soares Fonseca de Almeida	13581675
41	59	Diogo Ministro Ferreira	13858407
42	77	Duarte Vicente Martins dos Santos	14380170
43	64	Eduardo Manuel Loureiro de Campos	13644316
44	95	Elisabete Teotónio Elvas Tardão	10546710
45	85	Engrácia Elisabete Fernandes Gonçalves	11037434
46	118	Filipa Alexandra Farinha e Silva	12949484
47	48	Filipa Isabel Sousa Costa Guedes Vaz	13788299
48	54	Filipa Jerónimo Romeiro	13847649
49	58	Filipa Maria Carrola Raposo da Veiga	12094483
50	43	Filipe de Carvalho Santos Julião	14086274
51	109	Floripes de Oliveira Paiva	30822976
52	66	Francisco Lopes Alves Pinto de Almeida	13897727
53	125	Gisela Maria Pires do Carmo	11329199

Provas de Aptidões Cognitivas e de Conhecimentos de Língua Inglesa

DISTRIBUIÇÃO DOS CANDIDATOS PELAS SALAS

CANDIDATOS CONVOCADOS PARA O ANFITEATRO VERDE (SALA A+1093—1º ANDAR)

	N candidatura	Nome	N BI
1	22	Gonçalo Miguel Vaz dos Santos	14324691
2	82	Helena Cristina Muñoz Rosado Serrão	13849689
3	26	Helena João Martins Nunes	14145275
4	84	Helena Sofia da Silva Pereira	13764529
5	131	Henrique Vaz dos Santos Costa	13949509
6	12	Hugo Martins Viana	12893674
7	102	Inês da Conceição Barata Moura	12946986
8	35	Inês dos Santos Gomes	12382329
9	47	Inês Lopes Costa da Silva	13795387
10	17	Inês Nunes Silva	12743671
11	49	Iria Maria Viaño Fernandez	33289215G
12	132	Isabel Cristina Costa da Fonseca de Campos	07002310
13	117	Isabel Maria Ferreira de Matos	13204249
14	135	Isabel Sofia Baldaia Esteves	13630031
15	86	Ivo Fausto Serrano Delgado	12473474
16	55	Jaques Soares Castro	13736496
17	74	Joana Inês Hortet Flora Pereira Constantino	13972806
18	87	Joana Isabel da Silva Valente	14176782
19	106	Joana Pacífica da Mata Pontes	14112943
20	24	Joana Patrício Crisóstomo	14369948
21	10	Joana Raquel Painço Pereira dos Santos	14142136
22	99	Joana Rita Mendes de Almeida	14027334
23	129	João Francisco de Sousa Ferreira	14208538
24	90	João Gonçalo Moreira Roxo	14001284
25	79	João Pedro de Almeida Frias Coutinho	13893573
26	2	João Pedro Sousa Martins	12549764
27	114	João Pedro Vaz Godinho	14250353
28	133	José António Gregório Joaquim	11023405
29	5	José Miguel Guerra Rebolho	12333829
30	52	Juliana de Carvalho Magalhães	12815777

Provas de Aptidões Cognitivas e de Conhecimentos de Língua Inglesa

DISTRIBUIÇÃO DOS CANDIDATOS PELAS SALAS

CANDIDATOS CONVOCADOS PARA O ANFITEATRO VERDE (SALA A+1093—1º ANDAR)

	N candidatura	Nome	N BI
31	124	Kátia Paramés Ferreira	13914373
32	7	Lara Cristina Ferreira Carreira	12441702
33	67	Luís Miguel Fernandes de Araújo	13923090
34	20	Manoel António Cerdeira e Sá	13475695
35	51	Maria de Sousa Antunes	13616846
36	14	Maria Isilda Pinto de Oliveira	14102405
37	112	Maria Teresa Ferreira Herdeiro	8169797
38	122	Mariana Araujo Gouveia	FM251044
39	115	Mariana Henriques Loureiro	14081318
40	127	Mariana Marques Dinis Dias	12790407
41	101	Mariana Nascimento Marçal	13536034
42	29	Mariana Patrícia de Jesus Alves da Rocha	13193464
43	3	Micaela do Carmo Bento	14164937
44	27	Miguel Ângelo Lopes Gonçalves	13928210
45	120	Nancy Isabel Silva Curado	14211550
46	92	Olga Patrícia Ribeiro	13913007
47	15	Patrícia Cristina Teixeira Vilarinho	14157370
48	68	Paula Andreia Viana de Araújo	13956966
49	16	Pedro Miguel Ferreira Ribeiro	13710756
50	83	Pedro Miguel Lima Sobral Amante	14222695
51	119	Raquel Alexandra Carita Machado Mota Martins	11748982
52	100	Raquel Daniela Morais de Sousa	13909764
53	39	Raquel Gonçalves Alves	14049335

Provas de Aptidões Cognitivas e de Conhecimentos de Língua Inglesa

DISTRIBUIÇÃO DOS CANDIDATOS PELAS SALAS

CANDIDATOS CONVOCADOS PARA O ANFITEATRO AZUL (SALA A+1062—1º ANDAR)

	N candidatura	Nome	N BI
1	121	Rhaysa Araujo Mousinho	110073003
2	11	Ricardo Cotrim Alves	13560365
3	130	Richar da Silva da Silva	14493568
4	37	Rita Francisca de Vasconcelos Rodrigues Pereira	13724003
5	70	Rita Margarida Carvalho da Silva Coutinho	13904806
6	94	Rita Sofia Correia Revés	12396112
7	45	Romana Augusta Marques Rodrigues	13019030
8	113	Rosa Maria Alves Correia	12652527
9	105	Rúben David Carreira Rodrigues	12509621
10	60	Rui Miguel Fernandes Vieira	14373237
11	111	Sara Cristina Oliveira da Silva	13956122
12	33	Sara Elisa Brás Alves	14158500
13	41	Sara Filipa Jorge Bragancês	13597066
14	46	Sara Filipa Marchã Xerez Lamelas	13795980
15	62	Sara Margarida Silva Pimentel	13573742
16	9	Sara Rafaela Correia Moreira de Carvalho	12446920
17	97	Sara Raquel Cardoso Paulino	14212574
18	116	Sílvia Cláudia Gomes Coelho	12550715
19	91	Sofia Alexandra Lima Silva Costa	13382825
20	57	Sofia Gaspar Gersão	11331819
21	21	Susana Maria Gomes Franco	13253093
22	128	Tânia Rebelo Vaz	1531836
23	107	Tânia Sofia Antunes da Silva	12356473
24	61	Teresa Maria Gomes Pedro Lopes de Carvalho	11249386
25	69	Tiago André Silva de Jesus	13421855
26	80	Tiago Manuel Costa de Almeida Gomes	13217368
27	38	Vanda Luzia Abreu Craveiro	14192796
28	126	Vítor André Teles Raposo	12917807
29	1	Vítor Fernandes Neves	13188367
30	28	Vítor Miguel Parente Correia	14083187



TOEIC®

Listening. Learning. Leading.

Examinee Handbook

LISTENING & READING



*The TOEIC® Test —
Know English. Know Success.*

Table of Contents



About the TOEIC test	2	Answer Sheet	14
TOEIC Test Format	2	Accent Marks	14
Frequently Asked Questions	2	Group Code	14
Who takes the TOEIC test?	2	Custom Codes	14
Why take the TOEIC test?	2	Sample Background Questionnaire	15
When and where can I take the TOEIC test?	3	Sample Answer Sheet	17
How often can I take the TOEIC test?	3	TOEIC Test Scores	19
How much does the TOEIC test cost?	3	Test Fairness and Score Use	19
What score do I need to “pass” the TOEIC test?	3	Interpreting Scores	19
From what kind of contexts are the TOEIC test		Score Report	19
questions drawn?	3	Release of Test Results	19
If I have a disability, can I still take the TOEIC test?	3	Reliability	19
		Standard Error of Measurement (SEM)	20
Certificate of Achievement	4	Rescore Requests	20
		Score Cancellations	20
Preparing to Take the TOEIC Test	4	Testing Irregularities	20
How To Get Ready To Take the TOEIC Test	4	Repeat Test Takers	20
During the Test	4	TOEIC Validity	20
Identification Requirements	5	Test Score Data Retention	20
Test Center Procedures and Regulations	6	Policy and Guidelines for the Use	
Dismissal from Test Session	7	of TOEIC Scores	22
		Introduction	22
Sample Questions	8	Policies	22
General Directions	8	Guidelines	22
Section I: Listening	8	Normally Appropriate Uses of TOEIC Scores	22
Section II: Reading	11	Appropriate Uses	23
		Misuse	23
TOEIC Background Questionnaire		Comments	23
and Answer Sheet	14		
Background Questionnaire	14		

For more information, visit us on the web at www.ets.org/toEIC or contact your local ETS Preferred Vendor. A list of local ETS Preferred Vendors can be found on the web at www.ets.org/toEIC. If there is no ETS Preferred Vendor in your country, please contact us at:

Mail:
TOEIC Program
Educational Testing Service
Rosedale Road
Princeton, NJ 08541
Phone: 1-609-771-7170
Fax: 1-609-771-7111
E-mail: TOEIC@ets.org

Copyright © 2008 by Educational Testing Service. All rights reserved.

EDUCATIONAL TESTING SERVICE, ETS, the ETS logo, TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION, TOEIC, and the TOEIC logo are registered trademarks of Educational Testing Service.

About the TOEIC Test

The TOEIC (Test of English for International Communication) test is an English-language proficiency test for people whose native language is not English. It measures the everyday English skills of people working in an international environment. The scores indicate how well people can communicate in English with others in business, commerce, and industry. The test does not require specialized knowledge or vocabulary beyond that of a person who uses English in everyday work activities.

TOEIC Test Format

The TOEIC test is a two-hour multiple-choice test that consists of 200 questions divided into two sections:

- Listening Section:** The Listening section tests how well you understand spoken English. It consists of four parts and contains 100 questions administered by audiocassette or CD. You will be asked to answer questions based on

a variety of statements, questions, conversations, and talks recorded in English. Total time: approximately 45 minutes.

- Reading Section:** The Reading section includes three parts, testing how well you understand written English. You will read a variety of materials and respond at your own pace to 100 questions based on the content of the materials provided to you. Total time: 75 minutes.

Following several years of ETS research, the TOEIC test has recently been redesigned. The new test features the same test time (2 hours; 45 minutes for Listening and 75 minutes for Reading), the same paper and pencil administration, and the same range of difficulty as the previous test. The score scale is also the same, and scores can be compared across both versions of the test. The following charts outline the major changes in the test:

TOEIC	REDESIGNED TOEIC
Listening Comprehension: 100 items	Listening Comprehension: 100 items
Photographs: 20 questions	Photographs: 10 questions
Question-Response: 30 questions	Question-Response: 30 questions
Short Conversations: 30 questions; 30 conversations with 1 question each	Conversations: 30 questions; 10 conversations with 3 questions each
Talks: 20 questions	Short Talks: 30 questions; 10 talks with 3 questions each

TOEIC	REDESIGNED TOEIC
Reading Comprehension: 100 items	Reading Comprehension: 100 items
Incomplete Sentences: 40 questions	Incomplete Sentences: 40 questions
Error Recognition: 20 questions	Text Completion: 12 questions
Reading Comprehension: 40 questions	Single Passages: 28 questions; 7–10 reading texts with 2–5 questions each
	Double Passages: 20 questions; 4 pairs of reading texts with 5 questions per pair

Frequently Asked Questions

Who takes the TOEIC test?

- Personnel who use English in real-life work settings, such as businesses, hotels, hospitals, restaurants, international meetings, conventions, and sporting events
- Managerial, sales, and technical employees in international business, commerce, and industry who require English for their work
- Individuals who are preparing to enter the workplace
- Candidates for training to be conducted in English
- Individuals in English-language training programs

Why take the TOEIC test?

The TOEIC test is the choice of nearly five million test takers a year and is recognized by thousands of corporations. As a fair and objective measure of English proficiency, the TOEIC test will enable you to:

- Verify your current level of English proficiency
- Qualify for a new position and/or promotion in a company
- Enhance your professional credentials
- Monitor your progress in English
- Set your own learning goals
- Involve your employer in advancing your English ability

Frequently Asked Questions *(continued)*



When and where can I take the TOEIC test?

The TOEIC test is available throughout the world. Testing can be arranged through corporations or other organizations that ask employees or job applicants to take the TOEIC test. In addition, many language-training programs and schools offer TOEIC testing. If testing has not been arranged through your organization, you can contact your local ETS Preferred Vendor to find out when and where you can take the test.

How often can I take the TOEIC test?

Twenty-eight days should lapse between each TOEIC test. If you take the test more than once every twenty-eight days, your test will not be scored and you will not receive a refund. You will need to pay again to retake the test once twenty-eight days have lapsed. Please contact your local ETS Preferred Vendor.

How much does the TOEIC test cost?

TOEIC prices vary worldwide. To inquire about pricing in your area, contact your local ETS Preferred Vendor.

What score do I need to “pass” the TOEIC test?

The TOEIC test is not the kind of test that you “pass” or “fail.” Not every job or task requires the same level of English proficiency. Because it was developed specifically to meet the needs of the workplace, the TOEIC test measures many levels of ability. It enables test takers to demonstrate what they currently can accomplish in English. The single, continuous scale also makes it possible for learners to set attainable goals and to measure their progress as their English improves.

Many companies use the TOEIC test to set their own score standards based on the levels of English necessary to carry out particular responsibilities. Your company may require employees to have a minimum TOEIC score due to the corresponding level of English that is needed on the job. Many companies offer English-language training to help their employees reach target TOEIC scores, which reflect specific levels of proficiency based on professional need.

From what kind of contexts are the TOEIC test questions drawn?

These are some examples of the settings, situations, and formats you may find in TOEIC test questions:

- **Corporate Development:** research, product development
- **Dining Out:** business and informal lunches, banquets, receptions, restaurant reservations
- **Entertainment:** cinema, theater, music, art, exhibitions, museums, media
- **Finance and Budgeting:** banking, investments, taxes, accounting, billing
- **General Business:** contracts, negotiations, mergers, marketing, sales, warranties, business planning, conferences, labor relations
- **Health:** medical insurance, visiting doctors, dentists, clinics, hospitals
- **Housing/Corporate Property:** construction, specifications, buying and renting, electric and gas services
- **Manufacturing:** assembly lines, plant management, quality control
- **Offices:** board meetings, committees, letters, memoranda, telephone, fax and e-mail messages, office equipment and furniture, office procedures
- **Personnel:** recruiting, hiring, retiring, salaries, promotions, job applications, job advertisements, pensions, awards
- **Purchasing:** shopping, ordering supplies, shipping, invoices
- **Technical Areas:** electronics, technology, computers, laboratories and related equipment, technical specifications
- **Travel:** trains, airplanes, taxis, buses, ships, ferries, tickets, schedules, station and airport announcements, car rentals, hotels, reservations, delays and cancellations

If I have a disability, can I still take the TOEIC test?

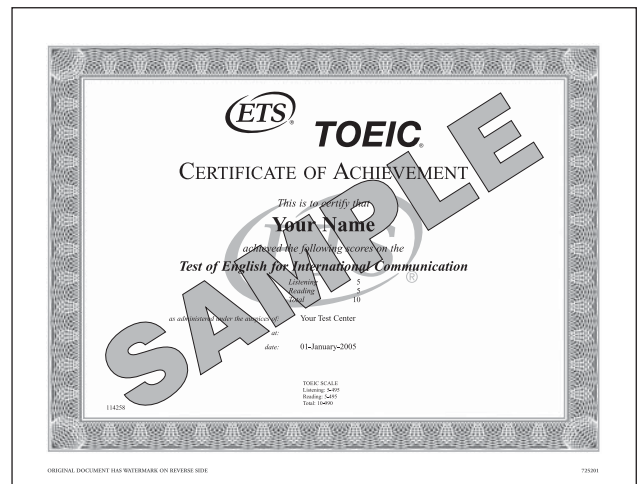
The TOEIC program and its local ETS Preferred Vendors, in response to requests from individuals with disabilities, will make special arrangements with test center supervisors to administer the TOEIC test with accommodations. Among the accommodations that can be provided are extended testing time, breaks, a test reader, audio testing, large print, braille and non-audio (without oral stimulus) versions of the test, or other aids customarily used by the test taker. All requests for accommodations must be approved in accordance with TOEIC program policies and procedures. These procedures are located on the website at www.ets.org/toEIC.

Certificate of Achievement

The TOEIC Certificate of Achievement is an acknowledgement of your English proficiency. The TOEIC Certificate of Achievement is not available through some services. Contact your local ETS Preferred Vendor for availability.

The Certificate of Achievement features:

- Your name
- Your Listening score, Reading score, and Total test score
- Your test date and location
- The administering organization
- A watermark on back
- A format that is suitable for framing



Preparing to Take the TOEIC Test

How To Get Ready To Take the TOEIC Test

The TOEIC test is not based on the content of any particular English course but rather on your English-language proficiency—your overall ability to use English. Improvement in proficiency may take some time and is generally achieved through a combination of practice and study. The TOEIC test does not test business knowledge, and you are not required to know specialized business and technical vocabulary beyond what is used in everyday work activities.

Before taking the TOEIC test, there are several things you can do to prepare for the test and improve your English proficiency:

- Become familiar with the test format and know how to mark your answers on the answer sheet. You can then focus your attention on the test questions themselves. Carefully review the test directions and the sample questions on pages 8–13 and the sample answer sheet and sample Background Questionnaire on pages 15–18.
- Immerse yourself in the language as frequently as possible and in as many ways as possible if it has been some time since you have had contact with English. Reading, watching TV and videos, listening to recordings, taking an English course, and speaking with friends and colleagues are some of the ways to practice English.
- Web Resource Guide
The official TOEIC website has many resources you may find helpful to familiarize yourself with the test:
 - test preparation material
 - scoring information
 - frequently asked questions (FAQs)

During the Test

- Work quickly and carefully.
- Do not spend too much time on any one question.
- Mark your answers on your answer sheet and not in the test book.
- Mark only one answer for each question. If you mark more than one answer, that question will be counted wrong—even if one of the answers you marked is correct.
- You will receive credit only for answers marked in the circles on the answer sheet. Your score will be based on the number of questions you answer correctly. There is no penalty for guessing.
- Try to answer every question to the best of your ability.
- Pay close attention to the time during the Reading section of the test. In the Reading section (75 minutes) you have to pace yourself, so work quickly and if you do not know the answer to a question, come back to it later.
- You may not use note paper.



Identification Requirements

All test takers must read Part 1. Depending on whether you will be taking the test within or outside your country of citizenship, you must also read either Part 2 or Part 3, as appropriate.

Part 1: Information for All Test Takers

- You must have acceptable and valid ID with a signature and photograph to be admitted to a test center. Identification requirements are strictly enforced. It is your responsibility to read and understand the instructions and requirements.
- If you arrive at the test center without the required identification, the test administrator will not admit you, you cannot take the test, and you forfeit your test fee.

When registering for the test, **you must use exactly the same name that appears on the primary identification document you will present at the test center.** Make sure to provide your entire first (given name) and entire surname (family name). **Do not** register under a nickname. If the name shown on your primary identification does not match the name used at registration, you will not be permitted to take the test.

- Only misspellings of your name can be corrected at check-in—**name changes will not be made.** If your name has changed for any reason, including marriage, you must still present primary identification in the name under which you registered, or you will not be permitted to take the test.
- If the test center administrator questions the ID you present, you will be required to present additional proof of identity.
- If positive confirmation cannot be made, you may be refused admission to the test center and forfeit your test fee. Admittance to the test center does not imply that your form of identification is valid or that your scores will be reported.

Test center personnel will check your identification before assigning you a seat at the test center. The administrator will check your signature to verify that you are the person in your photo identification.

Acceptable Primary Identification Documents

- Passport with photograph and signature
- Driver's license with photograph and signature
- State identification with photograph and signature
- National identification with photograph and signature
- Military identification with photograph and signature

Acceptable Secondary Identification Documents

If your primary identification is missing either a photograph or signature, you must present one of the following secondary IDs that can be used to meet the photograph or signature requirement; you must present one of the following secondary IDs **in addition to** your primary ID. Secondary IDs that can be used to meet the photograph or signature requirements are:

- **A government-issued identification document** that has not expired including, but not limited to, a passport, driver's license, state identification, national identification, or military identification. (There are some exceptions: see "Unacceptable Identification Documents" below.)
- **Student ID**

Unacceptable Identification Documents

- Any expired ID
- Draft classification card
- Credit card of any kind
- Social Security card
- Learner's permit or any temporary identification document
- International driver's license
- International student ID
- Notary-prepared letter or document
- Employee identification card

If you cannot meet the specified ID requirements or if you have questions about ID, please contact your local ETS Preferred Vendor before registering for the test.

Part 2: If Testing WITHIN Your Country of Citizenship

Only one form of primary ID is needed if your primary ID document contains a photograph and signature. Please see the list of acceptable primary ID documents on this page. However, if the test administrator has any concerns about the primary ID document, you will be required to present a secondary ID from the list above.

If your primary ID does not contain your signature, you must either sign the document or present an additional ID from the list of secondary identification documents. The secondary ID cannot be expired and must contain a recent, recognizable photograph and your signature.

Part 3: If Testing OUTSIDE Your Country of Citizenship

You **must present your passport** as your primary identification document (citizens of European and Schengen Zone countries, see special requirements on this page). If you do not meet this requirement, your test scores may not be reported.

If your passport is not written in **English-language letters**, you must also present an additional ID from the list of secondary identification documents (see Part 1 on page 5) that contains a recent, recognizable photograph and is in English.

If your passport **does not contain your signature**, you must either sign your passport or present an additional ID from the list of secondary identification documents (see Part 1 on page 5).

European Union/Schengen Zone Countries

If you are taking the test within a European Union or Schengen Zone country outside your own, you may use your valid national or European identity card if you have one. The card you present must contain a recent, recognizable photograph, your date of birth, and your signature. If your form of identification is not in English-language letters and the test administrator cannot read the language in which it is written, you may not be allowed to test. If your official ID does not contain your signature, you must present an additional document from the list of secondary identification documents (see Part 1 on page 5) that does contain your signature.

Test Center Procedures and Regulations

The following procedures and regulations apply during the entire test session, which begins when you are admitted to the test center and ends when you leave the test center:

- No test taker will be admitted after test materials have been distributed.
- Books, dictionaries, papers, notes, rulers, calculators, watch alarms, mobile phones, listening devices, recording or photographic equipment, highlighters, or aids of any kind are not allowed in the testing room.
- Paper of any kind is not permitted in the testing room.
- You may not mark or underline words in the test book or make notes in the test book or on the answer sheet.
- You must have the supervisor's permission to leave the testing room. Any lost time cannot be made up.
- There is no scheduled break during the TOEIC test. If you must leave the testing room, you are required to give the supervisor your identification document(s) before you leave the room. You will not be permitted to make up the time you lose.
- At the conclusion of the test, you will be required to return your test book and answer sheet to the test supervisor



Dismissal from Test Session

A test administrator/supervisor is authorized to dismiss you from a test session or your scores may be canceled due to violations such as, but not limited to, the following:

- Attempting to take the test for someone else or having someone else take the test for you
- Failing to provide acceptable identification
- Obtaining improper access to the test, a part of the test, or information about the test
- Using a telephone or cell phone during the test session or during breaks
- Using any aids in connection with the test, such as mechanical pencils, pens, pagers, beepers, calculators, watch calculators, books, pamphlets, notes, rulers, highlighter pens, stereos or radios with headphones, cell phones, watch alarms (including those with flashing lights or alarm sounds), stopwatches, dictionaries, translators, and/or any handheld electronic or photographic devices
- Creating a disturbance (disruptive behavior in any form will not be tolerated; the test administrator/supervisor has sole discretion in determining what constitutes disruptive behavior)
- Attempting to give or receive assistance, or otherwise communicate in any manner with another person about the content of the test during the administration, during breaks, or before dismissal of the test session
- Removing or attempting to remove test content, scratch paper, or notes relating to the test content from the test center. Under no circumstances may test content or any part of the test content be removed, reproduced, and/or disclosed by any means (e.g., hard copy, verbally, electronically) to any person or entity.
- Using scratch paper during untimed sections of the test or during breaks
- Tampering with a computer
- Taking a weapon or firearm into the test center
- Taking food, drink, or tobacco into the testing room
- Leaving the test center vicinity during the test session or during breaks
- Leaving the testing room without permission
- Taking excessive or extended unscheduled breaks during the test session (Test center administrators are required to strictly monitor unscheduled breaks and report test takers who take excessive or extended breaks.)
- Referring to, looking through, or working on any test or test section when not authorized to do so, or working after time has been called
- Failing to follow any of the test administration regulations in this examinee handbook, given by the test administrator/supervisor, or specified in any test materials

Only ETS and the local ETS Preferred Vendor reserve the right to take all action—including, but not limited to, barring a test taker from future testing and/or canceling a test taker's scores—for failure to comply with test administration regulations or the test administrator/supervisor's directions. If a test taker's scores are canceled, they will not be reported, and the test taker will receive notification from ETS or the ETS Preferred Vendor. Test fees will not be refunded.

Sample Questions

With 200 questions, the TOEIC test measures a wide range of English proficiency. The following sample questions do not indicate the full range of difficulty you will find in an actual TOEIC test.

General Directions

The following general directions are taken directly from the test book. After the general directions are specific directions for each part of the test, along with sample questions for each of the parts.

This test is designed to measure your English-language ability. The test is divided into two sections: Listening and Reading.

You must mark all of your answers on the separate answer sheet. For each question, you should select the best answer from the answer choices given. Then, on your answer sheet, you should find the number of the question and fill in the space that corresponds to the letter of the answer that you have selected. If you decide to change an answer, completely erase your old answer and then mark your new answer.

Section I: Listening

In the Listening test, you will be asked to demonstrate how well you understand spoken English. The entire Listening test will last approximately 45 minutes. There are four parts, and directions are given for each part. You must mark your answers on the separate answer sheet. Do not write your answers in your test book.

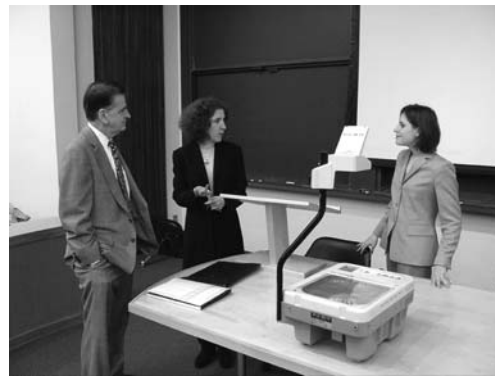
Part I: Photographs

Directions: For each question in this part, you will hear four statements about a picture in your test book. When you hear the statements, you must select the one statement that best describes what you see in the picture. Then find the number of the question on your answer sheet and mark your answer. The statements will not be printed in your test book and will be spoken only one time.

Look at the example item below.

Example

You will see:



You will hear: Now listen to the four statements.

- (A) They're leaving the room.
- (B) They're turning on the machine.
- (C) They're standing near the table.
- (D) They're reading the newspaper.

Statement (C), "They're standing near the table," is the best description of the picture, so you should select answer (C) and mark it on your answer sheet.

Sample Questions (continued)

SAMPLE QUESTIONS

Question 1

You will see:

1.



You will hear: 1. Look at the picture marked number 1 in your test book.

- (A) He's checking his watch.
- (B) He's wearing a jacket.
- (C) He's adjusting his tie.
- (D) He's folding his clothes.

Question 2

You will see:

2.



You will hear: 2. Look at the picture marked number 2 in your test book.

- (A) She's speaking into a microphone.
- (B) She's putting on her glasses.
- (C) She's studying from a book.
- (D) She's using a microscope.

Part 2: Question-Response

Directions: You will hear a question or statement and three responses spoken in English. They will not be printed in your test book and will be spoken only one time. Select the best response to the question or statement and mark the letter (A), (B), or (C) on your answer sheet.

Example

You will hear: Where is the meeting room?

- You will also hear:
- (A) To meet the new director.
 - (B) It's the first room on the right.
 - (C) Yes, at two o'clock.

The best response to the question "Where is the meeting room?" is choice (B), "It's the first room on the right," so (B) is the correct answer. You should mark answer (B) on your answer sheet.

SAMPLE QUESTIONS

Question 1

You will hear: 11. Did you make a dinner reservation?

- (A) I prefer fish.
- (B) Flight 261 to Osaka.
- (C) Yes, it's at 7 o'clock.

Question 2

You will hear: 12. Who takes the packages to the post office?

- (A) Turn left at the corner.
- (B) Martin usually does it.
- (C) No, I didn't.

Question 3

You will hear: 13. This software is difficult to use, isn't it?

- (A) Yes, it's very complicated.
- (B) Yes, I often wear it.
- (C) No, but she used to.

Question 4

You will hear: 14. Why don't you have a seat while you wait?

- (A) Two in the same row, please.
- (B) It didn't weigh very much.
- (C) Thanks, I think I will.

Question 5

You will hear: 15. They've reduced the price of these cameras.

- (A) Then let's go ahead and buy one.
- (B) I don't think we've been introduced.
- (C) I never win anything.

Sample Questions *(continued)*

Part 3: Conversations

Directions: You will hear some conversations between two people. You will be asked to answer three questions about what the speakers say in each conversation. Select the best response to each question and mark the letter (A), (B), (C), or (D) on your answer sheet. The conversations will not be printed in your test book and will be spoken only one time.

SAMPLE QUESTIONS

You will hear: Questions 41 through 43 refer to the following conversation:

(Woman) I think I'll have to take the train to the regional sales meeting up in the city next week.

(Man) Don't you usually drive when you go to those meetings? I thought you didn't like to take the train.

(Woman) I don't, but the highway's being repaired, and I'm afraid I might be late if I have to make a detour through an area I don't know very well.

(Man) You're right. And it'll be expensive to park up there, too.

You will then hear: 41. Why is the woman going to the city?

You will read: 41. Why is the woman going to the city?

- (A) To attend a sale
- (B) To go to a meeting
- (C) To get her car repaired
- (D) To go on a tour

You will hear: 42. How will she get there?

You will read: 42. How will she get there?

- (A) By car
- (B) By bus
- (C) By train
- (D) By airplane

You will hear: 43. What is the problem?

You will read: 43. What is the problem?

- (A) The trains are often late.
- (B) The meeting may be canceled.
- (C) The tour is expensive.
- (D) The roads are being fixed.

Part 4: Talks

Directions: You will hear some talks given by a single speaker. You will be asked to answer three questions about what the speaker says in each talk. Select the best response to each question and mark the letter (A), (B), (C), or (D) on your answer sheet. The talks will not be printed in your test book and will be spoken only one time.

SAMPLE QUESTIONS

You will hear: Questions 71 through 73 refer to the following announcement.

(Woman) Thank you for calling Central Electric Services, your local power company. We are still experiencing problems with power failures caused by the recent storm. We expect service to be back up in most areas early this evening, although some homes in the northwest will be without electricity until tomorrow morning, and it may be tomorrow evening before service is fully restored in all areas. We apologize for the inconvenience this has caused our customers, and we thank you for your continued patience as we work to resolve these problems. This service announcement will be updated throughout the day. It was last updated at 6:00 A.M. on Sunday, April third.

You will then hear: 71. Where would this announcement be heard?

You will read: 71. Where would this announcement be heard?

- (A) On the television
- (B) On the radio
- (C) Over the telephone
- (D) In a company meeting

You will hear: 72. What is the purpose of the announcement?

You will read: 72. What is the purpose of the announcement?

- (A) To tell people about an approaching storm
- (B) To provide information about electric services
- (C) To apologize for staffing shortages
- (D) To describe the reorganization of a company

Sample Questions (continued)

You will hear: 73. When is the problem expected to be completely resolved?

You will read: 73. When is the problem expected to be completely resolved?
(A) This morning
(B) This evening
(C) Tomorrow morning
(D) Tomorrow evening

Section II: Reading

In the Reading test, you will read a variety of texts and answer several different types of reading comprehension questions. The entire Reading test will last 75 minutes. There are three parts, and directions are given for each part. You are encouraged to answer as many questions as possible within the time allowed.

You must mark your answers on the separate answer sheet. Do not write your answers in your test book.

Part 5: Incomplete Sentences

Directions: A word or phrase is missing in each of the following sentences. Four answer choices are given below each sentence. Select the best answer to complete the sentence. Then mark the letter (A), (B), (C), or (D) on your answer sheet.



SAMPLE QUESTIONS

101. A late fee will be applied to your account _____ payment is not received by March 31.
(A) and
(B) whether
(C) but
(D) if
102. The award is given to an individual who has made _____ contributions to the community through volunteer work.
(A) detailed
(B) significant
(C) secure
(D) updated
103. Last year, Andrea Choi _____ the Choi Economic Research Center at Upton University.
(A) to establish
(B) established
(C) was established
(D) establishing
104. Ms. Ikeda and Mr. Arroyo are the final candidates under _____ for the position of director of development.
(A) consideration
(B) elimination
(C) recognition
(D) confirmation
105. Of the two animated films released today, _____ is certain to be popular with children, while the other will appeal more to adults.
(A) neither
(B) it
(C) one
(D) another

Sample Questions *(continued)*

Part 6: Text Completion

Directions: Read the texts that follow. A word or phrase is missing in some of the sentences. Four answer choices are given below each of the sentences. Select the best answer to complete the text. Then mark the letter (A), (B), (C), or (D) on your answer sheet.

SAMPLE QUESTIONS

Questions 141–143 refer to the following e-mail:

To: All Employees
From: Camille Raynes
Date: December 14
Re: Performance bonus

Dear Employees,

As you know, the past year was a great success for us. To reward you for your excellent performance, the Board of Directors has approved a bonus for all employees. This bonus will be _____ in your next paycheck.

141. (A) involved
(B) joined
(C) composed
(D) included

_____, we are now calculating wage increases for the upcoming year. Each employee's performance

142. (A) Instead
(B) In addition
(C) Beforehand
(D) Otherwise

will be examined carefully as we determine the appropriate increase. All full-time employees are eligible for this increase. Your supervisor _____ you of the amount of your increase during the first week of January.

143. (A) informed
(B) to inform
(C) will inform
(D) was informing

Thank you again for making last year such a success!

Sincerely,

Camille Raynes
Human Resources

Part 7: Reading Comprehension

Directions: In this part you will read a selection of texts, such as magazine and newspaper articles, letters, and advertisements. Each text is followed by several questions. Select the best answer for each question and mark the letter (A), (B), (C), or (D) on your answer sheet.

SAMPLE QUESTIONS

Questions 153–154 refer to the following notice:

ATTENTION ART ENTHUSIASTS

Becksvoort Gallery is holding a

PUBLIC SALE

in the Grand Ballroom at the Hotel Luxe
299 Norman Street, Melbourne

Come and see our range of exquisite pieces.
Original oils * Watercolors * Tapestries * Crafts

Friday, July 15

8:30 A.M. – 4:00 P.M.

For descriptions and pictures of select items
visit our Web site at <http://www.becksvoort.com/market>.

153. What is the purpose of the notice?
(A) To announce a sale of artwork
(B) To advertise the opening of a hotel
(C) To offer a discount on painting lessons
(D) To publicize a photography exhibition
154. According to the notice, what can people do online?
(A) Purchase selected items
(B) Order tickets to an event
(C) Register for art classes
(D) View some pieces of art

Sample Questions *(continued)*

Questions 181–185 refer to the following letter and document.

January 15

Jeanne Sokol
14 Jubilee Street
Brighton

Dear Ms. Sokol:

I have received your letter of January 7 concerning your recent visit to our restaurant in London. I am very sorry that you did not have an enjoyable experience. I agree that you should not have had to wait over thirty minutes for a table when you had made a reservation in advance. Please know that this was an isolated incident and that our customers usually remark on the promptness of our staff.

In an attempt to remedy this unfortunate situation, I am sending you a complimentary voucher for use at any of our restaurants. I encourage you to try us again and experience our award-winning cuisine. If there is any way in which I can be of further assistance, please do not hesitate to contact me by telephone or mail.

Sincerely,

Simon Jenkins
Director
Guest Relations

Winchester Falls Café

The finest dining in Britain!

The bearer of this certificate is entitled to £25 off the price of a meal at Winchester Falls Café.

Café Locations: London, Birmingham, Manchester
Expires: December 31

For customer service or inquiries, contact Winchester Falls' Guest Relations Department by telephone at 0616 555-4239 or by mail at 77 Twickenham Road, Manchester WF1 JK2.

181. Why did Simon Jenkins write to Jeanne Sokol?
(A) To thank her for visiting a restaurant
(B) To apologize for poor service
(C) To inquire about her dining experience
(D) To invite her to an awards dinner
182. In the letter, the word “reservation” in paragraph 1, line 5, is closest in meaning to
(A) hesitation
(B) supply
(C) doubt
(D) appointment
183. What is suggested about Jeanne Sokol?
(A) She has recently traveled to Manchester.
(B) She spoke to Simon Jenkins on the telephone.
(C) She wrote a letter of complaint.
(D) She frequently dines in London.
184. What is Simon Jenkins offering?
(A) A refund on a previous purchase
(B) A discount on a future purchase
(C) Replacement of a damaged product
(D) Special assistance in ordering a product
185. Where does Simon Jenkins most likely work?
(A) In Manchester
(B) In Brighton
(C) In Birmingham
(D) In London

Answer Key

PART 1	PART 2	PART 3	PART 4	PART 5	PART 6	PART 7
1. B	11. C	41. B	71. C	101. D	141. D	153. A
2. D	12. B	42. C	72. B	102. B	142. B	154. D
	13. A	43. D	73. D	103. B	143. C	
	14. C			104. A		181. B
	15. A			105. C		182. D
						183. C
						184. B
						185. A

TOEIC Background Questionnaire and Answer Sheet

In order to provide enhanced feedback to TOEIC clients and test takers, the TOEIC Program will ask you to complete the TOEIC Questionnaire at the testing session before you take the TOEIC test.

Background Questionnaire

The TOEIC Background Questionnaire asks about your educational, work-related, English-language, and TOEIC test-taking experience. Your responses to the questionnaire enable your organization to learn more about the backgrounds of people who take the test and some of the factors that affect TOEIC scores and improvement in English. Your responses to the questionnaire are kept confidential and do not in any way affect your TOEIC scores. We encourage you to answer all of the questions. A sample of the questionnaire is included on pages 15 and 16.

Answer Sheet

A sample of the answer sheet appears on pages 17 and 18 of the TOEIC Examinee Handbook.

Accent Marks

If your name (family name and first name) is written with any accent marks, you should complete the top half of section 1 on side 1 of the answer sheet. Above the boxes where you will write your name, there is an area that contains accent marks. You should fill in the circle that corresponds to the accent mark above each letter that contains an accent.

Group Code

Your test administrator may ask you to enter a number on side 2, section 10 of the answer sheet. The purpose of this group code is to enable TOEIC clients to keep track of the performance of a group of people who take the TOEIC test two or more times as part of a specific English-language training program. The test administrator will give you the appropriate number to enter in the group code section if your organization has asked for this option.

Custom Codes

Your test administrator may ask you to enter a number or numbers on side 2, section 12 of the answer sheet. The purpose of custom codes is to keep track of the performance of certain TOEIC test takers or groups of test takers. The test administrator will give you the appropriate number or numbers to enter in the custom codes section if your organization has asked for this option.

Before the actual test begins, if you have any questions about the TOEIC Background Questionnaire and answer sheet, please ask your test administrator.



Read the choices below each question and select the one best answer. Fill in only one answer for each question.

Section I.

Your educational and/or work-related background

1. Choose either the level of education in which you are currently enrolled or the highest level that you have completed.
 - A. Elementary school (primary school)
 - B. General secondary school (junior high school)
 - C. Secondary school for university entrance qualification or equivalent (high school)
 - D. Vocational/technical high school
 - E. Vocational/technical school after high school
 - F. Community/junior college (for associate degree)
 - G. Undergraduate college or university (for bachelor's degree)
 - H. Graduate or professional school (for master's or doctoral degree)
 - I. Language institution
2. Choose the major that you are currently enrolled in or the major of your highest degree. (The majors shown in parentheses are examples only.)
 - A. Liberal arts (education, fine arts, languages, literature, music, psychology)
 - B. Social studies/law (international studies, law studies, political science, sociology)
 - C. Accounting/business/economics
 - D. Finance/marketing/trading
 - E. Sciences (agriculture, computer science, mathematics, physics, statistics)
 - F. Health (medicine, nursing, pharmacy, public health)
 - G. Engineering/architecture
 - H. Other/none
3. Which of the following best describes your current status?
 - A. I am employed full-time (including self-employed).
 - B. I am employed part-time and/or study part-time.
 - C. I am not employed. (Skip to Question #6.)
 - D. I am a full-time student. (Skip to Question #6.)
4. If you are currently employed, which industry best describes that of your current employer?
 01. Agriculture/fishing/forestry/mining
 02. Construction/building design
 03. Manufacturing—food
 04. Manufacturing—pharmaceuticals
 05. Manufacturing—chemicals
 06. Manufacturing—fabric/paper
 07. Manufacturing—oil/petroleum/rubber
 08. Manufacturing—steel/other metals
 09. Manufacturing—machinery/fine machinery
 10. Manufacturing—electronic
 11. Manufacturing—vehicles (includes manufacturing of all modes of transportation)
 12. Manufacturing—cement/glass
 13. Manufacturing—clothing
 14. Manufacturing—other
 15. Service—education (high school equivalent or below)
 16. Service—education (college equivalent or above, assessment, research)
 17. Service—court/legislative/municipal/prefecture
 18. Service—foreign affairs
 19. Service—armed forces
 20. Service—health/hospital/medical research
 21. Service—hotel/recreation/restaurant/travel
 22. Service—other
 23. Public utilities production/management (electricity/water supply)
 24. Broadcasting/mass media
 25. Telecommunication
 26. Retail/wholesale
 27. Trading
 28. Accounting/banking/finance/security
 29. Insurance
 30. Real estate
 31. Transportation
 32. Other
5. If you are currently employed, which of the following best describes the type of job you do? (The jobs shown in parentheses are examples only.)
 - A. Management (executive, manager, director)
 - B. Scientific/technical professionals (engineer, mathematician, programmer, researcher, scientist)
 - C. Teaching/training
 - D. Professional specialist (accountant, broker, financial specialist, lawyer)





- E. Technician (carpenter, electrician, equipment operator, plumber)
- F. Marketing/sales (foreign exchange broker, marketing analyst, real estate agent, sales representative, travel agent)
- G. Clerical/administrative (office staff member, receptionist, secretary)
- H. Services (customer service representative, human resources representative, hotel staff member, public relations representative)
- I. Other

Section II.

Your English-language experience

6. How many years have you spent studying English?
- A. Less than or equal to 4 years
 - B. More than 4 years but less than or equal to 6 years
 - C. More than 6 years but less than or equal to 10 years
 - D. More than 10 years
7. Which of the following language skills are/were most emphasized?
- A. Listening
 - B. Reading
 - C. Speaking
 - D. Writing
 - E. Listening and speaking
 - F. Reading and writing
 - G. Listening, reading, speaking, and writing
8. How much time must you use English in your daily life?
- A. None at all
 - B. 1 to 10%
 - C. 11 to 20%
 - D. 21 to 50%
 - E. 51 to 100%
9. Which of the following English-language skills do you use most often?
- A. Listening
 - B. Reading
 - C. Speaking
 - D. Writing
 - E. Listening and speaking
 - F. Reading and writing
 - G. Listening, reading, speaking, and writing
10. How often has difficulty with English affected your ability to communicate?
- A. Almost never
 - B. Seldom
 - C. Sometimes
 - D. Frequently
 - E. Almost always
11. Have you ever lived in a country in which English is the main spoken language?
- A. No (Skip to Question #13.)
 - B. Yes, for less than 6 months
 - C. Yes, for 6 to 12 months
 - D. Yes, for more than 1 but less than or equal to 2 years
 - E. Yes, for more than 2 years
12. What was your main purpose for living in a country in which English is the main spoken language?
- A. To study (in other than an English-language program)
 - B. To participate in an English-language program
 - C. To travel (not work related)
 - D. To work
 - E. Other

Section III.

Your experience in taking the TOEIC test

13. Before today, how many times have you taken the TOEIC test?
- A. Never
 - B. Once
 - C. Twice
 - D. Three times or more
14. What is your main purpose for taking today's TOEIC test?
- A. For a job application
 - B. For promotion
 - C. To assess the effectiveness of an English-language program
 - D. To assess future learning needs
 - E. To graduate from a course of study

TOEIC Test Scores



Test Fairness and Score Use

The ETS TOEIC Program and its authorized local ETS Preferred Vendors have taken steps to ensure, to the extent possible, that tests and test scores are fair for all test takers, regardless of gender, age, nationality, and test taker industry background.

Interpreting Scores

The TOEIC test scores you will receive are determined by the number of questions you answer correctly. There is no penalty for wrong answers. The number of correct responses on each section, Listening and Reading, is converted to a number on a scale of 5 to 495. The statistical procedure used to convert scores to a common scale for each section seeks to ensure that TOEIC Listening and Reading scores obtained on different administration dates mean the same thing in terms of the level of English proficiency indicated.

If you were to take several versions of the test within a short period of time, you would obtain a number of scores that center around an average value known as your “true” score. Two-thirds of the time, your Listening score would be within 25 points of your true score on the Listening section, and your Reading score would be within 25 points of your true score on the Reading section.

Score Report

The score report will provide you with your score on each section of the test. A description of the English-language ability typical of test takers around your level can be found on our website, www.ets.org/toeic.

If you take the test through your employer or sponsoring organization, your scores are provided to that organization. It is the responsibility of your employer or organization to provide you with a score report. If you take the test independently, you will receive your score report directly from the local ETS Preferred Vendors.

In addition to the section scaled scores, the redesigned TOEIC Score Report provides extra score information.

Release of Test Results

With some exceptions, depending on local conditions, the TOEIC Score Report is sent to test takers within seven business days.

Scaled Scores

The new score report provides Listening, Reading, and Total scaled scores. The Total scaled score is derived from adding the two section scaled scores together.

Score Proficiency Descriptions

The new score report provides a description of the English-language abilities typical of test takers scoring at around a particular scaled score level. Because of limited space in the score report, only statements of strength are provided in the report. There are three possible descriptions for the Listening section and four possible descriptions for the Reading section. A complete table of these descriptions is available on the ETS website, www.ets.org/toeic. The proficiency descriptors were developed based on a Scaled Anchoring Study conducted at ETS in the summer of 2005. A copy of the Scaled Anchoring Study can be provided to you by your local ETS Preferred Vendor.

Ability Measured

The test taker’s score report also includes the percentage of questions the test taker answered correctly for specific abilities measured. The percentage can be compared with the percentage score of test takers who have taken the same TOEIC test form.

Percentile Rank

The new score report provides percentile ranks for section scaled scores. A percentile rank score refers to the percentage of the TOEIC Secure Program population in the most recent three years who score below a particular scaled score. The percentile rank table is calculated based on a pool of 3-year test takers and is updated and made available on the ETS website, www.ets.org/toeic, every May. For example, the percentile rank table of May 2006 is calculated based on test takers from January 2003 to December 2005. The percentile rank table of May 2007 is calculated based on test takers from January 2004 to December 2006.

Reliability

Reliability is defined as the proportion of observed score variance that is due to true score variance. It is an indicator of the extent to which test scores will be consistent across different conditions of administration and/or administration of alternate forms of a test. The type of reliability used in the TOEIC Listening and Reading test is reported as an internal consistency measure using the KR-20 reliability index. The KR-20 reliability index assesses the extent to which all items measure the same construct. The more homogeneous the test items, the more consistently the test takers will perform. The reliability of the TOEIC Listening and Reading section scores across all forms from our norming samples has been approximately 0.90 and up.

Standard Error of Measurement (SEM)

Errors of measurement occur when a test taker performs differently on one occasion or test form than on another for reasons that may or may not be related to the purpose of the test. A person may try harder, be more (or less) tired or anxious compared to some other occasion, have greater familiarity with the content of questions on one test form than on another test form, or simply guess more questions correctly on one occasion than on another. These reasons for inconsistency are generally referred to as errors of measurement. The Standard Error of Measurement (SEM) is an estimate of average difference between true scores and obtained test scores, and is about 25 scaled score points for each of the TOEIC Listening and Reading sections. A test taker's true score could be estimated by ± 25 scaled score points around the test score obtained from one administration. For example, if you obtain a scaled score of 300 on the TOEIC Listening section, 68% of the time your true score will fluctuate between approximately 275 and 325.

Rescore Requests

If you feel that your scores are not an accurate reflection of your ability in English, you should contact your ETS Preferred Vendor within six months of the test date. The ETS Preferred Vendor will rescore your answer sheet and will give you a second score report. If a discrepancy is found between the first score report and the second one, the ETS Preferred Vendor will pay for the rescoring of your answer sheet. However, if a discrepancy is not found, you may be charged a small fee for rescoring costs.

Score Cancellations

Only ETS and the local ETS Preferred Vendor reserve the right to take all action—including, but not limited to, barring a test taker from future testing and/or canceling a test taker's scores—for failure to comply with test administration regulations or the test administrator/supervisor's directions. If a test taker's scores are canceled, they will not be reported, and the test taker will receive notification from ETS or the ETS Preferred Vendor. Test fees will not be refunded.

Testing Irregularities

“Testing irregularities” refers to irregularities in connection with the administration of a test, such as equipment failure, improper access to test content by individuals or groups of test takers, and other disruptions of test administration (natural disasters and other emergencies). When testing irregularities occur, ETS and its local ETS Preferred Vendors give affected test takers the opportunity to take the test again as soon as possible without charge.

Repeat Test Takers

If you take another version of the TOEIC test, you will probably obtain slightly different scores from those you received the first time. A question like this usually arises, “How big of a difference do I need to get between two Listening scores or between two Reading scores before I can say that there is a real difference in my level of proficiency?” This question involves two independent tests given at two different times. The error of measurement associated with the score obtained from one administration is called the Standard Error of Measurement (SEM). The errors of measurement associated with two administrations are called the Standard Error of Difference (SE_{diff}). The SE_{diff} for each of the TOEIC Listening and Reading sections is about 35 scaled score points.

If a person began training with a Listening score of 300 and, following training, received a score of 340 on a different test form, has that test taker really improved in Listening or was this increase just a statistical fluke? To determine whether this was a true increase in the TOEIC score, the test taker would construct a band of $\pm 1 SE_{diff}$, or ± 35 points, around the obtained scores. In this case, the test taker has truly improved because the post-training score fell outside of the SE_{diff} (i.e., 265-335). Using this band, we can say with 68% confidence that the test taker has truly increased his or her proficiency level between the two tests.



TOEIC Validity

Evidence that the TOEIC measures English-language proficiency comes first of all from the careful way in which language testing experts design and assemble the test so as to include a variety of important English-language tasks. An additional kind of evidence that has proven useful in establishing the meaning, or validity, of TOEIC scores has come from test takers themselves in the form of self-assessments of their own language skills. Self-assessments have been shown to be valid in a variety of contexts, especially in the assessment of language skills. TOEIC scores have shown moderately strong correlations (.40s and .50s) with test taker self-reports of their own ability to accomplish certain English-language tasks such as the following:

Reading	Listening
Reading office memoranda	Understanding directions on how to get to a nearby location
Reading English to translate text into one's own language	Taking a telephone message for a co-worker
Reading and understanding instructions	Understanding an extended debate on a complex topic

Speaking	Writing
Telephoning a company to place an order for an item	Writing a list of items to take on a weekend trip
Describing what a friend looks like	Writing a 5-page formal report on a project one worked on
Arguing against someone's opinion	Writing a letter introducing oneself and describing qualifications

Test Score Data Retention

To provide you and your employer with a historical summary of your scores, scores will be kept on file and reported for two years from the test date.

Policy and Guidelines for the Use of TOEIC Scores

Introduction

These guidelines are designed to provide information about the appropriate use of TOEIC test scores for corporations or schools that use the scores in making hiring, evaluation, and career promotion decisions, as well as school-related decisions. They are also intended to protect test takers from unfair decisions that may result from inappropriate uses of scores. Adherence to the guidelines is important.

The TOEIC tests are designed to assess English-language proficiency relevant to today's international market. As measures with known statistical properties and high quality technical characteristics, the scores from these tests, when used properly, can improve the hiring, evaluation, and career promotion decision processes of local and multinational corporations, and other organizations where English communication skills are critical job requirements.

As more and more students go to colleges to acquire job skills in the global marketplace, schools are also increasingly using TOEIC scores to evaluate student proficiency in English.

The TOEIC Program and its local ETS Preferred Vendors have a particular obligation to inform users of the appropriate uses of TOEIC scores and to identify and try to rectify instances of misuse.

To this end, the following policies and guidelines are available to all TOEIC test takers, institutions, and organizations that are recipients of TOEIC scores.

Policies

In recognition of their obligation to ensure the appropriate use of TOEIC scores, the TOEIC Program and its local ETS Preferred Vendors developed policies designed to make score reports available only to approved recipients, to protect the confidentiality of test takers' scores, and to follow up on cases of possible misuse of scores. The policies are discussed below.

Confidentiality. TOEIC scores, whether for an individual or aggregated for an institution, are confidential and can be released only by authorization of the individual or institution or by compulsion of legal process.

We recognize test takers' rights to privacy with regard to information that is stored in data or research files held by Educational Testing Service and local ETS Preferred Vendors and our responsibility to protect test takers from unauthorized disclosure of the information.

Encouragement of appropriate use and investigation of reported misuse. All organizational users of TOEIC scores have an obligation to use the scores in accordance with the guidelines that follow (i.e., using multiple criteria, accepting only official TOEIC scores, etc.). Organizations have a responsibility to ensure that all individuals using TOEIC scores are aware of these guidelines and to monitor the use of the scores, correcting instances of misuse when they are identified. The TOEIC Program and local ETS Preferred Vendors are available to assist institutions in resolving score-misuse issues.

Guidelines

• Use Multiple Criteria

Regardless of the decision to be made, multiple sources of information should be used to ensure fairness and to balance the limitations of any single measure of knowledge, skills, or abilities. These sources may include graduate or undergraduate grade point average, years of experience in the target position, and recommendations from past supervisors and colleagues. When used in conjunction with other criteria, TOEIC scores can be a powerful tool in making hiring, evaluation, promotion, or school-related decisions.

• Accept Only Official TOEIC Score Reports

The only official reports of TOEIC scores are those issued by ETS or by the local ETS Preferred Vendor. If an organization administers a TOEIC test internally, with ETS knowledge and approval, it can obtain and keep score reports of that test. Scores obtained from other sources should not be accepted. If there is a question about the authenticity of a score report, the question should be referred to the local ETS Preferred Vendor, who will then verify the accuracy of the scores and whether an official report was issued.

• Maintain Confidentiality of TOEIC Scores

All individuals who have access to TOEIC scores should be aware of the confidential nature of the scores and agree to maintain their confidentiality. Policies should be developed and implemented to ensure that confidentiality is maintained.

Normally Appropriate Uses and Misuses of TOEIC Scores

The suitability of a TOEIC test for a particular use should be explicitly examined before using test scores for that purpose. The list of appropriate uses of TOEIC scores that follows is based on the policies and guidelines outlined on this page. The list is meant to be illustrative, not exhaustive, in nature.

Policy and Guidelines for the Use of TOEIC Scores *(continued)*



There may be other appropriate uses of TOEIC scores, but any uses other than those listed below should be discussed in advance with TOEIC Program staff and its local ETS Preferred Vendors to determine their appropriateness.

If a use other than those appropriate uses listed below is contemplated, it will be important for the user to validate the use of scores for that purpose. The TOEIC Program staff and its local ETS Preferred Vendors will provide advice on the design of such validity studies.

Appropriate Uses

Provided all applicable guidelines are followed, TOEIC scores are suitable for the uses described below.

- Hiring of applicants for an open position within a corporation or organization where workplace/everyday-life English is a required job skill
- Placement of applicants or candidates within a corporation or organization where workplace/everyday-life English is a required job skill
- Promotion of candidates within a corporation or organization where workplace/everyday-life English is a required job skill
- Measurement of workplace/everyday-life English proficiency levels of students in schools
- Measurement of individuals' progress in workplace/everyday-life English proficiency levels over time

Misuse

Uses of the test other than those listed in the Appropriate Uses section should be avoided unless authorized by ETS or the ETS Preferred Vendor.

Comments

Test takers can provide comments during the test administration by asking the test supervisor for the Candidate Comment Form.

After taking the TOEIC test, please visit www.ets.org/toeic to complete the Candidate Satisfaction Survey.

If you have questions or comments regarding the TOEIC test, please contact your ETS Preferred Vendor or TOEIC Program, ETS, Rosedale Road, Princeton, New Jersey 08541, USA, or e-mail us at toeic@ets.org.

ETS provides a comprehensive suite of English Language Learning products and services that encourage learning, assess progress and measure proficiency. Backed by years of research, our programs support teachers and decision makers and help individuals achieve academic, business and personal success. To learn more, visit www.ets.org/ell

For more information about the TOEIC® test, contact:

TOEIC Testing Program ■ Educational Testing Service
Rosedale Road ■ Princeton, NJ 08541
Phone: 1-609-771-7170 ■ Fax: 1-609-771-7111
E-mail: TOEIC@ets.org ■ www.ets.org/toEIC



Listening. Learning. Leading.

www.ets.org

71834-57280 • WEBPDF48



Copyright © 2008 by Educational Testing Service. All rights reserved. ETS, the ETS logo and TOEIC are registered trademarks of Educational Testing Service (ETS) in the United States of America and other countries throughout the world. 5524

746481



TOEIC® Listening and Reading Scores Descriptors and European CEFR levels

- 1 Identify the TOTAL minimum score nearest the achieved score
- 2 Convert the achieved score into the corresponding European CEFR level*
- 3 Find the general description related to the achieved score

TOTAL minimum TOEIC® scores (10 to 990 pts)	Europeans CEFR levels*	CEFR General Description
945 pts	Proficient user - Effective Operational Proficiency	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
785 pts	Independent user - Vantage	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
550 pts	Independent user - Threshold	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
225 pts	Basic user - Waystage	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
120 pts	Basic user - Breakthrough	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Total minimum score frequently required by higher education and companies

* CEFR: The Common European Framework of Reference for Languages outlines an ascending series of common reference levels for describing learner proficiency.

This CEFR describes both knowledge and skills in positive "can do" statements at six levels of proficiency for different language skills from A1 level (Basic User - Breakthrough) to C2 level (Proficient User - Mastery). The benchmarking study of the TOEIC recommended minimum score requirements, or cut scores. The mapping of TOEIC minimum cut scores strictly.

For more information about this study please contact us at cel@tsglobal.org

N.B: For A1 to B1 levels ETS advise taking the TOEIC

TOEIC® Listening and Reading scores are reported in 5-point increments.



CAPMAN.ES

Turn the page to know more about your skills

Can-Do Levels Table

TOTAL TOEIC® Listening and Reading score (from 10 to 990 points) =
 Listening part + Reading part
 (from 5 to 495 points) + (from 5 to 495 points)



LISTENING

Strengths

Level
≈400 points

400 Test takers who score around 400 typically have the following strengths:

- They can infer the central idea, purpose, and basic context of short spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict.
- They can infer the central idea, purpose, and basic context of extended spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text.
- They can understand details in short spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used.
- They can understand details in extended spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present.

Level
≈300 points

Test takers who score around 300 typically have the following strengths:

- They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult.
- They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase.
- They can understand details in short spoken exchanges when easy or medium-level vocabulary is used.
- They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text. They can understand details when the information is slightly paraphrased.

Level
≈200 points

Test takers who score around 200 typically have the following strengths:

- They can understand short (single-sentence) descriptions of the central idea of a photograph.
- They can sometimes understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by a lot of repetition and easy vocabulary.
- They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood.
- They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text.

Weaknesses

Test takers who receive a score at this level typically have weaknesses only when uncommon grammar or vocabulary is used.

Test takers who score around 300 typically have the following weaknesses:

- They have difficulty understanding the central idea, purpose, and basic context of short spoken exchanges when conversational responses are indirect or difficult to predict or when the vocabulary is difficult.
- They do not understand the central idea, purpose, and basic context of extended spoken texts when it is necessary to connect information within the text or when difficult vocabulary is used.
- They do not understand details in short spoken exchanges when language is syntactically complex or when difficult vocabulary is used. They do not usually understand details that include negative constructions.
- They do not understand details in extended spoken texts when it is necessary to connect information across the text or when the information is not supported by repetition. They do not understand most paraphrased information or difficult grammatical constructions.

Test takers who score around 200 typically have the following weaknesses:

- They do not understand the central idea, purpose, or basic context of short spoken exchanges, even when the language is direct and no unexpected information is present.
- They do not understand the central idea, purpose, and basic context of extended spoken texts when it is necessary to connect information across the text or when the vocabulary is somewhat difficult.
- They do not understand details in short spoken exchanges when somewhat difficult vocabulary is used or when the language is syntactically complex. They do not understand details that include negative constructions.
- They do not understand details in extended spoken texts when the requested information is heard in the middle of the text. They do not understand paraphrased information or difficult grammatical constructions.

READING

Weaknesses

Test takers who score around 450 typically have weaknesses only when the information tested is particularly dense or involves difficult vocabulary.

Level
≈450 points

Test takers who score around 450 typically have the following strengths:

- They can infer the central idea and purpose of a written text, and they can make inferences about details.
- They can read for meaning. They can understand factual information, even when it is paraphrased.
- They can connect information across an entire text, and they can make connections between two related texts.
- They can understand a broad range of vocabulary, unusual meanings of common words, and idiomatic usage. They can also make distinctions between the meanings of closely related words.
- They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.

Level
≈350 points

Test takers who score around 350 typically have the following strengths:

- They can infer the central idea and purpose of a written text, and they can make inferences about details.
- They can read for meaning. They can understand factual information, even when it is paraphrased.
- They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.
- They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.
- They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.

Level
≈250 points

Test takers who score around 250 typically have the following strengths:

- They can make simple inferences based on a limited amount of text.
- They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text.
- They can sometimes connect information within one or two sentences.
- They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary.
- They can understand common, rule-based grammatical structures. They can make correct grammatical choices, even when other features of language, such as difficult vocabulary or the need to connect information, are present.

Level
≈150 points

Test takers who score around 150 typically have the following strengths:

- They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required.
- They can understand easy vocabulary and common phrases.
- They can understand the most-common, rule-based grammatical constructions when not very much reading is necessary.

Test takers who score around 350 typically have the following weaknesses:

- They do not connect information across a wide area within a text.
- They do not consistently understand difficult vocabulary, unusual meanings of common words, or idiomatic usage. They usually cannot make distinctions between the meanings of closely related words.

Test takers who score around 250 typically have the following weaknesses:

- They do not understand inferences that require paraphrase or connecting information.
- They have a very limited ability to understand factual information expressed as a paraphrase using difficult vocabulary. They often depend on finding words and phrases in the text that match the same words and phrases in the question.
- They usually do not connect information beyond two sentences.
- They do not understand difficult vocabulary, unusual meanings of common words, or idiomatic usage. They usually cannot make distinctions between the meanings of closely related words.
- They do not understand more-difficult, complex, or uncommon grammatical constructions.

Test takers who score around 150 typically have the following weaknesses:

- They cannot make inferences about information in written texts.
- They do not understand paraphrased factual information. They rely on matching words and phrases in the text to answer questions.
- They are often unable to connect information even within a single sentence.
- They understand only a limited range of vocabulary.
- They do not understand even easy grammatical constructions when other language features, such as difficult vocabulary or the need to connect information, are also required.

Registration Number	SAMPLE
Name	

TOEIC Form ST-05



TOEIC[®]

Test of English for International Communication



Read the directions on the back cover.

Do not break the seal until you are told to do so.

This test book and the answer sheet must be handed in separately as instructed at the end of the test.

Copyright © 2006 by Educational Testing Service. All rights reserved.

ETS, the ETS logo, and TOEIC are registered trademarks of Educational Testing Service.

LISTENING TEST

In the Listening test, you will be asked to demonstrate how well you understand spoken English. The entire Listening test will last approximately 45 minutes. There are four parts, and directions are given for each part. You must mark your answers on the separate answer sheet. Do not write your answers in your test book.

PART 1

Directions: For each question in this part, you will hear four statements about a picture in your test book. When you hear the statements, you must select the one statement that best describes what you see in the picture. Then find the number of the question on your answer sheet and mark your answer. The statements will not be printed in your test book and will be spoken only one time.

Sample Answer

Example

(A) (B) ● (D)



Statement (C), "They're standing near the table," is the best description of the picture, so you should select answer (C) and mark it on your answer sheet.

1.



2.



GO ON TO THE NEXT PAGE 

PART 2

Directions: You will hear a question or statement and three responses spoken in English. They will not be printed in your test book and will be spoken only one time. Select the best response to the question or statement and mark the letter (A), (B), or (C) on your answer sheet.

Sample Answer

Example

(A) (B) (C)

You will hear: Where is the meeting room?

You will also hear: (A) To meet the new director.
(B) It's the first room on the right.
(C) Yes, at two o'clock.

The best response to the question "Where is the meeting room?" is choice (B), "It's the first room on the right," so (B) is the correct answer. You should mark answer (B) on your answer sheet.

11. Mark your answer on your answer sheet.
12. Mark your answer on your answer sheet.
13. Mark your answer on your answer sheet.
14. Mark your answer on your answer sheet.
15. Mark your answer on your answer sheet.
16. Mark your answer on your answer sheet.

PART 3

Directions: You will hear some conversations between two people. You will be asked to answer three questions about what the speakers say in each conversation. Select the best response to each question and mark the letter (A), (B), (C), or (D) on your answer sheet. The conversations will not be printed in your test book and will be spoken only one time.

41. What are the speakers discussing?
- (A) Their homes
 - (B) Their jobs
 - (C) Their travel plans
 - (D) Their favorite cities
42. What does the man want to do?
- (A) Get a new job
 - (B) Visit another city
 - (C) Find a larger apartment
 - (D) Move to the country
43. What can be inferred about the woman?
- (A) Her house is very small.
 - (B) She thinks the city is exciting.
 - (C) Her job is very difficult.
 - (D) She lives outside the city.
-
44. Why did the man telephone the woman?
- (A) To check on his order
 - (B) To arrange a delivery time
 - (C) To cancel his order
 - (D) To change his order
45. What is the man waiting to receive?
- (A) A computer desk
 - (B) A catalog
 - (C) Some recording equipment
 - (D) Some music
46. What does the woman ask for?
- (A) The man's telephone number
 - (B) The man's name
 - (C) The reference number for the order
 - (D) The date the order was placed

GO ON TO THE NEXT PAGE 

PART 4

Directions: You will hear some talks given by a single speaker. You will be asked to answer three questions about what the speaker says in each talk. Select the best response to each question and mark the letter (A), (B), (C), or (D) on your answer sheet. The talks will not be printed in your test book and will be spoken only one time.

71. Where is this announcement being made?
- (A) At a train station
 - (B) At a travel agent's office
 - (C) At an airport
 - (D) At a coffee shop
72. What is the weather like in Hong Kong?
- (A) It is foggy.
 - (B) It is clear.
 - (C) It is snowing lightly.
 - (D) It is stormy.
73. What time of day is this announcement being made?
- (A) Morning
 - (B) Afternoon
 - (C) Evening
 - (D) Late night

-
74. What is the main purpose of this talk?
- (A) To introduce speakers at a workshop
 - (B) To announce changes to a schedule
 - (C) To outline registration procedures
 - (D) To propose a new workshop
75. What does the speaker say about the workshops?
- (A) There may be waiting lists for the workshops.
 - (B) The workshops are free.
 - (C) The registration forms will be mailed.
 - (D) People should register early for the workshops.
76. Which workshop has been canceled?
- (A) Cooking for Health
 - (B) Exercise for Seniors
 - (C) Family Nutrition
 - (D) Children's Fitness

This is the end of the Listening test. Turn to Part 5 in your test book.

NO TEST MATERIAL ON THIS PAGE

READING TEST

In the Reading test, you will read a variety of texts and answer several different types of reading comprehension questions. The entire Reading test will last 75 minutes. There are three parts, and directions are given for each part. You are encouraged to answer as many questions as possible within the time allowed.

You must mark your answers on the separate answer sheet. Do not write your answers in your test book.

PART 5

Directions: A word or phrase is missing in each of the sentences below. Four answer choices are given below each sentence. Select the best answer to complete the sentence. Then mark the letter (A), (B), (C), or (D) on your answer sheet.

101. Register early if you would like to attend next Tuesday's ----- on project management.

- (A) seminar
- (B) reason
- (C) policy
- (D) scene

102. Paul Brown resigned last Monday from his position as ----- executive of the company.

- (A) fine
- (B) chief
- (C) front
- (D) large

103. The financial audit of Soft Peach Software ----- completed on Wednesday by a certified accounting firm.

- (A) to be
- (B) having been
- (C) was
- (D) were

104. The organizers of the trip reminded participants to ----- at the steps of the city hall at 2:00 P.M.

- (A) see
- (B) combine
- (C) meet
- (D) go

105. ----- is no better season than winter to begin training at Silver's Fitness Center.
- (A) When
 - (B) It
 - (C) There
 - (D) As it
106. The recent worldwide increase in oil prices has led to a ----- demand for electric vehicles.
- (A) greater
 - (B) greatest
 - (C) greatly
 - (D) greatness
107. Maria Vásquez has a wide range of experience, ----- worked in technical, production, and marketing positions.
- (A) having
 - (B) has
 - (C) having had
 - (D) had
108. Tickets will not be redeemable for cash or credit at any time, ----- will they be replaced if lost or stolen.
- (A) but
 - (B) though
 - (C) only
 - (D) nor

GO ON TO THE NEXT PAGE 

PART 6

Directions: Read the texts that follow. A word or phrase is missing in some of the sentences. Four answer choices are given below each of the sentences. Select the best answer to complete the text. Then mark the letter (A), (B), (C), or (D) on your answer sheet.

Questions 141-144 refer to the following letter.

Ms. Monica Eisenman
555 King Street
Auckland
New Zealand

Dear Ms. Eisenman:

I am ----- to confirm our offer of part-time employment at Western Enterprises. In your role

141. (A) pleased
(B) pleasing
(C) pleasant
(D) pleasure

as research assistant, you will report to Dr. Emma Walton, who will keep you informed of your specific duties and projects. Because you will be working with confidential information, you will be expected to ----- the enclosed employee code-of-ethics agreement.

142. (A) follow
(B) advise
(C) imagine
(D) require

As we discussed, you will be paid twice a month ----- the company's normal payroll schedule. As

143. (A) accords
(B) according
(C) according to
(D) accordance with

an hourly employee working fewer than twenty hours per week, you will not be ----- to receive

144. (A) tolerable
(B) liberal
(C) eligible
(D) expressed

paid holidays, paid time off for illness or vacation, or other employee benefits. Your employment status will be reviewed in six months.

If you have any questions, please feel free to contact me. Otherwise, please sign and return one copy of this letter. You may keep the second copy for your files. We look forward to working with you.

Sincerely,

Christopher Webster

Christopher Webster
Human Resources

Enclosures

GO ON TO THE NEXT PAGE 

PART 7

Directions: In this part you will read a selection of texts, such as magazine and newspaper articles, letters, and advertisements. Each text is followed by several questions. Select the best answer for each question and mark the letter (A), (B), (C), or (D) on your answer sheet.

Questions 153-155 refer to the following advertisement.

Italian Food at its Finest...The Venezia

Under New Ownership
Open 7 Days, 11 A.M.–11 P.M.

<p>COUPON</p> <p>\$2 off</p> <p>Any order over \$10 with this coupon. Not valid with other offers. Offer good until June 16.</p>	<p>COUPON</p> <p>50% off</p> <p>Buy 1 meal, get 2nd one 50% off with this coupon. Not valid with other offers. Offer good until June 16.</p>	<p>COUPON</p> <p>FREE</p> <p>1 liter of soda with delivery with this coupon. Not valid with other offers. Offer good until June 16.</p>
---	---	--

153. What is the purpose of this advertisement?

- (A) To announce a change in business hours
- (B) To advertise a business for sale
- (C) To encourage diners to eat early
- (D) To attract more customers

154. What will customers receive if they spend more than \$10?

- (A) A \$2 discount on their bill
- (B) 50% off their next purchase
- (C) A liter of soda
- (D) Free delivery service

155. What will happen on June 16?

- (A) A new owner will take over the business.
- (B) The coupons will expire.
- (C) Prices will be further reduced.
- (D) The business will close.

GO ON TO THE NEXT PAGE 

Questions 156-159 refer to the following article.

The new economy has created great business opportunities as well as great turmoil. Not since the Industrial Revolution have the stakes of dealing with change been so high. Most traditional organizations have accepted, in theory at least, that they must make major changes. Even large new companies recognize that they need to manage the changes associated with rapid entrepreneurial growth. Despite some individual successes, however, this remains difficult, and few companies manage the process as well as they would like. Most companies have begun by installing new technology, downsizing, restructuring, or trying to change corporate culture, and most have had low success rates. About 70 percent of all change initiatives fail.

The reason for most of these failures is that in their rush to change their organizations, managers become mesmerized by all the different, and sometimes conflicting, advice they receive about why companies should change, what they should try to accomplish, and how they should do it. The result is that they lose focus and fail to consider what would work best for their own company. To improve the odds of success, it is imperative that executives understand the nature and process of corporate change much better.

Most companies use a mix of both hard and soft change strategies. Hard change results in drastic layoffs, downsizing, and restructuring. Soft change is based on internal organizational changes and the gradual development of a new corporate culture through individual and organization learning. Both strategies may be successful, but it is difficult to combine them effectively. Companies that are able to do this can reap significant payoffs in productivity and profitability.

156. What is the article mainly about?
- (A) Corporate marketing plans
 - (B) New developments in technology
 - (C) Ways for companies to increase profits
 - (D) How companies try to adapt to new conditions
157. The word “manage” in paragraph 1, line 6, is closest in meaning to
- (A) correct
 - (B) attract
 - (C) handle
 - (D) regulate
158. According to the article, why do so many attempts to change fail?
- (A) Soft change and hard change are different.
 - (B) Executives are interested only in profits.
 - (C) The best methods are often not clear.
 - (D) Employees usually resist change.
159. What is soft change based on?
- (A) Changes in the corporate culture
 - (B) Reductions in company size
 - (C) Relocating businesses
 - (D) Financial markets

GO ON TO THE NEXT PAGE 

Questions 160-164 refer to the following meeting agenda and e-mail message.

Optimum Software Company meeting with Advantage Power Systems, Inc. November 2	
<i>Advantage Power Systems attendees:</i> Katharine Morandi Chom Tai	<i>Optimum Software attendees:</i> Ujjwal Ahmed Yusra Singh Peter Bodell
AGENDA	
Ujjwal Ahmed	Introductions Review objectives
Katharine Morandi	Advantage Power Systems: project overview and development schedule
Yusra Singh	Optimum product overview <ul style="list-style-type: none"> • Core software functions • Software platform requirements
Peter Bodell	Optimum training and consulting
Yusra Singh	Technology questions and answers
Ujjwal Ahmed	Next steps

To: Katharine Morandi
 From: Ujjwal Ahmed, Optimum Software Company
 Subject: Yesterday's meeting

Dear Katharine,

Thank you for taking the time to get together with us yesterday. Everyone on our team felt that it was a productive meeting. We have a better understanding of your project's needs now, and we've started looking at ways to adapt our software to meet your requirements.

While the basic function of the software is well suited to the project overall, as discussed, we will explore ways to adapt it to the needs of the different departments at Advantage that will be using it. This will incur some additional cost, as we indicated—we'll provide details about that at our next meeting, once our engineers have assessed the changes that will need to be made.

I've asked Peter Bodell to prepare a document for you that indicates when the Training and Consulting Department could start providing services to you. He'll send this information to you directly—since you've worked with him in the past, it seems the most efficient way to go.

As agreed, let's set up a meeting for the week of November 26 by which time our engineers will be able to outline their approaches to your departmental needs, and we'll have the information we need to put together a contract.

In the meantime, please feel free to contact me if you have any questions.

Regards,
 Ujjwal

- 160.** Why was the meeting held?
- (A) To talk about hiring costs
 - (B) To train software users
 - (C) To discuss work on a project
 - (D) To review a contract
- 161.** Who would probably be the best person at Optimum to answer technology questions?
- (A) Ujjwal Ahmed
 - (B) Chom Tai
 - (C) Yusra Singh
 - (D) Katharine Morandi
- 162.** What is the main purpose of Mr. Ahmed's e-mail to Ms. Morandi?
- (A) To request a meeting with the engineering department
 - (B) To introduce Peter Bodell
 - (C) To follow up on a meeting with Advantage
 - (D) To explain how Optimum has adapted its software
- 163.** What service will Peter Bodell's department provide?
- (A) Training and consulting
 - (B) Legal advice
 - (C) Publicity
 - (D) Changes to the software
- 164.** What will happen in the week of November 26?
- (A) Peter Bodell will make a presentation.
 - (B) Optimum and Advantage will meet again.
 - (C) A contract will be signed.
 - (D) Training in the new software will occur.

Stop! This is the end of the test. If you finish before time is called, you may go back to Parts 5, 6, and 7 and check your work.

NO TEST MATERIAL ON THIS PAGE

Correct Answers

Part 1

- 1. A
- 2. D

Part 2

- 11. B
- 12. A
- 13. B
- 14. B
- 15. A
- 16. A

Part 3

- 41. A
- 42. C
- 43. D
- 44. A
- 45. A
- 46. C

Part 4

- 71. C
- 72. D
- 73. A
- 74. C
- 75. A
- 76. D

Part 5

- 101. A
- 102. B
- 103. C
- 104. C
- 105. C
- 106. A
- 107. A
- 108. D

Part 6

- 141. A
- 142. A
- 143. C
- 144. C

Part 7

- 153. D
- 154. A
- 155. B
- 156. D
- 157. C
- 158. C
- 159. A
- 160. C
- 161. C
- 162. C
- 163. A
- 164. B



TOEIC[®]

Test of English for International Communication

General Directions

This test is designed to measure your English language ability. The test is divided into two sections: Listening and Reading.

You must mark all of your answers on the separate answer sheet. For each question, you should select the best answer from the answer choices given. Then, on your answer sheet, you should find the number of the question and fill in the space that corresponds to the letter of the answer that you have selected. If you decide to change an answer, completely erase your old answer and then mark your new answer.