



THE *TOEIC*® LISTENING AND
READING TEST UPDATES 2018



Assess to Progress.

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ETS Global



INTRODUCTION

INTRODUCTION

ETS is releasing updates to the *TOEIC* Listening and Reading test, effective **April 2018** worldwide.

ETS periodically revisits *TOEIC* tests to ensure that they closely reflect how English is used in the workplace.

The *TOEIC*® Listening and Reading Test updates will be introduced in EMEA starting **June 2018**.



WHY IS ETS MAKING UPDATES?

To more closely reflect the evolving use of the English language including communication approaches and methods that have been used more frequently in the last 10 years such as **text messaging and instant messaging**.

What Remains the Same?

- Fair, valid and reliable
- **Same number of questions and testing time:** a multiple-choice assessment with two sections of 100 questions each.
- **Same score range, score scale and score report:** with the exception of one additional Listening Ability Measured which is understanding a speaker's purpose or implied meaning in a phrase or sentence. This provides additional information for test takers and score users, but does not affect a test taker's overall score.
- **Same quality and range of difficulty**
- For **TOEIC LR PP:** Paper and pencil administration, administered in the same way.

UPDATES TO THE *TOEIC*® LISTENING SECTION

UPDATES TO THE LISTENING SECTION



DESCRIPTION

- **Reduced** number of Photograph and Question Response questions
- **Increased** number of Conversation questions
- Conversations that include **shorter turns and more exchanges**
- More **than two speakers** in some conversations
- Conversations that include **elisions** (e.g., “gonna” instead of “going to”) and incomplete sentences/fragments (“Yes, in a minute”; “Down the hall”; “Could you?”)
- New question types testing **the connection of what is heard in a conversation or talk and what is seen in a graphic**
- New question types testing a speaker’s **implied meaning** in the context of a conversation or talk

LISTENING QUESTION COMPARISON CHART

Part		Current Version	Updated Version
1.	Stand-Alone Questions	Photographs: 10 questions	Photographs: 6 questions (reduced)
2.	Stand-Alone Questions	Question-Response: 30 questions	Question-Response: 25 questions (reduced)
3.	Set-Based Questions	Conversations: 30 questions <ul style="list-style-type: none"> • 10 conversations • 3 questions per conversation 	Conversations: 39 questions (increased) <ul style="list-style-type: none"> • 13 conversations • 3 questions per conversation
4.	Set-Based Questions	Talks: 30 questions <ul style="list-style-type: none"> • 10 talks • 3 questions per talk 	Talks: 30 questions <ul style="list-style-type: none"> • 10 talks • 3 questions per talk
		Listening Comprehension: 100 questions	Listening Comprehension: 100 questions

EXAMPLES OF UPDATES IN THE LISTENING SECTION

(M-Au) Have you two taken a look at the progress they've made upstairs on the office expansion? It looks great!

(W-Am) I know! //I can't believe it!// And the offices up there have amazing views of the city.

(M-Cn) I wonder which division will move up there when it's finished.

(W-Am) I heard it's the research department.

(M-Au) Ah, because they have the most people.

(W-Am) Probably. I'd love to have an office on that floor, though.

(M-Cn) Yeah. Well, the company must be making good money if they're adding that space!

(M-Au) I think you're right, there!

Familiar Question-type

5. What is the conversation mainly about?
- (A) An enlargement of office space
 - (B) A move into a new market
 - (C) An increase in staff numbers
 - (D) A change in company leadership

New Question-type: testing the understanding of what is said in a conversation or talk about written information

6. Why does the woman say: "I can't believe it"?
- (A) She strongly disagrees.
 - (B) She would like an explanation.
 - (C) She feels disappointed.
 - (D) She is happily surprised.

EXAMPLES OF UPDATES IN THE LISTENING SECTION

(W-Br) We're happy to see you all at this seminar this afternoon—we have a lot of useful information to cover. But before we start, a few administrative details. There will be one break, half way through the afternoon. You can leave your laptops here if you leave the room—there will always be someone in here—but do keep your money and phones or ... ah ... other small electronic devices with you. Don't leave them at the tables. And please note that there's an error in your printed program: there will be a change—a switch—in times for the last two presenters. Ms. Ohta has to leave a little early today.

Program	
Presenter	Time
Ms. Carbajal	1:00-1:50
Mr. Buteux	1:55-2:45
BREAK	2:45-3:00
Mr. Chambers	3:00-3:50
Ms. Ohta	3:55-4:45

EXAMPLES OF UPDATES IN THE LISTENING SECTION

Familiar Question-type

9. What are listeners asked to do?
- (A) Stay seated during the break
 - (B) Carry their valuables with them
 - (C) Return any borrowed equipment
 - (D) Share printed programs with others

New Question-type

10. Look at the graphic. Who will be the final presenter?
- (A) Ms. Carbajal
 - (B) Mr. Buteux
 - (C) Mr. Chambers
 - (D) Ms. Ohta

Program	
Presenter	Time
Ms. Carbajal	1:00-1:50
Mr. Buteux	1:55-2:45
BREAK	2:45-3:00
Mr. Chambers	3:00-3:50
Ms. Ohta	3:55-4:45

UPDATES TO THE *TOEIC*® READING SECTION

UPDATES TO THE READING SECTION

DESCRIPTION



- **Reduced** number of Incomplete Sentence questions
- **Two new question types** testing understanding of the overall organisation of passages:
 - Text Completion questions that ask test takers to **choose which new sentence fits best in the context** of the overall passage
 - Set-based questions that ask test takers to **understand where in the passage a sentence belongs**
- **Text messages, instant messages and/or online chat** conversations with multiple writers
- Questions testing the understanding of **three related texts**
- A small **increase** in the number of single and multiple-passage questions
- New questions about understanding the **writer's words in context**

READING QUESTION COMPARISON CHART

Part		Current Version	Updated Version
5	Stand-Alone Questions	Incomplete Sentences: 40 questions	Incomplete Sentences: 30 questions (reduced)
6	Stand-Alone Questions	Text Completion: 12 questions	Text Completion: 16 questions (increased)
7	Set-Based Questions	Single Passage: 28 questions <ul style="list-style-type: none"> • 9 single passages • 2-5 questions per passage 	Single Passage: 29 questions (increased) <ul style="list-style-type: none"> • 10 single passages • 2-4 questions per passage
	Set-Based Questions	Double Passages: 20 questions <ul style="list-style-type: none"> • 4 double passages • 5 questions per set 	Multiple Passages: 25 questions (increased) <ul style="list-style-type: none"> • 2 Set-Based double passages • 3 Set-Based triple passages • 5 questions per set
		Reading Comprehension: 100 questions	Reading Comprehension: 100 questions

EXAMPLES OF UPDATES IN THE READING SECTION

- Familiar Question-type, different format

Current

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.

Updated

Questions 131-134 refer to the following e-mail.

To: Project Leads
From: James Pak
Subject: Training Courses

To all Pak Designs project leaders:

In the coming weeks, we will be organizing several training sessions for _____ employees. At Pak Designs, we believe that with the proper help and support from our senior project leaders, less experienced staff can quickly _____ a deep understanding of the design process. _____, they can improve their ability to communicate effectively across divisions. When employees at all experience levels interact, every employee's competency level rises and the business overall benefits. For that reason, we are urging experienced project leaders to attend each one of the interactive seminars that will be held throughout the coming month. _____.

Thank you for your support.

James Pak
Pak Designs

131. (A) interest
(B) interests
(C) interested
(D) interesting
132. (A) develop
(B) raise
(C) open
(D) complete

134. (A) Let me explain our plans for on-site staff training.
(B) We hope that you will strongly consider joining us.
(C) Today's training session will be postponed until Monday.
(D) This is the first in a series of such lectures.

choose which new sentence fits best in the context of the overall passage

EXAMPLES OF UPDATES IN THE READING SECTION

New type of reading text showing short exchanges between multiple writers

SAM BACH 12:10

I do. Would you mind meeting me at the door after I go through customs?

AKIRA OTANI 12:15

Sure thing. Parking spots can be hard to find, but now I'll have extra time to drive around and look.

SAM BACH 12:16

Yes, sorry about that. See you then!

EXAMPLES OF UPDATES IN THE READING SECTION

- New Question-type about understanding the **writer's words in context**

At 12:15, what does Mr. Otani mean when he writes, "Sure thing"?

- (A) He has confirmed the arrival time of a flight.
- (B) He is certain he will be able to find a parking place.
- (C) He agrees to wait at the door near the customs area.
- (D) He knows Mr. Bach must pass through customs.

EXAMPLES OF UPDATES IN THE READING SECTION

Questions 161-164 refer to the following information.

Notice Board Space Available to Community Groups

Mooringtown Library is pleased to invite local community groups to use the free advertising space on its new notice board, located outside the front entrance of the library. Space on the board is available for up to four weeks at a time.

Notices must be approved in advance at the library's front desk and must meet the following requirements. All content must be suitable for public display. The notice must be written or printed on standard-quality paper with dimensions of either 8.5 in x 11 in or 5.5 in x 8.5 in. The desired start and end date for display should be written in the front bottom right corner. — [1] —. Any notices that do not meet these requirements will not be considered and will be discarded. — [2] —.

— [3] —. Submissions are now being accepted at the Mooringtown Library front desk. Please have the actual notice, in the format in which you would like it to appear, with you when you arrive. Within one business day, you will receive a call confirming that your notice has been added to the board. — [4] —.

Mooringtown Library
www.mooringtownlib.co.au

161. What is indicated about advertising space on the Mooringtown Library notice board?
- (A) It is available at no charge.
(B) It can be used for any length of time.
(C) It is open to all area businesses.
(D) It is intended mainly for sporting events.
162. What is NOT a stated requirement for a notice to be placed on the board?
- (A) It must meet certain size requirements.
(B) It must be marked with posting dates.
(C) It must be reviewed beforehand.
(D) It must be signed by a librarian.
164. In which of the positions marked [1], [2], [3], and [4] does the following sentence best belong?
- "The name and telephone number of the person posting the notice must be clearly marked on the back."
- (A) [1]
(B) [2]
(C) [3]
(D) [4]

- Set-based questions that ask test takers to **understand where in the passage a sentence belongs**

EXAMPLES OF UPDATES IN THE READING SECTION

The desired start and end date for display should be written in the front bottom right corner. — [1] —. Any notices that do not meet these requirements will not be considered and will be discarded. — [2] —.

— [3] —. Submissions are now being accepted at the Mooringtown Library front desk. Please have the actual notice, in the format in which you would like it appear, with you when you arrive. Within one business day, you will receive a call confirming that your notice has been added to the board. — [4] —.

“The name and telephone number of the person posting the notice must be clearly marked on the back.”

EXAMPLES OF UPDATES IN THE READING SECTION

The desired start and end date for display should be written in the front bottom right corner. **The name and telephone number of the person posting the notice must be clearly marked on the back.** Any notices that do not meet these requirements will not be considered and will be discarded. — [2] —.

— [3] —. Submissions are now being accepted at the Mooringtown Library front desk. Please have the actual notice, in the format in which you would like it appear, with you when you arrive. Within one business day, you will receive a call confirming that your notice has been added to the board. — [4] —.

EXAMPLES OF UPDATES IN THE READING SECTION

- Set with three written sources

Sparky Paints, Inc., makes it easy to select the right colors for your home. Browse through hundreds of colors on our Web site, www.sparkypaints.com. Select your top colors, and we'll send free samples right to your door. Our color samples are three times larger than typical samples found in home-improvement stores and come with self-adhesive backing, allowing you to adhere them to your walls so you can easily see how colors will coordinate in your home. When you're ready to begin painting, simply select your chosen colors online, and we'll ship the paint of your choice to arrive at your home within 3-5 business days, or within 2 business days for an additional expedited shipping fee.

*Actual colors may differ slightly from what appears on your monitor. For this reason, we recommend ordering several samples in similar shades.

www.sparkypaints.com/shoppingcart

Order Summary #3397		Customer: Arun Phan	
Item	Size	Quantity	Price
Caspian Blue SP 237	n/a	1	\$0.00
Deep Sea Blue SP 298	n/a	1	\$0.00
Stormy Blue SP 722	n/a	1	\$0.00
Misty Gray SP 944	Gallon	2	\$50.00
Tax (8 percent)			\$4.00
Expedited shipping			\$18.99
Total			\$72.99

[Proceed to Checkout](#)

From: [Arun Phan](#) <arun.phan@tnet.com>

To: Customer Support <support@sparkypaints.com>

Date: March 12

Subject: Order #3397

Hello,

Thanks for sending my order #3397—it arrived this morning. Unfortunately, the paint was not the one I had asked for. I had selected color SP944 but received SP945 (Ocean Waves). They appear right next to each other on your Web site, so the two may have been confused at your end. Could you send me the correct paint, along with additional samples that are close in color to SP722? That sample worked well in my house; the others looked too green on my walls.

Thank you,

[Arun Phan](#)

EXAMPLES OF UPDATES IN THE READING SECTION

- Set with three written sources

189. Which color does Mr. Phan indicate that he likes?

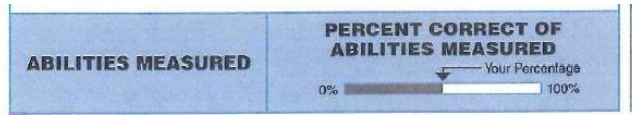
- (A) Caspian Blue
- (B) Deep Sea Blue
- (C) Stormy Blue
- (D) Misty Gray

SCORE REPORTING

TOEIC L&R OFFICIAL SCORE REPORT (PUBLIC PROGRAMME)

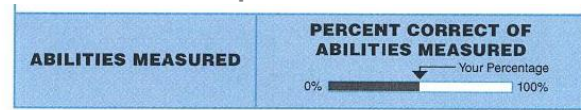
TOEIC Public Programme Score Report: Additional Listening Ability Measured: Can understand a speaker's purpose or implied meaning in a phrase or sentence.

Current



Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	42
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	21
Can understand details in short spoken texts	42
Can understand details in extended spoken texts	21

Updated



Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	35
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	40
Can understand details in short spoken texts	65
Can understand details in extended spoken texts	42
Can understand a speaker's purpose or implied meaning in a phrase or sentence.	35

TOEIC L&R INSTITUTIONAL SCORE REPORT (IP)

TOEIC L&R Institutional Programme Score Report (3-in-1): No changes
 TOEIC L&R Institutional Programme – Individual Performance Feedback (IPF)
 Current: Updated:

Individual Performance Feedback TOEIC® Listening and Reading Test

Candidate Name
 Name: _____
 Identification Number: 1992/09/15
 Test Date (Institutional): 2017/07/04
 Valid Until (Institutional): 2019/07/04

Client/Institution Name: A PROPOS LANGUES

LISTENING

Your scaled score is between 400 and 495. Test takers who score around 400 typically have the following strengths:
 They can infer the central idea, sections, and basic content of short spoken exchanges across a broad range of situations, even when conventional responses are indicated or not easy to predict.
 They can infer the central idea, sections, and basic content of extended spoken texts across a broad range of situations. They can do this even after 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 connotations 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 the information is not supported by repetition. They can understand details in extended spoken texts, even when the information is not supported by repetition. To see weaknesses typical of test takers who score around 400, see the "Proficiency Description Table."

READING

Your scaled score is close to 400. Test takers who score around 400 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 make inferences from the central idea and purpose of a written text, and they can make inferences about details.
 They can make inferences from the central idea and purpose of a written text, and they can make inferences about details.
 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 details in short written passages, even when negative connotations are present, when the language is syntactically complex, or when difficult vocabulary is used.
 They can understand details in extended written texts, even when it is necessary to connect information across the text and when the information is not supported by repetition. They can understand details in extended written texts, even when the information is not supported by repetition. To see weaknesses typical of test takers who score around 400, see the "Proficiency Description Table."

HOW TO READ YOUR SCORE INFORMATION

Percentage correct of abilities measured (percentage of items you answered correctly) is the best term for each side of the abilities measured. Your performance on questions testing these abilities cannot be compared to the performance of test takers who take other tests or to your own performance on other test forms.

ABILITIES MEASURED	PERCENTAGE CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENTAGE CORRECT OF ABILITIES MEASURED
Can infer the general idea and basic content of short spoken exchanges across a broad range of situations in a variety of contexts.	0% 100%	Can make inferences based on information in written texts.	0% 100%
Can infer the general idea and basic content of extended spoken texts across a broad range of situations in a variety of contexts.	0% 100%	Can locate and understand specific information in written texts.	0% 100%
Can understand details in short spoken exchanges, even when negative connotations are present, when the language is syntactically complex, or when difficult vocabulary is used.	0% 100%	Can connect information across multiple sentences in a single written text, and across short paragraphs.	0% 100%
Can understand details in extended spoken texts, even when it is necessary to connect information across the text and when the information is not supported by repetition.	0% 100%	Can understand vocabulary in written texts.	0% 100%
Can understand details in extended spoken texts, even when the information is not supported by repetition.	0% 100%	Can understand grammar in written texts.	0% 100%

*Proficiency Description Table can be found on our web site, www.ets.org/ipcf

LISTENING Your score: 490
READING Your score: 445
TOTAL SCORE 935

www.etsglobal.org

Mapping TOEIC® Listening and Reading scores to the Common European Framework of Reference (CEFR)

TOEIC® Listening	TOEIC® Reading
3-400	60-110
400-450	110-275
450-500	275-300
500-550	300-400
550-600	400-450

Individual Performance Feedback TOEIC® Listening and Reading Test

Candidate Name
 Name: _____
 Identification Number: 1992/09/15
 Test Date (Institutional): 2017/07/04
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Client/Institution Name: A PROPOS LANGUES

LISTENING

Your scaled score is between 400 and 495. Test takers who score around 400 typically have the following strengths:
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READING

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 They can infer the central idea and purpose of a written text, and they can make inferences about details.
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 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 details in short written passages, even when negative connotations are present, when the language is syntactically complex, or when difficult vocabulary is used.
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ABILITIES MEASURED	PERCENTAGE CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENTAGE CORRECT OF ABILITIES MEASURED
Can infer the general idea and basic content of short spoken exchanges across a broad range of situations in a variety of contexts.	0% 100%	Can make inferences based on information in written texts.	0% 100%
Can infer the general idea and basic content of extended spoken texts across a broad range of situations in a variety of contexts.	0% 100%	Can locate and understand specific information in written texts.	0% 100%
Can understand details in short spoken exchanges, even when negative connotations are present, when the language is syntactically complex, or when difficult vocabulary is used.	0% 100%	Can connect information across multiple sentences in a single written text, and across short paragraphs.	0% 100%
Can understand details in extended spoken texts, even when it is necessary to connect information across the text and when the information is not supported by repetition.	0% 100%	Can understand vocabulary in written texts.	0% 100%
Can understand details in extended spoken texts, even when the information is not supported by repetition.	0% 100%	Can understand grammar in written texts.	0% 100%

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Mapping TOEIC® Listening and Reading scores to the Common European Framework of Reference (CEFR)

TOEIC® Listening	TOEIC® Reading
3-400	60-110
400-450	110-275
450-500	275-300
500-550	300-400
550-600	400-450



TEST TAKERS AND SCORE USERS

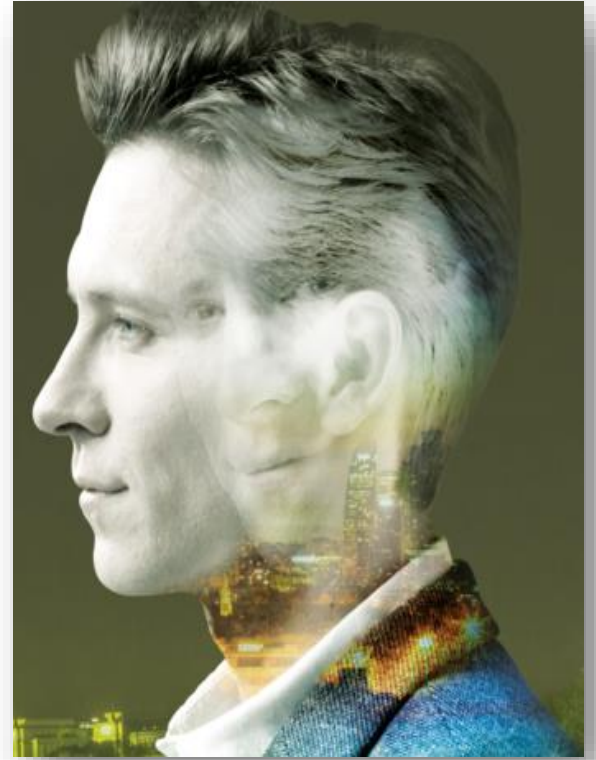
FOR TEST TAKERS

- The updates will benefit test takers
- Test takers can demonstrate that they have the relevant communication skills needed in today's global workplace.



FOR SCORE USERS

Score users can continue to be confident that the scores they use in their decision making reflect the range of skills necessary for success in the workplace.



HOW ABOUT *TOEIC*® OLPC, THE
PROPELL® TEACHER WORKSHOPS
FOR THE *TOEIC*® TESTS
AND TOEIC IP ONLINE?

POINTS OF INTEREST

- updated forms for both *TOEIC* Listening and Reading Public Programme and Institutional Programme from June 2018
- updated forms for *TOEIC* Listening and Reading Institutional Programme Online from end of June 2018
- updated forms for test-takers with disabilities from July 2018

TOEIC® OFFICIAL LEARNING AND PREPARATION COURSE/BOOKS

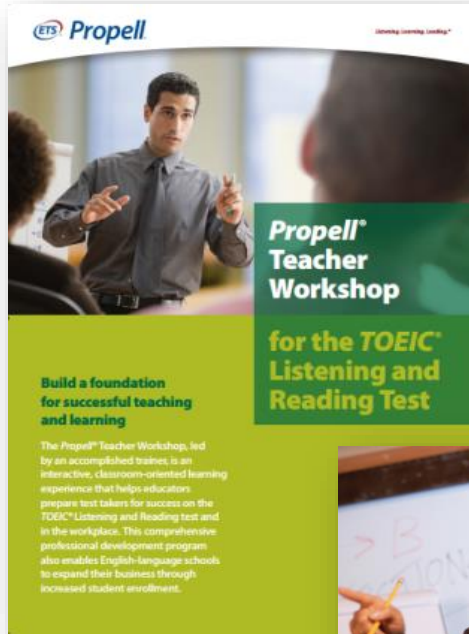


DESCRIPTION

- *TOEIC* OLPC with updated content from February 2018
- New course link will be send together with the username and password
- France: updated books will be released
 - Les tests corrigés du *TOEIC* in January 2018
 - La bible du *TOEIC* in April 2018

FOR TEACHERS

The *Propell*® Teacher Workshops for the *TOEIC*® Tests



- All accredited trainers retrained for Propell Teacher Workshops for the *TOEIC* tests.
- Newly developed kits.
- New workshops from March 2018



**QUESTIONS?
PRODUCT-INFO@ETSGLOBAL.ORG**



Assess to Progress.