

# Putting High-Quality TOEIC and TOEFL Practice Questions Online

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This paper explains about a new and comprehensive Internet site which the author and colleagues Katsumi Iwasaki and Keiroh Maeda are constructing. The site, supported by the Japanese Ministry of Education, will feature thousands of realistic TOEIC and TOEFL exercises that anyone can access from the Web. For no fee, students will be able to prepare for two of the most important tests in the world of English language education today.

The site will be unique because it will take into account Japanese students' English language strengths and weaknesses. The first half of this paper explains about the tests, and about how the Internet site will be constructed. The second half of the paper explains about a series of practice tests which were given to Japanese university students in an attempt to assess their English language abilities.

With respect to student abilities, for example, it was found that most of the university students in this study do not have good control of the following vocabulary expressions: *to initial*, *to grin from ear to ear*, *price dropped*, and *in the long run*. In listening, students have a hard time understanding when a speaker says "no" in an indirect way. In reading, it was found that restatements can be tricky. The results of the tests will be used to make high-quality TOEIC and TOEFL questions in the near future.

## Background to the Study

The Test of English for International Communication (TOEIC) is a good assessment of the listening, grammar, and reading skills of people who are already in or about to enter the world of business. It has seven parts, assessing listening, grammar, vocabulary, and reading skills. For details about the test, see <http://www.toEIC.or.jp/> Usually major Japanese companies like to have employees who score over 600 points.

At Hiroshima University, all freshmen were required to take the TOEIC in 2003 and 2004. The average TOEIC score in the first semester of 2004 was 423 (Standard Deviation (SD) = 102), and in the second semester of 2003 it was 439 (SD) = 109).

The Test of English as a Foreign Language (TOEFL) also measures listening, grammar, and reading abilities, but is especially appropriate for people who are involved in academic or research settings, such as studying at a North American university. For details about the TOEFL, see <http://www.cieej.or.jp/> Usually North American universities require a computer-based test score of about 213 (550 paper-based test) to become an undergraduate student.

At Hiroshima University, the TOEFL-ITP, a paper-based and semi-official version of the TOEFL, is regularly given to students who are willing to pay ¥3,000. The average score for a recent sitting of 34 students was 487 (SD = 42).

Currently, on Internet, some sites give students practice with TOEIC-type exercises. For Hiroshima University students, the best is probably the On-Line TOEIC Preparation Course, managed by ALC Net Academy and which is available at our homepage: <http://home.hiroshima-u.ac.jp/flare/TOEIC-prep/> However, only Hiroshima University students can access this without paying a fee, so it does not help many Japanese outside the school. Kenji Kitao of Doshisha University has some good TOEIC-like questions which anyone can study at <http://ilc2.doshisha.ac.jp/users/kkitao/class/material/quiz/#toeic>

A few Internet sites help students with TOEFL-type practice. The following site has some exercises: <http://testwise.com/review.html#men2> And the following sites give help with TOEFL grammar and vocabulary: <http://esl.about.com/library/quiz/bltoeflquiz.htm?once=true&> and <http://towerofenglish.com/stuffcouktoefl.html>

Yet, those sites are inadequate for a number of reasons. First, the number of practice exercises is insufficient. Second, for the most part, those sites give no Japanese support. Third, TOEIC and TOEFL listening practice materials are almost non-existent. Finally, those sites usually do not take into account the linguistic weaknesses and strengths of Japanese students.

Indeed, a primary goal of the site that we are constructing at Hiroshima University is that the TOEIC and TOEFL exercises will help Japanese students improve on their weaknesses, and a number of studies in the field of Applied Linguistics give us clues about what those weaknesses are.

Lauer (2000, 2002) has already identified numerous listening, grammatical, and reading problems which Hiroshima University freshmen are grappling with. For example, students have a lot of difficulty identifying both the sentence pattern S + V (non-be verb) + C (present participle/ past participle), and participle constructions. (Thus, *He seemed satisfied with the result* and *Her work done, Jill sat down...* are difficult.) On the other hand, students do quite well recognizing both the sentence pattern *It + be* or *seem* + clause beginning with *that*, and the pronoun *it* substituting for a noun phrase/clause. In listening, the causative form *get (someone) to do (something)* is troubling for students, as are certain vocabulary terms such as *drop it off at*, *notified*, *accepted*, *must be*, *a load off his mind*, *thick* (in relation to soup), *consistency*, and *math*. Also listening inference questions are hard. In reading, freshmen have a lot of success identifying the main ideas of passages and finding specific facts in passages, but they have significantly more difficulty with inference questions. For details, see those papers.

Other researchers have also come up with important findings. For instance, Ikeda (1999) found that some Japanese university freshmen have a high understanding of additive connectors (e.g., *also*, *in addition*, *furthermore*, *to begin with*, *likewise*, *similarly*), but have significantly more difficulty with sequential connectors (e.g., *when*, *after that*, *before*, *prior*

to). With respect to the notorious grammatical articles *the* and *a*, Asano (1996) found that freshmen have the most problems with idiomatic expressions (e.g., "At that hotel, you can rent rooms *by the week*") and with putting no article before abstract nouns (e.g., "Sadness filled the room when..."). Of course, involving Japanese learners of English, many more applied linguistics phenomena have been identified. Those discoveries will be put to good use in this project.

The site that we are now designing at Hiroshima University will have two parts: Part 1 = TOEIC, Part 2 = TOEFL. In each part students will first take a comprehensive diagnostic test. Then, while looking at a computer-generated analysis of those diagnostic results, students will be able to select exercises in an "ala carte" design, choosing the types of exercises where they are weakest.

The listening sections of the site will train students to distinguish similar sounds, prepositions and similar words, and to identify who, what, when, where, why, and how in conversations. The TOEIC listening section will help students improve their vocabulary abilities with respect to business announcements, advertisements, and news reports. The TOEFL listening section will give students practice listening to longer academic talks.

The grammar and reading sections of the site will help students learn about adverbs, conjunctions, prepositions, transition words, verbs, word families, adjectives, modals, subject-verb agreement, and word order. The TOEIC reading section will give students a lot of practice in reading advertisements, forms, tables, letters, and memos. The TOEFL reading section will deal with academic-like passages.

To produce high-quality questions, each test item in the project will be piloted on a group of students, and will be subjected to item discrimination (ID) analysis. According to Brown (1996, p. 66), ID analysis "indicates the degree to which an item separates the students who did well from those who performed poorly." Generally, students who score highly on the test overall score highly on individual test items, and the reverse is true for low-scoring students. Yet, the opposite can happen when items are poorly constructed, ambiguously worded, or too difficult for the students.

In the present study, ID will not be performed because the tests were mistakenly handed back to the students before all the data could be entered into an Excel program. However, Lauer (2000) has done this quantitative analysis on TOEFL questions, and it will be done again during this project.

## Data Collection

The purpose of this study is to assess the English TOEIC and TOEFL abilities of university students. Three groups of students were each given different types of multiple-choice tests near the end of the second semester.

First, 91 sophomores majoring in English at Hiroshima Women's University were given TOEIC-like grammar and reading tests: Parts 5, 6, and 7. The tests were an integral part of the course goals, and students were given grades for their scores. The tests were

adapted from Rogers (2003).

Also, 18 engineering sophomores (only one female) at Hiroshima University took a TOEFL-like grammar test, adapted from Phillips (1996).

Finally, 23 science freshmen (mostly males) at Hiroshima University were given a TOEIC-like listening test: Part 3. This test was adapted from Lougheed (1996). For the latter two groups of students, since the tests differed significantly from the syllabi of the courses, the students were told that their marks would not affect their grades, and that in each class "the five highest scorers would receive ¥100 each."

To see the tests in their entirety, refer to the Appendix of this paper.

## Results and Discussion

The tables in the Appendix of this paper explain how students answered each question.

The average score on the 23-item TOEFL Structure Test (Section 2) was 10.33 correct (Standard Deviation (SD) = 2.89). The average score on the 20-item TOEIC Grammar-Vocabulary Test (Parts 5-6) was 8.58 (SD= 2.62). The average score on the 7-item TOEIC Reading Test (Part 7) was 3.98 (SD= 0.94), and that of the 26-item TOEIC Listening Test (Part 3) was 13.72 (SD= 3.02). In general, students did better on reading than on grammar, partly because the reading test was given in a course whose goal was to improve reading skills and where students had had TOEIC reading practice, whereas the grammar tests were given in courses where there was almost no explicit grammar instruction.

With respect to the grammar/structure tests, importantly, students seemed to have more problems with idioms and vocabulary expressions than with structures that are often associated with traditional grammar. In particular, questions involving the following vocabulary expressions were answered correctly by an average of merely 13% of students: *in all directions*, *to initial*, *grin from ear to ear*, *price dropped*, and *in the long run*. Indeed, these are difficult expressions. But most students did not even know the expression *to build (something) by hand*; only 31% recognized that "by the hand" is wrong. These findings suggest that there may be an even greater need to teach these types of vocabulary expressions than to teach traditional grammar-type expressions.

But some purely grammatical items did cause problems. Incredibly, 0% of students were able to recognize the passive voice in the following dependent clause: "When seen though a telescope, Venus appears..." ; just over 80% of students thought that it should be "Seeing..."

Also, adjectives were fairly difficult. For example, only 17% percent of students recognized that the following expression should end with *annually*: "making more than two million... annual." Likewise, only 36% of students knew that *original developed* was wrong. And only 36% of students knew that *wealthy* is usually an adjective and cannot be used in the expression "gross national product is one... measurement of a nation's wealthy;" of course, the noun *wealth* is required here.

Chart: The 9 Most Difficult Grammar/Structure Items (For details, see Appendix)

Structure (Test Item #)	Percent Correct	Phrase	Correct Answer	Incorrect Choice
"When seen" in a dependent clause (TOEFL #9)	0%	_____ through a telescope, Venus appears...	When seen	83% chose "Seeing"
Idiom: "in all directions" (TOEFL #22)	6%	...travels in all direction...	directions	(Various choices)
Vocabulary: "to initial" (TOEIC #3)	9%	...and _____ all the other pages.	initial	47% chose "initiate"
Idiom: "to grin from ear to ear" (TOEIC #10)	13%	...won the award... was grinning from _____.	ear to ear	44% chose "head to toe" ; 30% chose "eye to eye"
Vocabulary: "price ... dropped" (TOEIC #16)	15%	... price of coffee has dropped out...	dropped	55% claimed there was an error with "does not seem to have been affected"
Adjective: "annually" (TOEFL #19)	17%	...making more than two million... annual.	annually	50% claimed there was an error with "the world's largest"
Idiom: "in the long run" (TOEIC #1)	22%	...in the long _____, they are...	run	44% chose "terms"
Relative Clause (TOEFL #1)	28%	Jackson, _____ capital of Mississippi, is...	the	61% chose "where is the"
Idiom: "by hand" (TOEIC #12)	31%	...builds each vehicle by the hand.	by hand	31% claimed there was an error with producing xx cars "a year"

Pronoun agreement can also be tricky; only 33% of students recognized the incorrect pronoun in "...analyze...transactions and decide how to classify it."

Finally, verb conjugation caused some problems. Only 33% of students were able to put *spent* into this phrase: "the time that Washington \_\_\_\_\_ in Valley Forge..." ; numerous students chose *spend*, or *was spent*, or *has been spent*. Similarly, only 33% of students could recognize the incorrect subject-verb agreement in "...molecules that breaks apart..."

Conversely, students did well with a number of grammatical items. They scored well using the vocabulary expressions *each other*, *go skiing*, *except*, and *was established*. Also they seemed to understand passive voice (e.g. *is called*) and did well with a *There are* construction.

With other items, students had mixed results, sometimes understanding the items and at other times mistaking usages. For example, 61% of students had trouble with one relative clause, mistakenly thinking the following expression was correct: "Jackson, where is the capital of Mississippi, is..." ; but 67% of students correctly noted that the following pattern is wrong: "A neutrino is a subatomic particle it has no electrical charge."

On the TOEIC Reading Test, students had a difficult time with two questions involving restatements. The hardest restatement, Question #6, was answered correctly by only

21% of students. Here, students had to associate the correct answer “Some necessary documents are not available” with a line in the second paragraph that read “I’ve learned that various members of the marketing team did not save all their travel receipts.” Surprisingly, on this question 40% of students answered that “Mr. Avila has refused to keep receipts in the future” even though one line in the e-mail says “I’ve discussed this problem with Mr. Avila and he will in the future hold all receipts for a period of three years;” students might have thought that “hold” was associated with “refused”. The second difficult question involving restatement, #4, was answered correctly by just 41% of students. Here, the difficult vocabulary expression “previously collaborated on” had to be associated with “was written by the same authors.” In this question, it is not clear why 41% of students answered “It will not be needed by someone who has the book *The Art of Communicating Globally*” even though the text does not seem to say anything of the sort.

Also on the Reading Test, students had a hard time with one question in which they had to piece together information from the first paragraph and information from the third paragraph. Question #5, answered correctly by just 46% of students, asked a very general question: “What basic message is Mr. Chambers sending Ms. Kinsdale?” Students can correctly answer “The audit will take longer and cost more than expected” if they piece together the first paragraph’s “...it’s going to take us a little longer than we anticipated...” with the third paragraph’s “...we will be billing you for this additional time at our regular rate of \$120 an hour...” Surprisingly, 23% of students answered “He will be unable to finish the audit” even though the text only said it will “take us a little longer;” the two statements are not the same in meaning.

The remaining four reading questions were relatively easy, answered correctly by an average of 72% of students. Two of the Questions, #3 and #7, asked students to find certain numbers stated clearly in the texts. Another quite easy question, #1, asked students to summarize the overall gist of the text. Finally, students deserve praise for doing well on Question #2 — seemingly a tricky type — which requires them to choose the one statement which canNOT be inferred from the passage.

On the TOEIC Listening Test (Part 3), the most difficult question was #13, answered correctly by just 9% of the students. It goes as follows:

*Man:* I left your suitcase in the hall.

*Woman:* Thanks. I was afraid it was still in the taxi.

*Man:* Don’t worry. I’ll take it upstairs after dinner.

Question: Where is the suitcase?

Perhaps it was difficult because the woman suspects it was in the taxi, and the man does not clearly say “No, it is not there.” So, 61% of students answered that the suitcase was “in the taxi.” Students have to learn that there are subtle ways of negating what a speaker says.

Similarly, in Question #5, answered correctly by just 26% of students, the speaker answers a question in an indirect way:

*Man:* Is your husband a doctor?

*Woman:* No, he trained to be an architect, but he's working for the city.

*Man:* I studied to be a lawyer, but I never practiced law.

Question: What is the husband's occupation?

The entire question itself may not be very good, because the husband could be an architect working for the city, and because usually people (especially in Japan) work at what they have been trained to do. Anyway, just over 50% of students thought the husband was an architect. Students need to realize that the word *but* is powerful.

Two listening questions were difficult because they featured difficult vocabulary items. Question #2, was answered correctly by only 13% of students, probably because it had the difficult word *chauffeur*. Likewise, Question #18, answered correctly by just 22% of students, contained the difficult expressions *brochures* and *supply room*.

On several questions, students fell into the old trap of answering a question — incorrectly — when a word on the paper is identical to a word clearly mentioned on the audio recording. For example, in Question #2 discussed just above, the tape mentioned a *gate* and a *car*, so 39% of students chose a distracter containing *gatekeeper*, and 35% chose one containing *car salesperson*. Likewise, in Question #18, 57% of students said the brochures were in *Singapore*, an easy-to-understand vocabulary item which appeared as the final word in the conversation. Similarly, in Question #10, 35% and 22% of students were drawn toward incorrect answers which featured words (*lunch* and *toolbox*, respectively) mentioned clearly on the tape. And in Question #22, 39% of students did the same with the word *right*.

Students did well on a number of listening questions. In Question #1, 87% of students had no problems dealing with a discussion about reading the newspaper. In Question #4, 87% of students correctly computed that having one son and two daughters means having three children. In Questions #7, #17, and #21, answered correctly by 83% or more of students, the answers to the questions are clearly stated in the last few words of the conversations. Finally, Question #19, answered correctly by 70% of students, centered around a very easy expression for university students: *phone number*.

## Conclusions

This project is important because thousands of students want and need to improve their TOEIC and TOEFL scores. At Hiroshima University, most students are required to take the TOEIC multiple times during their collegiate days so that they can measure their progress in learning English, and so that program administrators can be held responsible for the quality of English education at the school. This Internet site will provide valuable support for students.

The current study has found that university students have specific weaknesses and strengths. During the coming months we will capitalize on these discoveries in order to put high-quality TOEIC and TOEFL practice questions online.

## References

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## Appendix

Note 1: Interesting artwork accompanied the Reading Test, but is not included here.

Note 2: For all Tables, when students did not answer questions — which happened only a few times — the data is not shown, although they were calculated as incorrect answers in the percentages.

Note 3: Standard TOEFL and TOEIC instructions were given on the test papers and tape, but those directions are greatly abbreviated here.

Note 4: Multiple choice answers (A-D) were listed vertically on the actual tests, but, to save space, they are sometimes listed side-by-side here.

Note 5: Correct answers are italicized.

### TOEFL Section 2- Structure

(Adapted from Phillips, 1996)

Part A, Directions: Circle the best answer.

1. Jackson, \_\_\_\_\_ capital of Mississippi, is the largest city in the state.  
(A) *the* (C) is the  
(B) where is the (D) it is the
2. Valley Forge National Park commemorates the time that Washington \_\_\_\_\_ in Valley Forge with his troops.  
(A) spend (C) was spent  
(B) *spent* (D) has been spent
3. In New England \_\_\_\_\_ picturesque fishing villages and manufacturing towns.  
(A) has (C) about  
(B) many (D) *there are*
4. In 1774 delegates from all the colonies \_\_\_\_\_ attended the First Continental Congress.  
(A) Georgia  
(B) the exception was Georgia  
(C) *except Georgia*  
(D) except that Georgia was
5. It is the recommendation of the U.S. Public Health Service \_\_\_\_\_ children be vaccinated against a variety of diseases.  
(A) suggestion to all  
(B) *that all*  
(C) to all  
(D) suggests that all
6. The pirate Jean Lafitte offered his services to the U.S. government in the War of 1812, \_\_\_\_\_ in 1815, and received a full pardon from President James Madison.  
(A) *fought in the Battle of New Orleans*  
(B) the Battle of New Orleans was  
(C) he fought in the Battle of New Orleans  
(D) the Battle of New Orleans
7. Although fish do not have outer ears, \_\_\_\_\_ have a simple inner ear on either side of the head.  
(A) there are varieties  
(B) they are varieties  
(C) *some varieties*  
(D) which varieties
8. Jamestown, the first permanent English settlement in America, \_\_\_\_\_ in 1607.  
(A) it was founded  
(B) colonists arrived there  
(C) *was established*  
(D) founded
9. \_\_\_\_\_ through a telescope, Venus appears to go through changes in size and shape.  
(A) It is seen (C) *When seen*  
(B) Seeing (D) It has seen
10. The various types of bacteria are classified according to \_\_\_\_\_ shaped.  
(A) they are (C) *how they are*  
(B) having (D) whose

Part B, Directions: Circle the part of the sentence that is NOT correct.

11. J. Edgar Hoover has served as director of the FBI from 1924 until his death in 1972.  
A B C D
12. Denver is call the "Mile High City" because it is at an altitude of 5,280 feet, or 1 mile, above sea level.  
A B C D
13. A neutrino is a subatomic particle it has no electrical charge.  
A B C D
14. While the Sun is the major source of ultraviolet rays, it is not the source only.  
A B C D
15. Gamma globulin, a protein found in blood plasma, is used to prevent such infectious diseases for measles and viral hepatitis.  
A B C D
16. Together Rogers and Hammerstein wrote nine musicals, the first of whose was "Oklahoma".  
A B C D
17. A dam stops the flow of water, creating a reservoir and raise the level of water.  
A B C D
18. Authors Samuel Morison won two Pulitzer Prizes, one in 1943 for a biography of Columbus and the other in 1960 for a biography of John Paul Jones.  
A B C D
19. The United States is the world's largest cheese producer, making more than two million tons of cheese annual.  
A B C D
20. According to the 1978 Bakke decision by the Supreme Court, an university may not use admissions quotas to obtain a racially balanced student body.  
A B C D
21. The system for helping slaves escape to the North was called the "Underground Railroad," though it was neither underground or a railroad.  
A B C D

22. Unlike light from other sources, which travels in all direction, the light from a laser is  
 A B C  
highly directional.  
 D

23. Natural gas is composed of hydrocarbon molecules that breaks apart into hydrogen and  
 A B C  
 carbon atoms when heated.  
 D

Table 1: Raw Data: TOEFL Structure Test

Percentages of Students Answering (Correct answer is underlined)

Item #	A	B	C	D	Item #	A	B	C	D
1	<u>28</u>	61	0	11	13	11	<u>67</u>	11	17
2	28	<u>33</u>	17	22	14	28	6	6	<u>61</u>
3	39	0	0	<u>61</u>	15	28	28	<u>39</u>	0
4	11	6	<u>67</u>	17	16	39	0	0	<u>61</u>
5	11	<u>39</u>	33	11	17	3	33	<u>56</u>	0
6	<u>44</u>	6	17	33	18	<u>33</u>	6	11	50
7	11	11	<u>56</u>	22	19	50	28	6	<u>17</u>
8	6	0	<u>78</u>	17	20	<u>44</u>	0	17	39
9	11	83	<u>0</u>	6	21	11	17	28	<u>44</u>
10	0	28	<u>44</u>	28	22	33	33	<u>6</u>	28
11	<u>39</u>	11	11	39	23	6	<u>33</u>	22	39
12	<u>89</u>	0	0	11					

TOEIC Part 5 (Sentence Completion)

Directions: Choose the best answer. (Adapted from Rogers, 2003)

1. Although training programs for employees are quite expensive, in the long \_\_\_\_\_, they are good investments in human capital.  
 (A) terms (C) period  
 (B) run (D) time

2. With the arrest of the third suspect, the police announced that the case was \_\_\_\_\_.  
 (A) shut (C) full  
 (B) closed (D) up

3. Please sign the last page of the rental agreement and \_\_\_\_\_ all the other pages.  
 (A) initial (C) initialize  
 (B) initiate (D) initiation

4. Last weekend, Barclay Department Stores reduced prices so much that customers were practically breaking \_\_\_\_\_ the doors to get to the bargains.  
 (A) out (C) down  
 (B) up (D) into

5. After his meeting in Geneva, Mr. Yee decided to \_\_\_\_\_ skiing in the Swiss Alps.  
 (A) play (C) go  
 (B) do (D) get
6. Michael Barnes and I have known \_\_\_\_\_ since we were in high school.  
 (A) one other (C) the two of us  
 (B) another one (D) each other
7. \_\_\_\_\_ of their final destination, Comet Express first ships all packages to St. Louis.  
 (A) Regardless (C) Regards  
 (B) Regarding (D) Disregarded
8. When the company raised prices, new price \_\_\_\_\_ had to be put on all merchandise.  
 (A) labels (C) blanks  
 (B) tickets (D) tags
9. The maintenance crew soon had the high pressure pump back in perfect \_\_\_\_\_ order.  
 (A) work (C) working  
 (B) worked (D) worker
10. After he won the award, Mr. Galves was grinning from \_\_\_\_\_.  
 (A) eye to eye (C) head to toe  
 (B) mouth to mouth (D) ear to ear

**TOEIC Part 6 (Error Identification)**

Directions: Circle the part that is NOT correct.

11. The north tower of the skyscraper was connected together to the south tower by a walkway at the tenth floor.  
 A B C  
 D
12. The Saxon Motor Works, which produces only two thousand automobiles a year, practically builds each vehicle by the hand.  
 A B C  
 D
13. Supertankers are too much large to fit through the locks of the Panama Canal.  
 A B C D
14. An accountant must analyze a firm's transactions and decide how to classify it.  
 A B C D
15. The gross national product is one commonly-used measurement of a nation's wealthy.  
 A B C D
16. Although the wholesale price of coffee has dropped out, the price of a cup of coffee at a coffee shop does not seem to have been affected.  
 A B C  
 D

17. After she spoke to the police, the journalist asked us to give ours version of the incident.  
 A B C D
18. Mr. Samuels always complains about the service on Central Airlines, but I find it no worst  
 A B C  
 than that on most other airlines.  
 D
19. It was suggested that a conference call is substituted for a face-to-face meeting in Stockholm  
 A B C  
in order to save the firm some money.  
 D
20. Flex-time, a non-traditional method of scheduling workers, was original developed in Germany.  
 A B C D

### TOEIC Part 7 (Reading)

Directions: Choose the best answer.

Questions 1 to 4 are based on the following book review:

The Art of Communicating Globally

*By Richard Pryce and Sachiko Mori-Pryce*  
*St. George Press, Ltd.*

What's the best time to call someone in Australia if you are in New York? What greeting do you use to begin a business letter to someone in Turkey? How do you find the e-mail address of a company in South Africa? What's the country code you'll need to call someone in Brazil? These and countless other questions are answered in this new guidebook. It covers the ins and outs of transnational contact by phone, fax, mail, and e-mail. There are more than 500 pages of useful tips on how to address business people in 110 countries, how to polish your English for international correspondence, how to design stationery and forms for use in various nations, and how to say hello, thank you, and other important phrases in more than 70 languages. The book also provides information about translation

software, postal codes, the meaning of various telephone signals in different countries, and many other topics. Like the popular guidebook *Negotiating Your Way Around the Globe* that the couple previously collaborated on, this volume should occupy a prominent place on the office bookshelves of all our readers.

- The magazine in which this review appeared is probably directed at which of these groups?
  - Commercial artists
  - International business persons*
  - Communication experts
  - World travelers
- The book that is reviewed probably does NOT answer which of these questions?
  - What does it mean if I telephone an office in Malaysia and hear a series of chimes?
  - What is the country code I need to send a fax to someone in Venezuela?
  - How do I say "Hello" if I call someone in Finland?
  - What should I wear to a business luncheon in Egypt?*

3. How many pages does the book *The Art of Communicating Globally* probably have?

- (A) 70            (C) 512
- (B) 110          (D) 1,246

4. What does the review say about the book *Negotiating Your Way Around the Globe*?

- (A) It is not as popular as *The Art of Communicating Globally*.
- (B) It was written by the same authors who wrote *The Art of Communicating Globally*.
- (C) It will not be needed by someone who has the book *The Art of Communicating Globally*.
- (D) It is more expensive than *The Art of Communicating Globally*.

Questions 5 to 7 are based on the following e-mail:

SUBJECT: Additional time needed for audit  
DATE: Thurs. 1 Aug. 2002 15:45 EDT  
FROM : Mark Chambers  
<mchambers@jcvassociates.com>  
TO: Michelle Kinsdale  
<mich\_kinsdale@sunburst.com>  
CC: Paul Avilo  
<paul\_avilo@sunburst.com>

Ms. Kinsdale:

It appears that it's going to take us a little longer than we anticipated to complete our audit of Sunburst Electronics.

From discussions with your marketing manager Paul Avila, I've learned that various members of the marketing team did not save all their travel receipts. We'll have to reconstruct these from the records of credit card companies, hotels, airlines, and so on. Of course, this will be more time-consuming than

reviewing the original documents. I've discussed this problem with Mr. Avila and he will in the future hold all receipts for a period of three years.

As agreed in our contract, we will be billing you for this additional time at our regular rate of \$120 an hour (in addition to the basic audit fee of \$10,000).

On the positive side, all your employees have been remarkably cooperative and helpful. I can see that they have spent a lot of time getting ready for this audit.

Thanks!

Mark Chambers, CPA  
Johnstone, Chambers,  
Voorhees & Associates

5. What basic message is Mr. Chambers sending Ms. Kinsdale?

- (A) *The audit will take longer and cost more than expected.*
- (B) He will be unable to finish the audit.
- (C) He has lost some important documents.
- (D) The audit fee has been reduced.

6. What problem does Mr. Chambers discuss in this e-mail?

- (A) He has been unable to get information from credit card companies.
- (B) *Some necessary documents are not available.*
- (C) The staff has been very uncooperative.
- (D) Mr. Avila has refused to keep receipts in the future.

7. How much will Mr. Chambers' company charge Ms. Kinsdale's company for the additional work.

- (A) A total of \$120.
- (B) *\$120 for each additional hour*
- (C) A total of \$10,000
- (D) \$10,000 a year for three years

**Table 2: Raw Data: TOEIC Structure and Reading Tests**  
**Percentages of Students Answering (Correct answer is underlined)**

Structure (Parts 5 and 6)					Item #	A	B	C	D
Item #	A	B	C	D	15	19	19	25	<u>36</u>
1	44	<u>22</u>	12	22	16	23	<u>15</u>	5	55
2	16	<u>44</u>	5	34	17	13	18	<u>63</u>	7
3	<u>9</u>	47	30	14	18	2	10	<u>67</u>	20
4	46	12	<u>26</u>	15	19	22	<u>57</u>	15	4
5	13	7	<u>79</u>	1	20	22	29	12	<u>36</u>
6	1	3	2	<u>93</u>					
7	<u>42</u>	27	30	1	<b>Reading (Part 7)</b>				
8	37	11	7	<u>43</u>	1	4	<u>62</u>	25	7
9	10	23	<u>63</u>	4	2	9	8	8	<u>74</u>
10	30	13	44	<u>13</u>	3	4	4	<u>90</u>	1
11	<u>35</u>	12	37	13	4	11	<u>41</u>	41	8
12	22	15	31	<u>31</u>	5	<u>46</u>	23	14	15
13	<u>51</u>	13	14	20	6	18	<u>21</u>	22	40
14	19	14	32	<u>33</u>	7	8	<u>64</u>	20	9

**TOEIC Listening Part 3**

(Adapted from Lougheed, 1996)

Directions: Choose the best answer.

- What are the speakers doing?
  - Reading the newspaper.
  - Attending a game.
  - Playing sports.
  - Finishing a puzzle.
- Who are the speakers talking about?
  - A gatekeeper.
  - A golfer.
  - A chauffeur.
  - A car salesperson.
- What is the man looking for?
  - The milk.
  - The cabinet.
  - The sink.
  - The cups.
- How many children does the man have?
  - One.
  - Two.
  - Three.
  - Four.
- What is the husband's occupation?
  - Lawyer.
  - Architect.
  - City worker.
  - Doctor.
- What's wrong with the batteries?
  - They're the wrong size.
  - They're too old.
  - They're missing.
  - They're too expensive.
- Where are the people allowed to smoke?
  - In the lounge.
  - In the dining room.
  - In their offices.
  - Outside.
- Where does this conversation take place?
  - In a hotel.
  - On the street.
  - In an elevator.
  - At the airport.
- What will the man do tomorrow?
  - Take a later bus.
  - Come in late.
  - Take an earlier bus.
  - Stay late.

10. What did the woman borrow?  
 (A) Money for lunch.  
 (B) *A screwdriver.*  
 (C) A paperback.  
 (D) A toolbox.
11. What's the weather like?  
 (A) Nice. (C) Tropical.  
 (B) *Cold.* (D) Windy.
12. By what time does the man have to be home?  
 (A) 6:30. (C) *8:00.*  
 (B) 7:00. (D) 9:00.
13. Where is the suitcase?  
 (A) In the dining room. (C) In the taxi.  
 (B) *In the hall.* (D) Upstairs.
14. What does the woman want to do?  
 (A) Buy a boat.  
 (B) *Sail around the world.*  
 (C) Learn to fly.  
 (D) Stop worrying.
15. What is difficult to read?  
 (A) *The signature.* (C) The prescription  
 (B) The letter. (D) The book.
16. What does the man want to do?  
 (A) Meet some people.  
 (B) Leave the room.  
 (C) Remove a chair.  
 (D) *Sit down.*
17. How often did the woman call?  
 (A) Two times. (C) *Six times.*  
 (B) Three times. (D) Fifteen times.
18. Where are the brochures?  
 (A) In Singapore.  
 (B) *In the supply room.*  
 (C) In the mail.  
 (D) At the printer.
19. What will the woman put on the form?  
 (A) Friday's date.  
 (B) Her job title.  
 (C) The company name.  
 (D) *Her phone number.*
20. What is the man doing?  
 (A) *Eating breakfast.*  
 (B) Driving a car.  
 (C) Going to school.  
 (D) Going to work.
21. Why can't the man drink his coffee?  
 (A) The water is too hot.  
 (B) It's too weak.  
 (C) It's not strong enough.  
 (D) *It's bitter.*
22. In which direction does the woman want to go?  
 (A) *Left.* (C) Forward.  
 (B) Right. (D) Backward.
23. Where are the speakers?  
 (A) In an airplane.  
 (B) In a furniture store.  
 (C) *In a restaurant.*  
 (D) In a living room.
24. What are the speakers talking about?  
 (A) *Air-conditioning.*  
 (B) The refrigerator.  
 (C) The music system.  
 (D) The wind.
25. What is the speakers' profession?  
 (A) Physicians. (C) Athletes.  
 (B) *Musicians.* (D) Gardeners.
26. What is the problem?  
 (A) Spring came late this year.  
 (B) The driver took the wrong road.  
 (C) *The road is full of holes.*  
 (D) The man forgot his watch.



### Listening Transcript

1. *Man*: Have you finished with the sports section?  
*Woman*: Here, you can have all the newspaper.  
*Man*: How could you have read it so quickly?
2. *W*: The driver will meet you at the gate.  
*M*: What kind of car will he be driving?  
*W*: He has a large black limousine.
3. *M*: Where do you keep the paper cups?  
*W*: They're in the cabinet above the sink.  
*M*: I looked there. I think you're out of cups.
4. *W*: How many children do you have?  
*M*: I have one boy and two girls.  
*W*: That's a good number. I have four.
5. *M*: Is your husband a doctor?  
*W*: No, he trained to be an architect, but he's working for the city.  
*M*: I studied to be a lawyer, but I never practiced law.
6. *W A*: This flashlight won't work. Maybe it needs new batteries.  
*W B*: I'm sure it does. The ones inside are really old.  
*W A*: OK. What size do we need? I'll get some batteries this afternoon.
7. *M*: You're not allowed to smoke in the dining room or in the lounge.  
*W*: Can we smoke in our offices?  
*M*: No, you can only smoke outside.
8. *W*: Checkout time is at noon, Mr. Smith.  
*M*: OK. Could you send someone for my bags?  
*W*: Yes, sir. Will you need a taxi to the airport?
9. *M*: I'm sorry I was late. My bus was late again.  
*W*: That's the second time this week.  
*M*: I'll take an earlier one tomorrow.
10. *W*: Can I borrow your screwdriver?  
*M*: It's in my toolbox, but don't forget to return it.  
*W*: I'll give it back to you after lunch.
11. *W A*: It was so cold my car wouldn't start.  
*W B*: Mine was covered with ice.  
*W A*: We should move to the tropics.
12. *W*: Could you work until 9:00 tonight?  
*M*: No, I have to be home by 8:00.  
*W*: If you stayed until 6:30 or 7:00, you could still make it.
13. *M*: I left you suitcase in the hall.  
*W*: Thanks. I was afraid it was still in the taxi.  
*M*: Don't worry. I'll take it upstairs after dinner.
14. *W*: I've always wanted to sail around the world.  
*M*: It would be faster to fly.  
*W*: I don't like to hurry. That's why I like boats.
15. *M*: Can you read the signature on the letter?  
*W*: No, it must be from a doctor. They never write clearly.  
*M*: No, it's from the library. My book is overdue.
16. *M*: Is this chair taken?  
*W*: No, it isn't. Please sit down.  
*M*: Thanks. All the other chairs are occupied.
17. *W*: Pete, it's two o'clock. It's the third time you've missed the meeting.  
*M*: You should have called me fifteen minutes ago.  
*W*: I tried six times! Your line was busy.

18. *W* : Did the brochures come from the printers?  
*M* : They're in a white box on the floor of the supply room.  
*W* : Good. I need to mail a hundred of them to Singapore.
19. *M* : The company directory is being revised.  
*W* : It's about time. My phone number is listed incorrectly.  
*M* : Put your correct number on this form and return it by Friday.
20. *W* : Have you finished your breakfast?  
*M* : No, I'm still eating.  
*W* : Before you go to work, can you drive me to school?
21. *M* : This coffee is too strong.  
*W* : Add more water. That will make it weaker.  
*M* : I can't drink it when it is this bitter.
22. *W* : Go ahead and turn left at the next intersection.  
*M* : We can't. It's one way going to the right.  
*W* : Well, now what do we do?
23. *MA* : We'd like a table for two, please.  
*MB* : How about one by the window in the nonsmoking section?  
*MA* : We'd prefer to eat in the smoking section.
24. *W* : It's freezing. Your new air conditioner really works.  
*M* : I have the system turned down low.  
*W* : It really circulates the air. It's like a refrigerator in here.
25. *WA* : Let's play that song again.  
*WB* : We've rehearsed it enough. Let's take a break.  
*WA* : The concert is tomorrow. We need more practice.
26. *W* : Watch out for that hole in the road!  
*M* : They need to resurface this street.  
*W* : Every spring we get more and more holes.

**Table 3: Raw Data: TOEIC Listening Test (Part 3)**  
 Percentages of Students Answering (Correct answer is underlined)

Item #	A	B	C	D	Item #	A	B	C	D
1	<u>87</u>	0	13	0	14	39	<u>43</u>	17	0
2	39	13	<u>13</u>	35	15	<u>30</u>	9	13	48
3	13	13	9	<u>65</u>	16	13	13	26	<u>48</u>
4	4	9	<u>87</u>	0	17	9	9	<u>83</u>	0
5	17	52	<u>26</u>	4	18	57	<u>22</u>	4	17
6	43	<u>43</u>	4	4	19	17	4	9	<u>70</u>
7	9	0	0	<u>91</u>	20	<u>52</u>	13	13	17
8	<u>43</u>	30	0	26	21	0	9	0	<u>91</u>
9	13	13	<u>65</u>	9	22	<u>35</u>	39	22	0
10	35	<u>30</u>	13	22	23	30	9	<u>57</u>	4
11	13	<u>65</u>	17	4	24	<u>43</u>	30	13	13
12	4	22	<u>65</u>	9	25	9	<u>48</u>	30	13
13	9	<u>9</u>	61	22	26	26	9	<u>61</u>	4

## 要 約

### Putting High-Quality TOEIC and TOEFL Practice Questions Online

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本稿では、筆者が同僚の岩崎克己氏および前田啓朗氏とともに作成中の新しい包括的なインターネットサイトについて解説する。科学研究費補助金の支援を受けて作られるこのサイトの特徴は誰でもどこからでも WWW 経由でアクセスできる数千の実際的な TOEIC や TOEFL の問題を提供する点である。このサイトを通じ、学習者は、今日の英語教育の分野でもっとも重要な 2 つの試験の準備を無料で行うことができる。

このサイトの独自性は日本人の学生の英語能力の長所と短所を考慮する点である。本稿の前半では TOEIC や TOEFL テストについて触れるとともに、このインターネットサイトがどのように作られるかについて説明する。後半では日本人学生の英語能力を評価するために、彼らに対して行われた一連の模擬試験について説明する。

この模擬試験により、次のことが明らかになった。

- 1) 英語能力に関しては、ほとんどの大学生が to initial, to grin from ear to ear, price dropped, in the long run 等の表現をうまく使いこなせない,
- 2) リスニングにおいては、話し手が間接的な形で「No」と言っている際に、学生はそれを理解するのに苦勞する,
- 3) リーディングの分野では、言い換えの問題が難しい。

この模擬試験の結果は近い将来における質の高い TOEIC や TOEFL の問題の作成に利用される。