



EXAMINEE HANDBOOK

TOEIC Bridge[®]

LISTENING

&

READING

TEST



PAPER-DELIVERED TESTING

REDESIGNED

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

ETS Global - 43 rue Taitbout, 75009 Paris
 Tel.: +33 (0)1 40 75 95 20
E-mail: contact-emea@etsglobal.org
www.etsglobal.org

About the *TOEIC Bridge*® Listening and Reading Test

The *TOEIC Bridge*® Listening and Reading test is an English language proficiency test for people whose native language is not English. It was developed to measure the foundational English communication skills of beginning learners and provide a reliable and valid indication of their English language listening and reading skills. Test takers may be students of English or people who need to use English in their everyday lives.

The *TOEIC Bridge*® test is a part of the *TOEIC*® programme which also includes the *TOEIC* tests. The *TOEIC* tests consist of the *TOEIC*® Listening and Reading test and the *TOEIC*® Speaking and Writing tests. The *TOEIC* tests measure a wider range of English-language proficiency for non-native speakers and place more emphasis on English communication in the workplace, whereas the *TOEIC Bridge* test focusses on basic- to intermediate-level English communication skills for everyday life.

TOEIC Bridge® Listening Test Format

The *TOEIC Bridge*® Listening test is designed to measure the ability of basic- to intermediate-level English language learners to understand short spoken texts, including conversations and talks, set in personal, public, and familiar workplace contexts. This includes the ability to understand high-frequency vocabulary, formulaic phrases, and the main ideas and supporting details of clearly-articulated speech across familiar varieties of English on familiar topics. Test takers can comprehend simple greetings, introductions, requests, instructions and directions, descriptions of people, objects, situations, personal experiences, or routines, and other basic exchanges of information.

When listening to spoken English, test takers can understand commonly occurring spoken texts when they are spoken slowly and clearly, demonstrating the ability to understand:

- simple descriptions of people, places, objects, and actions
- short dialogues or conversations on topics related to everyday life (e.g., making a purchase)
- short spoken monologues as they occur in everyday life (e.g., an announcement in a public area)

To achieve these goals, basic- to intermediate-level English language learners need the ability to:

- understand common vocabulary and common expressions
- understand common grammar and syntax in simple sentences
- understand sentence-length speech as used in everyday situations
- recognise and distinguish English phonemes (units of sound) and the use of common intonation and stress patterns and pauses to convey meaning in slow and carefully spoken speech across familiar varieties of English
- infer implied meanings, speaker roles or context in short, simple spoken language
- understand the main idea and stated details in short, spoken language

The *TOEIC Bridge* Listening test consists of four parts with a total of 50 multiple-choice questions. You will be asked to answer questions about a variety of spoken texts including short descriptions, dialogues, conversations, and talks, all recorded in English. The total testing time for the Listening test is approximately 25 minutes.

TOEIC Bridge® Reading Test Format

The *TOEIC Bridge*® Reading test is designed to measure the abilities of basic- to intermediate-level English language learners to understand short written English texts in personal, public, and familiar workplace contexts and across a range of formats. This includes the ability to understand high-frequency vocabulary and the main ideas and supporting details of short, written texts dealing with familiar topics. Test takers can comprehend simple texts such as signs, lists, menus, schedules, advertisements, narrations, routine correspondence, and short descriptive texts.

When reading in English, test takers can understand commonly occurring written texts, demonstrating the ability to understand:

- non-linear written texts (e.g., signs, schedules)
- written instructions and directions
- short, simple correspondence
- short informational, descriptive, and expository written texts about people, places, objects, and actions

To achieve these goals, basic- to intermediate-level English language learners need the ability to:

- understand common vocabulary
- understand common grammar and syntax in simple sentences
- understand the organisation of short written texts in everyday situations
- recognise simple mechanical conventions of written English (e.g., spelling, punctuation, capitalization)
- infer implied meanings, including context or writer's purpose in short, simple written texts
- understand the main idea and stated details in short, written texts
- infer the meaning of unknown written words through context clues

The *TOEIC Bridge* Reading test consists of three parts with a total of 50 multiple-choice questions. You will read a variety of written materials and respond at your own pace to questions about the materials. The total time allowed for the Reading test is 35 minutes.

Frequently Asked Questions

Why take the *TOEIC Bridge*® Listening and Reading test?

The *TOEIC Bridge*® Listening and Reading test is a fair and objective measure of English proficiency for basic- to intermediate-level English communication skills for everyday life. The *TOEIC Bridge* Listening and Reading test will enable you to:

- verify your current level of English proficiency
- monitor your progress in English
- set your own learning goals

Who takes the *TOEIC Bridge* Listening and Reading test?

- Secondary and university students who are learning at basic- to intermediate-levels of English proficiency
- Adult learners of English who are taking commercial English language courses
- People who need to use basic English for work, travel, or everyday life

Who uses the *TOEIC Bridge* Listening and Reading test?

- Language schools
- Universities
- Colleges
- Corporations
- Manufacturing companies
- Small businesses
- Government agencies

Why do they use *TOEIC Bridge* Listening and Reading scores?

- To make selection decisions in contexts where everyday English language proficiency is desirable or needed
- To make placement decisions for instructional or training purposes
- To verify current level of proficiency to determine readiness for more advanced study

When and where can I take the *TOEIC Bridge* Listening and Reading test?

The *TOEIC Bridge* Listening and Reading test is available throughout the world. Testing can be arranged through schools, corporations or other organisations that ask students or employees to take the *TOEIC Bridge* Listening and Reading test. If testing has not been arranged through your organisation, you can contact your local EPN member to find out when and where you can attend a public test administration. A list of local EPN members can be found on the web at www.ets.org/epn_directory.

Your local EPN member is responsible for all the assessments in the *TOEIC*® programme. Please tell your EPN member that you would like to know about the *TOEIC Bridge* Listening and Reading test.

How often can I take the *TOEIC Bridge* Listening and Reading test?

If testing was arranged through your school, corporation or other organisation, they will inform you of how often you can take the test. For public test administrations, please contact your local EPN member for more information.

How much does the TOEIC Bridge® Listening and Reading test cost?

TOEIC Bridge® prices vary worldwide. To inquire about pricing in your area, contact your local EPN member.

What score do I need to “pass” the TOEIC Bridge Listening and Reading test?

The TOEIC Bridge Listening and Reading test is a proficiency test, not an achievement test. As such, it is not the kind of test that you “pass” or “fail.” Not every job or task requires the same level of English proficiency. However, different score users may set different cut scores to help them to make decisions about test takers.

In what contexts are the TOEIC Bridge Listening and Reading test questions set?

These are some examples of the settings and situations you may find in TOEIC Bridge Listening and Reading test questions:

- **Activities:** hobbies, sports, daily routines, free-time activities
- **Dining:** lunches and dinners, restaurants, reservations, picnics

- **Entertainment:** cinema, theatre, music, art, museums
- **General business:** banks, libraries, post offices, appointments, advertisements
- **Health:** general health and healthcare
- **Housing:** apartments, houses, buying and renting, repairs
- **News:** weather forecasts, news programmes, newspapers
- **Offices:** letters, telephone, email and text messages, office equipment and furniture, office small talk
- **Shopping:** groceries, clothes, online purchases
- **Technical:** computers and technology
- **Travel:** directions, trains, airplanes, taxis, buses, ships, ferries, tickets, schedules, station and airport announcements, car rentals, hotels, reservations

If I have a disability, can I still take the TOEIC Bridge Listening and Reading test?

If you require special testing arrangements because of a disability, please contact your local EPN member to discuss your needs at least six weeks in advance of the test date. Your local EPN member will make every effort to accommodate you. There is no additional cost for special accommodations.

Preparing to Take the TOEIC Bridge® Listening and Reading test

How to Get Ready to Take the TOEIC Bridge® Listening and Reading test

The TOEIC Bridge® Listening and Reading test is not based on the content of any particular English course, but rather on your proficiency— your overall ability to use English to communicate successfully. Improvement in proficiency may take some time and is generally achieved through a combination of practice and study.

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

- Become familiar with the format of the test, and practice how to mark your answers on

the answer sheet. You can then focus your attention on the questions themselves.

- Carefully review the test directions, the sample questions on pages 12–19, and the sample Background Questionnaire and sample Answer Sheet on pages 21–24.
- Immerse yourself in the English language as often as you can and in as many ways as possible, especially if it has been some time since you have had contact with English. Listening to podcasts and online talks, reading books and online materials, watching TV, films and videos, listening to recordings, taking an English course, and speaking with friends and colleagues are some of the ways to practice English.

The official TOEIC Bridge website, www.ets.org/toEIC/bridge, has further resources you may find helpful to familiarise yourself with the test:

- Test preparation material
- Scoring information
- Frequently Asked Questions (FAQs)

Test Day Procedures

During the Test Administration

- Work quickly and carefully.
- Do not spend too much time on any one question.
- Try to answer every question to the best of your ability.
- 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.
- Mark your answers on your answer sheet and not in the test book. You will receive credit only for answers marked in the circles on the answer sheet. You will not receive credit for answers entered in the test book.
- Remember, there is no penalty for guessing. Your score will be based on the number of questions you answer correctly.
- Pay attention to the time during the Reading test. In the Reading test (35 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.
- You may not mark or underline words in the test book or make notes in the test book or on the answer sheet.

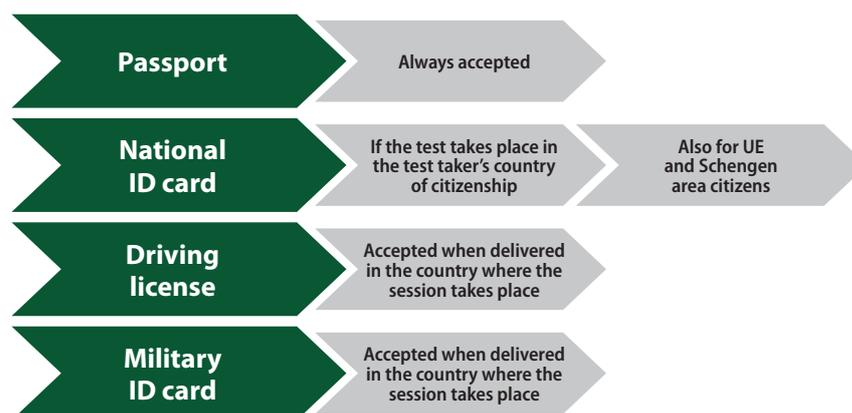
Identification Requirements

All test takers must read Part 1, which is contained in the Examinee Handbook. Depending on whether the test taker will be testing within or outside his or her country of citizenship, the test taker 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 Centre. Expired documents are not acceptable. The photograph on your ID document must be recent and recognisable. Original documents must be presented; copies are not acceptable. Identification requirements are strictly enforced. It is your responsibility to read and understand the instructions and requirements.
 - If you don't have one primary ID with both a photograph and a 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, recognisable photograph and your signature. If you do not have an ID with a photograph and a signature, then you must present two primary ID documents with a photograph.
 - If you arrive at the test centre 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 Centre.** 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. Check the name on your registration confirmation document. If the name does not match the name on your primary ID document, contact your local ETS Preferred Associate.
 - 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 centre administrator questions the ID you present, you will be required to present a secondary ID from the list in part 3.
 - If positive confirmation of your identity cannot be made, you may be refused admission to the test centre and forfeit your test fee. Admittance to the test centre does not imply that your form of identification is valid or that your scores will be reported. All reported cases of questionable ID are subject to review and approval by the ETS Office of Testing Integrity and/or the local EPA. Test centre personnel will check your identification before assigning you a seat at the test Centre. The administrator will check your signature to verify that you are the person in your photo identification.
 - The photograph on your ID document must be recent and recognisable. For example, a ten-year-old photograph taken during childhood is not acceptable.
- If you cannot meet the specified ID requirements or if you have questions about ID, please contact your local ETS Preferred Associate before registering for the test.

Part 2. Acceptable Primary Identification Documents	If Testing WITHIN Your Country of Citizenship <ul style="list-style-type: none"> • Passport with photograph and signature • National identification with photograph and signature • Driver's license issued by the country where the test is being conducted, with photograph and signature • Military identification with photograph and signature • State identification with photograph and signature 	If Testing OUTSIDE Your Country of Citizenship <ul style="list-style-type: none"> • Passport with photograph and signature • Driver's license issued by the country where the test is being conducted, with photograph and signature <p>United States military personnel may present their United States military ID cards for admission to test centres. If a military ID card does not contain a photograph and signature, a secondary ID is also required.</p> <p>Residents of the country where the test is being conducted with refugee status may present a government-issued resident card (not a paper document or letter, even if stamped and signed), with photograph and signature, where the status is clearly stated.</p>	Testing in European Union/Schengen Zone/Gulf Cooperation Council (GCC) Arab Countries or Mercosur Countries <p>Citizens of these intergovernmental unions can use valid national identity cards to test in any country within the same intergovernmental union.</p> <p>If your primary ID is not written in English-language letters, you must also present an additional ID from the list of secondary identification documents (see "Acceptable Secondary Identification Documents" in part 3) that contains a recent, recognisable photograph and is in English or the local language.</p> <p>If your primary ID does not contain your signature, you must either sign it or present an additional ID from the list of secondary identification documents (see "Acceptable Secondary Identification Documents" in part 3).</p>
Part 3. Acceptable Secondary Identification Documents	<p>If your primary identification is missing either a photograph or signature, you must present in addition to your primary ID one of the following secondary IDs that can be used to meet the photograph or signature requirement. Secondary IDs that can be used to meet the photograph or signature requirements are:</p> <ul style="list-style-type: none"> • 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 		
Part 4. Unacceptable Identification Documents	<ul style="list-style-type: none"> • Any expired ID • Draft classification card • Credit or debit card of any kind • Resident card (see exception in part 2.) 	<ul style="list-style-type: none"> • Social Security card • Learner's permit or any temporary identification document • International driver's license • International student ID 	<ul style="list-style-type: none"> • Notary-prepared letter or document • Employee identification card • Birth certificate • Photocopy of ID



Consent forms - test takers under 18 years old

On test day, test takers under 18 years of age need to bring a Consent Form completed and signed by a parent or guardian. See Consent Form on page 33.

Test takers under 18 who do not have a signed Consent Form will not be admitted to the testing room.

Test Centre Procedures and Regulations

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

- Dress so that you can adapt to any room temperature.
- Friends or relatives who accompany you to the test centre will not be permitted to wait in the test centre or be in contact with you during the test session. Except for ETS-authorized observers, visitors are not allowed in the testing room while testing is in progress.
- ID verification at the test centre may include thumb printing, photographing, video recording, signature comparison, or other forms of electronic ID or biometric confirmation. If you refuse to participate, you will not be permitted to test and you will forfeit the test fee. This is in addition to the requirement that you must present acceptable and valid ID.
- Other than ID, personal items are not allowed in the testing room. Before the test(s), you will receive instructions from test centre staff regarding where to deposit items such as mobile phones, pagers, handbags, and study materials. Storage space is limited, so plan accordingly. You will not have access to your personal items while testing is in progress.
- Test centres assume no responsibility for test takers' personal belongings.
- The test administrator will assign you a seat.
- On occasion, weather conditions or other circumstances beyond the control of ETS or the test administrator may require a delayed start or the rescheduling of your test session. In the event that a technical problem at the test centre makes it necessary to cancel your test session or if it is later determined that your scores could not be reported, you will be offered the opportunity to retest free of charge or receive a full refund of the original test fee.
- No test taker will be admitted after test materials have been distributed.
- Books, dictionaries, papers, notes, rulers, calculators, watch alarms, mobile phones, listening, recording, scanning or photographic devices are not permitted in the test room.
- Using any aid in connection with the test(s), including pens, mechanical pencils, scan pens or other scanning devices, calculators, calculator or computing watches, analog, digital or smart watches, books, pamphlets, notes, scratch paper, rulers, highlighter pens, stereos or radios with headphones, cell phones, smartphones, watch alarms, stop watches, dictionaries, test preparation materials, translators, and any electronic, listening, recording, scanning, or photographic devices is not permitted.
- 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 test centre administrator's permission to leave the testing room. You may not leave the immediate testing area of the testing room or the test centre building during the test session or during any unscheduled break. Any lost time cannot be made up.
- There is no scheduled break during the *TOEIC Bridge*® Listening and Reading test. If you must leave the testing room, you are required to give the test centre administrator your identification document(s) before you leave the room.

- At the conclusion of the test(s) you will be required to return your test book and answer sheet to the test centre administrator.

Report Suspicious Behaviour

Although tests are administered under strict supervision and security measures, testing irregularities may sometimes occur. Contact your local EPN member as soon as possible to report any observed behaviour that may lead to an invalid score. Examples include, but are not limited to:

- Copying from another test taker
- Taking the test(s) for another person
- Having access to test questions before the test(s)
- Providing answers to the test(s), including proctors and administrators
- Taking test questions or answers out of a testing room
- Using unauthorised electronic devices
- Using a fake ID
- Accessing or using notes

All information will remain strictly confidential.

Contact Information:

Web: www.etsglobal.org/security

Email: tests-security@etsglobal.org

Tel: +33 1 40 75 9118*

* Phone charge for France applies

Dismissal from Test Session

A test administrator is authorised to dismiss you from a test session and/or your scores may be withheld and ultimately cancelled and your test fee forfeited for any actions that violate the policies and procedures set forth herein and/or communicated at the test centre including, without limitation, the following:

- Attempting to take the test(s), or taking the test(s), for someone else or having someone else take the test(s) for you.
- Failing to provide acceptable identification as described herein, including refusal to allow a photograph and/or fingerprint to be taken.
- Obtaining improper access to the test(s), a part of the test(s), or information about the test(s). This includes having test questions or answers in advance of the test administration and bringing prior knowledge of test information into the test centre in any form including, but not limited to, identification documents, prohibited devices, and any other method listed as an aid in connection to the test(s).
- Having a mobile phone, smartphone (e.g., Android™, BlackBerry®, or iPhone®), tablet, PDA, or any other electronic, listening, recording, scanning, or photographic device in the test centre. If you are found to be in possession of any of these devices before, during, or after the test administration, your device may be inspected and/or confiscated and you will be dismissed from the test(s). Your test fee will be forfeited and your score will be cancelled, even if dismissal is not enforced on the day of the test(s).
- Creating a disturbance. Disruptive behaviour in any form will not be tolerated. The test administrator has sole discretion in determining what constitutes disruptive behaviour.
- Attempting to give or receive assistance. Communication in any form is not permitted during the test administration. Discussion or sharing of test content or answers during the test administration, during breaks, and after the test(s) is prohibited.
- Removing or attempting to remove test content from the test centre. 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.

- Bringing a weapon or firearm into the test centre.
- Bringing food, beverages, or tobacco into the testing room, unless you have received prior approval due to a disability or health-related need.
- Leaving the test centre building during the test session or during unscheduled breaks.
- Leaving the testing room without permission. You may not leave the immediate area of the testing room or the test centre building without permission during the test(s) or during unscheduled breaks.
- Taking excessive or extended unscheduled breaks during the test session. Test centre 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 part when not authorised 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, or specified in any test materials.

ETS and EPN members reserve the right to take any and all actions—including, but not limited to, barring you from future testing and/or withholding or cancelling your scores—for failure to comply with test administration regulations or the test administrator’s directions or where the validity of the scores is questionable. If your scores are cancelled, they will not be reported, and your registration and test fees will not be refunded.

IMPORTANT: ETS and EPN members reserve the right to take appropriate action and/or notify the appropriate authorities, which includes but is not limited to law enforcement authorities, if you communicate with ETS either verbally or in writing in a threatening or disturbing manner.

Sample Questions for the TOEIC Bridge® Listening and Reading test

With a total of 50 questions in each test, the TOEIC Bridge® Listening and Reading test measures your basic- to intermediate-level of English proficiency.

The following sample questions will give you an idea of the types of questions you will see in the TOEIC Bridge Listening and Reading test.

Directions

The following are general directions from the test book. After the general directions, there are specific directions for each part of the tests, along with sample questions. To check your answers with the sample questions, see the answer key on page 19.

Directions

This booklet contains two tests: Listening and Reading. The tests measure how well you can understand English. The total time for the two tests is about one hour.

Please answer every question. **Use the separate answer sheet.** Do not mark your answers in this test book.

Here is an example question.

Maria _____ for three hours yesterday.

- (A) study
- (B) studies
- (C) studied
- (D) studying

The best answer is (C), so you should mark the letter (C) on your answer sheet.

Listening Test

This is the Listening test. There are four parts to this test.

Part 1: Four Pictures

Listening Part 1

Directions: You will see a set of four pictures in your test book, and you will hear one short phrase or sentence. Look at the set of pictures. Choose the picture that the phrase or sentence best describes. Then mark the letter (A), (B), (C), or (D) on your answer sheet.

Look at the sample pictures below and listen to the phrase.

Example

You will hear: A man wearing headphones



The best answer is (D), so you should mark the letter (D) on your answer sheet.

Sample Questions

Question 1

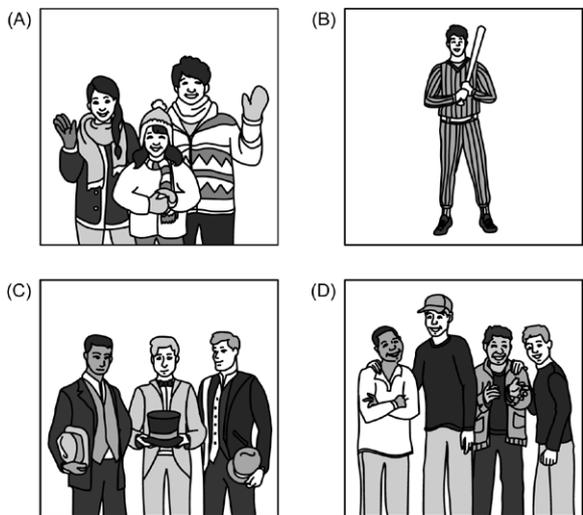
You will see:



You will hear: She's cutting up fruit.

Question 2

You will see:



You will hear: The tallest man is wearing a cap.

Part 2: Question-Response

Listening Part 2

Directions: You will hear some questions or statements. After each question or statement, you will hear and read four responses. Choose the best response to each question or statement. Then mark the letter (A), (B), (C), or (D) on your answer sheet.

Now listen to a sample question:

Example

You will hear: What time is it?

You will hear and read: (A) It's three o'clock.
(B) Several times.
(C) Near the hotel.
(D) Yes, it is.

The best answer is (A), so you should mark the letter (A) on your answer sheet.

Sample Questions

Question 1

You will hear:

(Man) May I use your pen?

(Woman) (A) Fifty cents.
(B) Of course.
(C) A moment ago.
(D) On this paper.

You will hear and read:

(A) Fifty cents.
(B) Of course.
(C) A moment ago.
(D) On this paper.

Question 2

You will hear:

(Man) Why isn't Jun at work today?

- (Woman) (A) It's upstairs.
(B) Around ten o'clock.
(C) At a delivery service.
(D) Because he's sick. (8 seconds)

You will hear and read:

- (A) It's upstairs.
(B) Around ten o'clock.
(C) At a delivery service.
(D) Because he's sick.

Question 3

You will hear:

(Man 1) We need some more paper for the printer.

- (Man 2) (A) But I didn't read it.
(B) I can get some.
(C) Turn it on.
(D) She prints neatly. (8 seconds)

You will hear and read:

- (A) But I didn't read it.
(B) I can get some.
(C) Turn it on.
(D) She prints neatly.

Question 4

You will hear:

(Woman 1) Where did you put the information from the bank?

- (Woman 2) (A) Yes, all the information.
(B) Later today.
(C) I left it on Peter's desk.
(D) Natalie usually does.

You will hear and read:

- (A) Yes, all the information.
(B) Later today.
(C) I left it on Peter's desk.
(D) Natalie usually does.

Part 3: Conversations

Listening Part 3

Directions: You will hear some short conversations. You will hear and read two questions about each conversation. Each question has four answer choices. Choose the best answer to each question and mark the letter (A), (B), (C), or (D) on your answer sheet.

Sample Questions

You will hear:

Questions 1 and 2 refer to the following conversation.

- (Woman) We should leave soon if we want to catch the bus to the stadium.
(Man) Can't we walk there instead? It's not far.
(Woman) I'd rather take the bus. It's raining a little, and it looks like a storm is coming.

1. How will the speakers go to the stadium?
2. What is the weather like?

You will read:

1. How will the speakers go to the stadium?
(A) On foot.
(B) By car.
(C) By train.
(D) By bus.
 2. What is the weather like?
(A) Rainy.
(B) Snowy.
(C) Sunny.
(D) Windy.
-

You will hear:

Questions 3 and 4 refer to the following conversation.

- (Woman) Welcome to the Sweet Shop. Can I help you?
(Man) I'm looking for a dessert to take to a party. It has to be big enough to serve ten guests. What do you suggest?
(Woman) For ten people? Do you have a favourite flavour?
(Man) Something with fruit would be nice.

3. What does the man ask the woman to do?
4. Look at the list. What will the man probably buy?

You will read:



3. What does the man ask the woman to do?
- (A) Make a cake.
(B) Go to a party.
(C) Give him a recipe.
(D) Recommend a dessert.
4. Look at the list. What will the man probably buy?
- (A) Lemon bread.
(B) Strawberry pie.
(C) Blueberry pie.
(D) Chocolate cake.

Part 4: Talks

Listening Part 4

Directions: You will hear some short talks. You will hear and read two questions about each talk. Each question has four answer choices. Choose the best answer to each question and mark the letter (A), (B), (C), or (D) on your answer sheet.

Sample Questions

You will hear:

Questions 1 and 2 refer to the following announcement.

(M-Cn) Attention, customers. The bookstore will close in ten minutes, at eight o'clock. Please bring all the books you would like to buy to the cash register at this time. Remember, the bookstore will be open tomorrow from nine a.m. to seven p.m. Thank you for shopping at Sunnyside Books.

1. When will the store close tonight? (10 seconds)
2. What does the speaker ask customers to do? (10 seconds)

You will read:

1. When will the store close tonight?
- (A) At 7:00 P.M.
(B) At 8:00 P.M.
(C) At 9:00 P.M.
(D) At 10:00 P.M.
2. What does the speaker ask customers to do?
- (A) Pay for their purchases.
(B) Remember their bags.
(C) Read more books.
(D) Return books to the shelves.

You will hear:

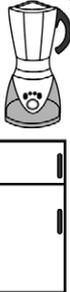
Questions 3 and 4 refer to the following message and price list.

(W-Am) Hello, Mr. Lewis. This is Alice from Busch Appliances. Your new refrigerator has arrived in our warehouse. I'm calling to schedule your free delivery. Our driver can be at your house on Thursday between nine and eleven a.m. Please call 555-0189 to let us know if this time will work for you. Thank you.

3. Look at the price list. How much did Mr. Lewis pay?
4. What does the speaker ask Mr. Lewis to do?

You will read:

Busch Appliances Price List	
Blender	\$100
Microwave	\$250
Dishwasher	\$600
Refrigerator	\$850



3. Look at the price list. How much did Mr. Lewis pay?
 - (A) \$100.
 - (B) \$250.
 - (C) \$600.
 - (D) \$850.
4. What does the speaker ask Mr. Lewis to do?
 - (A) Confirm an appointment.
 - (B) Pick up an appliance.
 - (C) Give driving directions.
 - (D) Pay an extra fee.

Reading Test

This is the Reading test. There are three parts to this test. **You will have 35 minutes to complete the Reading test.**

Part 1: Sentence Completion

Reading Part 1

Directions: You will read some sentences. Each one has a space where a word or phrase is missing. Choose the best answer to complete the sentence. Then mark the letter (A), (B), (C), or (D) on your answer sheet.

Example

Do not _____ on the grass.

- (A) find
- (B) keep
- (C) walk
- (D) have

The best answer is (C), so you should mark the letter (C) on your answer sheet.

Sample Questions

1. The bank is _____ tomorrow.
 - (A) open
 - (B) short
 - (C) true
 - (D) poor
2. Hiroshi went to _____ sister's house last week.
 - (A) he
 - (B) his
 - (C) him
 - (D) himself
3. Please cut the cake _____ into ten slices.
 - (A) lately
 - (B) far
 - (C) evenly
 - (D) very

4. It was so windy last week that many houses lost electric _____.

- (A) power
- (B) powers
- (C) powered
- (D) powerful

5. _____ the form and take it to the counter to be signed.

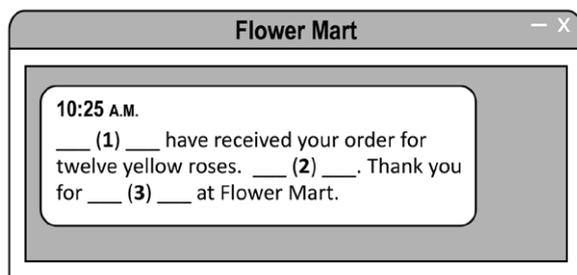
- (A) Pay back
- (B) Try on
- (C) Fill out
- (D) Give away

Part 2: Text Completion

Reading Part 2

Directions: You will read some short texts. Each one has three spaces where a word, phrase, or sentence is missing. For each space, choose the best answer to complete the text. Then mark the letter (A), (B), (C), or (D) on your answer sheet.

Example



1. (A) We
(B) Us
(C) Our
(D) Ours

2. (A) Please ask for help.
(B) Red is a bright colour.
(C) They will arrive today.
(D) Put them on the desk.

3. (A) shop
(B) shops
(C) shopped
(D) shopping

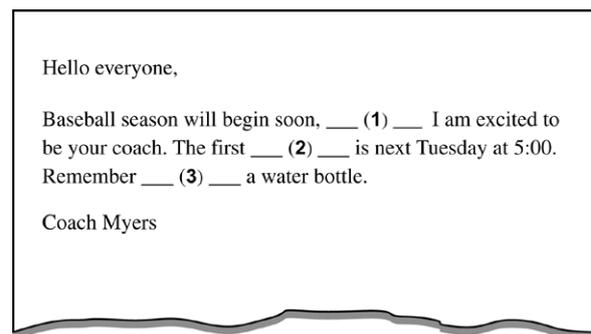
The best answer for question 1 is (A), so you should mark the letter (A) on your answer sheet.

The best answer for question 2 is (C), so you should mark the letter (C) on your answer sheet.

The best answer for question 3 is (D), so you should mark the letter (D) on your answer sheet.

Sample Questions

Questions 1–3 refer to the following note.



1. (A) or
(B) after
(C) since
(D) and
2. (A) practice
(B) practices
(C) practiced
(D) practicing
3. (A) brings
(B) to bring
(C) bringing
(D) is bringing

Questions 4–6 refer to the following instructions.

Caley Sportswear can be machine washed in cold water on a gentle setting. ___ (4) ___. Clothing should be ___ (5) ___ inside out to keep colors from fading. Zippers and snaps can cause ___ (6) ___ to the fabric. Close all fasteners before putting the clothing in the washing machine.

4. (A) It is not very dirty.
(B) The machine is easy to use.
(C) There are other colours.
(D) Mild soap is recommended.
5. (A) turned
(B) turning
(C) turn
(D) turns
6. (A) care
(B) action
(C) damage
(D) loss

Part 3: Reading Comprehension

Reading Part 3

Directions: You will read some texts such as notices, letters, and instant messages. Each text is followed by two or three questions. Choose the best answer to each question and mark the letter (A), (B), (C), or (D) on your answer sheet.

Example



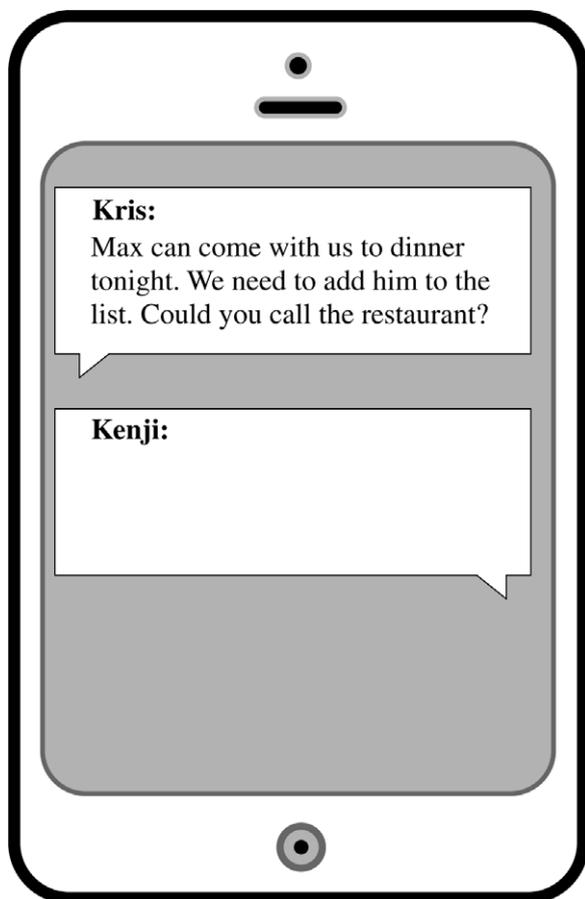
1. What does the store sell?
- (A) Food
(B) Clothing
(C) Books
(D) Furniture
2. What time does the store close on Tuesday?
- (A) At 7:00 P.M.
(B) At 8:00 P.M.
(C) At 9:00 P.M.
(D) At 10:00 P.M.

The best answer for question 1 is (A), so you should mark the letter (A) on your answer sheet.

The best answer for question 2 is (C), so you should mark the letter (C) on your answer sheet.

Sample Questions

Questions 1–2 refer to the following text-message chain.



1. What does Kris want to change about the dinner plans?

- (A) The time
- (B) The place
- (C) The kind of food
- (D) The number of people

2. Select the best response to Kris's message.

- (A) "Help yourself."
- (B) "I can do that."
- (C) "It's on Green Street."
- (D) "Thank you for coming."

Questions 3–5 refer to the following announcement on a Web page.

<http://www.edwin@marvsfitnessplace.ca>

Charity Race Event

Marv's Fitness Place is holding a 5-kilometer race on Monday, 18 October, to raise money for Springfield children's sports. The money will be used to improve the town's football and baseball fields and to buy equipment. The race will be at Oak Lane Park, across the street from the Community Center!

Registration is from 8:00 to 9:30 A.M. The race begins at 10:00 A.M. Awards for the fastest finishers will be presented at 11 A.M. Enjoy free food and music after the race.

Comments:

Polly 13 October
I'm not a runner but I would like to help with the race. Do you need volunteers?

Edwin 14 October
We love volunteers! We need people to hand out water to racers on the course. Please e-mail edwin@marvsfitnessplace.ca for details.

3. Where will the race take place?

- (A) At Marv's Fitness Place
- (B) On the Springfield sports fields
- (C) At Oak Lane Park
- (D) At the Community Centre

4. When will the race start?

- (A) At 8:00 A.M.
- (B) At 9:30 A.M.
- (C) At 10:00 A.M.
- (D) At 11:00 A.M.

5. What will Polly most likely do?

- (A) Sign up to run
- (B) Make a donation
- (C) Set up the race course
- (D) Give water to runners

ANSWER KEY

LISTENING				READING		
PART 1	PART 2	PART 3	PART 4	PART 1	PART 2	PART 3
1. B	1. B	1. D	1. B	1. A	1. D	1. D
2. D	2. D	2. A	2. A	2. B	2. A	2. B
	3. B	3. D	3. D	3. C	3. B	3. C
	4. C	4. C	4. A	4. A	4. D	4. C
				5. C	5. A	5. D
					6. C	

TOEIC Bridge® Background Questionnaire and Answer Sheet

In order to provide enhanced feedback to TOEIC Bridge® clients and test takers, the TOEIC® programme will ask you to complete the TOEIC Bridge Background Questionnaire at the testing session before you take the TOEIC Bridge® Listening and Reading test.

Background Questionnaire

The TOEIC Bridge Background Questionnaire asks about your education, work, English language, and TOEIC Bridge test-taking experience. Your responses to the questionnaire enable your organisation to learn more about the backgrounds of people who take the test and some of the factors that affect TOEIC Bridge scores and improvement in English. Your responses to the questionnaire are kept confidential and do not in any way affect your TOEIC Bridge scores. We encourage you to answer all of the questions. A sample of the questionnaire is included on pages 21 and 22 of this handbook.

Answer Sheet

A sample of the Answer Sheet appears on pages 23 and 24 of this handbook.

Accent Marks

If your name (family name and/or first name) is written with any accent marks, you should complete the top half of section 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 section 5 of the answer sheet. The purpose of this group code is to enable TOEIC Bridge clients to keep track of the performance of a group of people who take the TOEIC Bridge test two or more times as part of a specific English training programme. The test administrator will give you the appropriate number to enter in the group code section if your organisation has asked for this option.

Custom Codes

Your test administrator may ask you to enter a number or numbers on section 12 of the answer sheet. The purpose of custom codes is to keep track of the performance of certain TOEIC Bridge 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 organisation has asked for this option.

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

1. *Which of the following best describes what you do now?*

- A. I am employed (full-time or part-time)
- B. I am a student (not employed)
- C. Other

2. *Please choose the highest level of education listed below which you have completed.*

- A. Elementary school
- B. Junior high school
- C. High School
- D. Technical/vocational school
- E. Some college/university
- F. University (undergraduate)
- G. Graduate School

3. *How old are you?*

- A. Under 15
- B. 15 – 19
- C. 20 – 24
- D. 25 – 29
- E. 30 or older

4. *How many years did you study English in school and university?*

- A. Less than 1 year
- B. 1 – 2 years
- C. 2 – 5 years
- D. 5 – 10 years
- E. More than 10 years

How important is each of the following English skills for you at school or work? (Choose one answer for each skill.)

5. *Listening*

- A. Important
- B. Somewhat important
- C. Not important

6. *Reading*

- A. Important
- B. Somewhat important
- C. Not important

7. *Speaking*

- A. Important
- B. Somewhat important
- C. Not important

8. *Writing*

- A. Important
- B. Somewhat important
- C. Not important

9. *Before today, how many times have you taken the TOEIC Bridge test?*

- A. Never
- B. One time
- C. Two times
- D. Three times
- E. Four or more times

(IF YOU ARE A STUDENT OR UNEMPLOYED, PLEASE STOP HERE.)

(IF YOU ARE EMPLOYED, PLEASE CONTINUE WITH THE QUESTIONNAIRE ON THE NEXT PAGE.)

10. Which of the following categories best applies to your job?

- A. Executive, Administrative, Managerial
- B. Professional, Technical, Scientific
- C. Marketing and Sales
- D. Administrative Support and Clerical
- E. Services
- F. Mechanics, Installers, and Repairs
- G. Construction trades
- H. Production
- I. Transportation and Material Moving
- J. Handlers, Helpers, and Laborers
- K. Armed Forces

11. What is your level in your company?

- A. Non-managerial/non-supervisory
- B. Supervisory
- C. Managerial

12. About how many years have you been with your company?

- A. Less than 2 years
- B. 2 – 5 years
- C. 5 – 10 years
- D. More than 10 years

13. About how much of your time at work do you spend using English?

- A. 0 to 10%
- B. 11 to 20%
- C. 21 to 50%
- D. 51 to 100%

Sample Answer Sheet

11 QUESTIONNAIRE RESPONSES

1 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

2 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

3 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

4 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

5 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

6 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

7 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

8 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

9 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

10 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

11 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

12 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

13 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

14 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

15 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

16 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

17 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

18 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

19 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

20 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

21 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

22 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

23 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

24 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

25 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K)

12

CUSTOM 1	CUSTOM 2	CUSTOM 3
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

13 SIGNATURE AND DATE: Please copy the statement below (do not print) and sign your name as you would an official document.

I hereby agree to the conditions set forth online at www.ets.org/toeic and/or *TOEIC Bridge Examinee Handbook* and certify that I am the person whose name appears on this answer sheet.

Signature: _____ Date: _____

LISTENING TEST

1 (A) (B) (C) (D) 26 (A) (B) (C) (D)

2 (A) (B) (C) (D) 27 (A) (B) (C) (D)

3 (A) (B) (C) (D) 28 (A) (B) (C) (D)

4 (A) (B) (C) (D) 29 (A) (B) (C) (D)

5 (A) (B) (C) (D) 30 (A) (B) (C) (D)

6 (A) (B) (C) (D) 31 (A) (B) (C) (D)

7 (A) (B) (C) (D) 32 (A) (B) (C) (D)

8 (A) (B) (C) (D) 33 (A) (B) (C) (D)

9 (A) (B) (C) (D) 34 (A) (B) (C) (D)

10 (A) (B) (C) (D) 35 (A) (B) (C) (D)

11 (A) (B) (C) (D) 36 (A) (B) (C) (D)

12 (A) (B) (C) (D) 37 (A) (B) (C) (D)

13 (A) (B) (C) (D) 38 (A) (B) (C) (D)

14 (A) (B) (C) (D) 39 (A) (B) (C) (D)

15 (A) (B) (C) (D) 40 (A) (B) (C) (D)

16 (A) (B) (C) (D) 41 (A) (B) (C) (D)

17 (A) (B) (C) (D) 42 (A) (B) (C) (D)

18 (A) (B) (C) (D) 43 (A) (B) (C) (D)

19 (A) (B) (C) (D) 44 (A) (B) (C) (D)

20 (A) (B) (C) (D) 45 (A) (B) (C) (D)

21 (A) (B) (C) (D) 46 (A) (B) (C) (D)

22 (A) (B) (C) (D) 47 (A) (B) (C) (D)

23 (A) (B) (C) (D) 48 (A) (B) (C) (D)

24 (A) (B) (C) (D) 49 (A) (B) (C) (D)

25 (A) (B) (C) (D) 50 (A) (B) (C) (D)

READING TEST

51 (A) (B) (C) (D) 76 (A) (B) (C) (D)

52 (A) (B) (C) (D) 77 (A) (B) (C) (D)

53 (A) (B) (C) (D) 78 (A) (B) (C) (D)

54 (A) (B) (C) (D) 79 (A) (B) (C) (D)

55 (A) (B) (C) (D) 80 (A) (B) (C) (D)

56 (A) (B) (C) (D) 81 (A) (B) (C) (D)

57 (A) (B) (C) (D) 82 (A) (B) (C) (D)

58 (A) (B) (C) (D) 83 (A) (B) (C) (D)

59 (A) (B) (C) (D) 84 (A) (B) (C) (D)

60 (A) (B) (C) (D) 85 (A) (B) (C) (D)

61 (A) (B) (C) (D) 86 (A) (B) (C) (D)

62 (A) (B) (C) (D) 87 (A) (B) (C) (D)

63 (A) (B) (C) (D) 88 (A) (B) (C) (D)

64 (A) (B) (C) (D) 89 (A) (B) (C) (D)

65 (A) (B) (C) (D) 90 (A) (B) (C) (D)

66 (A) (B) (C) (D) 91 (A) (B) (C) (D)

67 (A) (B) (C) (D) 92 (A) (B) (C) (D)

68 (A) (B) (C) (D) 93 (A) (B) (C) (D)

69 (A) (B) (C) (D) 94 (A) (B) (C) (D)

70 (A) (B) (C) (D) 95 (A) (B) (C) (D)

71 (A) (B) (C) (D) 96 (A) (B) (C) (D)

72 (A) (B) (C) (D) 97 (A) (B) (C) (D)

73 (A) (B) (C) (D) 98 (A) (B) (C) (D)

74 (A) (B) (C) (D) 99 (A) (B) (C) (D)

75 (A) (B) (C) (D) 100 (A) (B) (C) (D)

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TOEIC Bridge® Listening and Reading Scores

Test Fairness and Score Use

The TOEIC® programme and your authorised local EPN member 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.

Score Reports and Certificates

The TOEIC Bridge® Listening and Reading scores you will receive are determined by the number of questions you answer correctly. The number of correct responses on each test, Listening and Reading, is converted to a number on a scale of 15 to 50. The statistical procedure used to convert scores to a common scale for each section ensures that TOEIC Bridge Listening and Reading scores can be compared across different test forms. There is no penalty for wrong answers.

If you take the test(s) through your employer or sponsoring organisation, your score(s) are provided to that organisation. It is the responsibility of your employer or organisation to provide you with a score report. You will receive your *Score Report and Certificate of Achievement* if ordered from ETS Global or the ETS Global Partner..

Score Holds and Cancellations

ETS and EPN members reserve the right to take any and all actions—including, but not limited to, barring you from future testing and/or withholding or cancelling your scores—for failure to comply with test administration regulations or the test administrator’s directions or where the validity of the scores is questionable. If your scores are cancelled, they will not be reported, and your registration and test fees will not be refunded.

ETS and EPN members make every effort to report scores that accurately reflect the performance of every test taker. Accordingly, ETS standards and procedures for administering tests have two primary goals: to give all test takers equivalent opportunities to demonstrate their abilities, and to prevent any test taker from gaining an unfair advantage over others. To promote these objectives, ETS and EPN members reserve the right to withhold scores from reporting or cancel any test score when, in their judgment, a testing irregularity occurs, there is an apparent discrepancy in a test taker’s identification, a test taker engages in misconduct, or the score is invalid for another reason. Reviews of scores by ETS are confidential.

When, for any of the aforementioned reasons, ETS or your EPN member cancels a test score that has already been reported, score recipients are notified that the score has been cancelled, but the reason for cancellation is not disclosed except when authorised by the test taker or in certain group cases.

Identification Discrepancies

If, in the judgment of ETS, the EPN member or test centre personnel, there is a discrepancy in your ID information, you may be dismissed from the test centre. In addition, ETS or the EPN member may decline to score your test(s) or may hold or cancel your scores if the documents or photographs from test day cannot be validated, or if ETS has evidence that you did not appear for the test session or did not take the entire test session yourself. If your scores are cancelled by ETS or your EPN member for any of these reasons, your test fees will not be refunded.

- ETS may also cancel scores, ban you from future testing, and notify score recipients of the cancellation if suspicious activity is detected after scores have been reported.

Misconduct

When ETS, your EPN member, or test centre personnel find that there is misconduct in connection with a test, you may be dismissed from the test centre. ETS or your EPN member may decline to score the test(s) or may cancel the test scores. If your scores are cancelled because of misconduct you will forfeit your test fees. Misconduct includes, but is not limited to, non-compliance with the Test Centre Procedures and Regulations on page 9 of this handbook.

Testing Irregularities

Testing Irregularities refer to problems with the administration of a test. When testing irregularities occur, they may affect an individual or group of test takers. Such problems include, without limitation, administrative errors such as improper timing, improper seating, defective materials, or defective equipment; improper access to test content; and other disruptions of test administrations such as natural disasters and other emergencies. When testing irregularities occur, ETS or your local EPN member may decline to score the test(s), or may cancel the scores. When in their judgment it is appropriate to do so, ETS or your EPN member may give affected test takers the opportunity to take the test again as soon as possible without charge.

Interpreting Scores

The *TOEIC Bridge*® Listening and Reading 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 test, Listening and Reading, is converted to a number on a scale of 15 to 50. The statistical procedure used to convert scores to a common scale for each test seeks to ensure that *TOEIC Bridge* Listening and Reading scores obtained on different administration dates mean the same thing in terms of the level of English proficiency indicated.

Scaled Scores

The scaled score indicates your overall performance on each of the tests. The scaled score for each of the tests can range from 15 to 50 in increments of 1. Your scores indicate the general proficiency in listening and reading that you have demonstrated by your performance on the tests.

Proficiency Descriptors

In addition to scaled scores, you will receive an indicator of general skills and abilities in Listening and/or Reading. There are four possible score range proficiency descriptors for the Listening test and four possible score range proficiency descriptors for the Reading test. Proficiency descriptors for the Listening test should not be compared to proficiency descriptors for the Reading test.

<i>TOEIC Bridge</i> ® Listening Scaled Score Ranges	<i>TOEIC Bridge</i> ® Reading Scaled Score Ranges
15	15–18
16–25	19–33
26–38	34–44
39–50	45–50

The proficiency descriptor corresponds to a scaled score range and describes the general skills and proficiencies in listening or reading English that are common for most people who have scaled scores that fall within the score range. The descriptor associated with the score range that you have achieved will help you understand the strengths and weaknesses of your ability to listen or read in English.

Listening

Listening Score: scaled score 15

Test takers in this score range can understand a few words, very simple phrases, and some short sentences that are spoken clearly and very slowly. Some test takers can recognise individual words such as numbers or days of the week. Some test takers can understand highly predictable questions and statements when they are spoken one phrase at a time. Some test takers may be able to

understand a limited range of sentences consisting of very simple grammatical structures and very common vocabulary on very familiar topics.

Listening Score Range: scaled score 16 to 25

Test takers in this score range typically can understand some slowly spoken words, simple phrases, and short sentences on familiar topics.

Test takers in this score range can understand short pieces of speech that are spoken clearly and very slowly. Generally they can understand short formulaic phrases, simple sentences, and simple grammatical structures when common vocabulary is used. They can understand short, predictable messages and instructions on familiar topics. They can understand unconnected speech, one sentence at a time.

Listening Score Range: scaled score 26 to 38

Test takers in this score range typically can understand short spoken sentences and a limited range of grammatical structures; they can understand short conversational exchanges on familiar topics. Typically test takers in this score range can understand speech that is clear and slow. They can usually understand key words, formulaic phrases and expressions, and relatively short, sentence-length speech. Generally test takers in this score range can understand spoken language on familiar topics and routines. They understand simple descriptions and information about people, family, shopping, location, and employment. Most of the time, test takers can understand simple sentences and simple grammatical structures, and they may inconsistently understand some complex sentences and structures. Test takers in this score range can occasionally understand implied meanings.

Listening Score Range: 39 to 50

Test takers in this score range typically can understand short spoken conversations and monologues made up of connected sentences and some complex structures. They can understand some implied meaning and some abstract ideas. Typically test takers in this score range can usually

understand a range of common vocabulary and some complex sentences and grammatical structures. Generally test takers in this score range can understand concrete topics and some abstract ideas related to work and other familiar contexts. In this score range, test takers understand some implied meanings and can connect facts in conversations and short spoken monologues with information in a short written text. They can comprehend formal and informal spoken language if the topics are relevant and familiar.

Reading

Reading Score Range: scaled score 15 to 18

In this score range, test takers may succeed in identifying a limited number of words and phrases related to very familiar needs. The words that test takers are likely to identify are very common words and/or phrases that are strongly supported by context. Some test takers may understand simple instructions such as ‘Stop,’ ‘No exit,’ especially with illustrations to help understanding. Occasionally they may be able to understand material longer than a single phrase. Some test takers may only be able to recognise letters of the alphabet.

Reading Score Range: scaled score 19 to 33

Test takers in this score range can typically identify familiar words and phrases in very short texts written with very common vocabulary and basic grammatical structures. They can understand some simple language on familiar topics. Typically test takers in this score range can understand very short texts on familiar topics. They can understand some simple phrases and sentences, especially those supported by visual cues and common formats. For example they can identify some details of written language on signs and in schedules. They may understand the overall meaning of simple texts by recognizing common words and phrases.

Reading Score Range: scaled score 34 to 44

Test takers in this score range can typically understand short texts written with common vocabulary and basic grammatical structures.

They can understand simple language used to describe familiar topics. Typically test takers in this score range understand writing that is short and simple. They can understand the overall meaning of written language in a variety of formats such as e-mails, letters, and Web pages. They are developing familiarity with the basic organisation of texts in English and can sometimes use this knowledge to support their understanding. They can usually understand both the overall meaning and the purpose of written communication on familiar topics such as family, shopping, and employment. Most of the time, test takers can understand simple sentences and simple grammatical structures, and they may occasionally understand a limited range of complex sentences.

Reading Score Range: scaled score 45 to 50

Test takers in this score range can understand short written texts in personal, public, and familiar workplace contexts and across a range of formats. Typically test takers in this score range can understand a variety of common texts such as Web pages, letters, and articles written in formal and informal styles. They are familiar with the basic organisation of short texts in English and can use this knowledge to support their understanding. They can understand vocabulary related to concrete topics as well as some abstract topics related to everyday life. They are familiar with a variety of grammatical structures and are developing the ability to understand complex sentences and structures. They can connect information across sentences. They can understand overall meaning, purpose, and many details. They can sometimes understand meaning that is implied rather than directly stated.

Abilities Measured

In addition to Listening and Reading scores and combined test scores, your score certificate will also include the percentage of questions you answered correctly for specific abilities measured. This percentage can be compared only with the percentage score of test takers who have taken the same test form as you do. The abilities measured are calculated by the “percentage of items answered

correctly.” For example, if in one form there are 20 items to measure one type of ability, and a candidate answered 11 out of 20 items correctly, the percent correct score is 55%. Unlike scaled scores, these percentages are not converted to a common scale and cannot be compared across test forms.

Your performance on different abilities measured may give you an idea of your strengths in specific language areas. For example, your percentage on one ability measured may indicate how well you understand English grammar. Your percentage on another ability measured may tell you about your understanding of vocabulary.

You will receive an ability measured percentage in each of the following areas:

- **Appropriate Response:** how well you identified an appropriate spoken response to a speaker in a brief spoken exchange.
- **Short Dialogue or Conversation:** how well you understood a short dialogue or conversation, spoken slowly.
- **Short Monologue:** how well you understood a short talk spoken slowly by one speaker.
- **Listening for Main Idea or Stated Fact:** how well you understood the main idea or stated facts in short conversations and talks.
- **Vocabulary:** how well you understood words or short phrases in simple written sentences.
- **Grammar:** how well you understood the form, meaning, and use of simple grammatical structures in simple written sentences.
- **Reading for Main Idea or Stated Fact:** how well you understood the main idea or stated facts in short written texts.
- **Short Informational Written Texts:** how well you understood short, informational, descriptive, and expository written texts.

TOEIC Bridge® Listening and Reading scores are more reliable than TOEIC Bridge Listening and Reading abilities measured percentages. For this reason, it is not recommended that abilities measured percentages be used in decision-making.

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 Bridge*® 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 TOEIC Bridge Listening and Reading test scores in the norming samples was .90.

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 3 scaled score points for each of the TOEIC Bridge Listening and Reading tests. A test taker's true score could be estimated by ± 3 scaled score points around the test score obtained from one administration. For example, if you obtain a scaled score of 30 on the TOEIC Bridge Listening test, 68% of the time your true score will fluctuate between approximately 27 and 33.

Repeat Test Takers

If you take another version of the TOEIC Bridge Listening and Reading 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 error of measurement associated with two administrations are called the Standard Error of Difference (SE_{diff}). The SE_{diff} for each of the TOEIC Bridge Listening and Reading tests is about 4 scaled score points.

If a person began training with a Listening score of 30 and, following training, received a score of 36 on a different test form, has that test taker really improved in Listening or was this increase just a statistical fluke or chance? To determine whether this was a true increase in the TOEIC Bridge Listening score, the test taker would construct a band of $\pm 1 SE_{diff}$, or ± 4 points, around the obtained scores. In this example, the test taker has truly improved because the post-training score fell outside of the SE_{diff} (i.e., 26-34). Using this band, we can say with 68% confidence that the test taker has truly increased his or her proficiency level in the time between the two tests.

Validity

Primary evidence that the *TOEIC Bridge*® Listening and Reading test measures English language proficiency comes 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. Additionally, a research study has shown that TOEIC Bridge Listening and Reading test scores are related to test takers' self-assessments of English listening and reading skills. The results of the research study showed that higher-performing TOEIC Bridge test takers were much more likely to report they could perform a variety of English listening and reading comprehension tasks.

Test Score Data Retention

Scores are used to measure a test taker's English proficiency at the time that a test is administered. Because English-language skills may improve or decline over time, a score report will not be re-issued if two years have passed since taking the test. ETS does not require testing centres to retain test administration data beyond two years.

Score Review Requests

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

Policies and Guidelines for the Use of TOEIC Bridge® Listening and Reading Scores

Introduction

These guidelines are designed to provide information about the appropriate use of TOEIC Bridge® Listening and Reading scores for corporations or schools that use the scores in making school- or employment-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.

Policies

In recognition of their obligation to ensure the appropriate use of TOEIC Bridge Listening and Reading scores, the TOEIC® programme and your authorised EPN member developed policies designed to make score certificates and 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 in the next sections.

- **Confidentiality:** TOEIC Bridge Listening and Reading 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 recognise test takers' right to privacy with regard to information that is stored in data or research files held by ETS and its local EPN member, and our responsibility to protect test takers from unauthorised disclosure of the information. For more information please visit www.ets.org/legal/privacy.

- **Encouragement of appropriate use and investigation of reported misuse:** All organisational users of TOEIC Bridge Listening and Reading scores have an obligation to use

the scores in accordance with the guidelines detailed on pages 31–32, i.e., using multiple criteria, accepting only official TOEIC Bridge Listening and Reading scores, etc. Organisations have a responsibility to ensure that all individuals using TOEIC Bridge Listening and Reading scores are aware of these guidelines and to monitor the use of the scores, correcting instances of misuse when they are identified. The TOEIC programme and your local EPN member 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 grade point averages, and recommendations from teachers, supervisors, and colleagues. When used in conjunction with other criteria, TOEIC Bridge Listening and Reading scores can be a powerful tool in making school- or employment-related decisions.
- **Accept only official TOEIC Bridge Listening and Reading score certificates:** The only official reports of TOEIC Bridge Listening and Reading scores are *Official Score Certificates* issued by ETS or the authorised EPN member. If an organisation administers the TOEIC Bridge Listening and Reading test internally, with ETS knowledge and approval, the organisation 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 certificate, the question should be referred to

your local EPN member, who will then verify the accuracy of the scores and whether an official certificate was issued.

- **Maintain confidentiality of**

TOEIC Bridge® Listening and Reading scores:

All individuals who have access to TOEIC Bridge Listening and Reading 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 of TOEIC Bridge® Listening and Reading Scores

The suitability of the TOEIC Bridge Listening and Reading test for a particular use should be explicitly examined before using test scores for that purpose. The following list of appropriate uses of TOEIC Bridge Listening and Reading scores is based on the policies and guidelines outlined previously. The list is meant to be illustrative, not exhaustive, in nature. There may be other appropriate uses of TOEIC Bridge Listening and Reading scores, but any uses other than those listed on this page should be discussed in advance with the TOEIC® programme and your authorised EPN member to determine their appropriateness.

If a use other than those appropriate uses listed on this page is contemplated, it will be important for the score user to validate the use of scores for that purpose. TOEIC programme staff and your EPN member will provide advice on the design of such validity studies.

Appropriate uses: Used along with other sources of information, and provided all applicable guidelines are followed, TOEIC Bridge Listening and Reading scores are suitable for the following purposes:

- To verify current level of proficiency to determine readiness for more advanced study

- To make selection decisions in contexts where everyday English language proficiency is desirable or needed
- To make placement decisions for instructional or training purposes

Comments

Test takers can provide comments during the testing administration by asking the test centre administrator for the *Candidate Comment Form*.

After taking the TOEIC Bridge Listening and Reading test, please visit www.ets.org/toeic/contact/ to complete the *Candidate Satisfaction Survey*.

If you have additional questions or comments regarding the TOEIC Bridge Listening and Reading test, please contact your ETS Preferred Associate or TOEIC Programme, ETS Global, 43 rue Taitbout 75009 Paris – France, or e-mail us at contact-emea@etsglobal.org.

Appendix A: Consent Form-Test takers under 18 years old



Consent Form - For examinees under 18 years old

This test is being conducted by ETS Global or its representative, and Educational Testing Service, located in Princeton, NJ (“ETS”).

You agree that all information provided, including demographic and background information, answers to test questions, and scores, may be used for research, development, and marketing purposes relating to the test. Information such as first and last names, student number, date of birth, country code, course level, number of years studying English, grade level, school name, demographic and background questions, and responses to questions (“Personal Information”) will be collected during the test. Names and other identifying information (first and last name, student number, date of birth) will be kept confidential and will not appear in any presentations or other publicly available materials, except that some Personal Information will appear on score reports.

ETS processes Personal Information for the following purposes and on the following legal bases:

- For the purposes related to the performance of contracts affiliated to the test, including for the completion of the obligations under these contracts, i.e. for the purposes necessary for the performance of these contracts (legal basis – Article 6(1)(b) of the GDPR);
- In order to ensure compliance with legislative obligations provided for in the legal regulations, e.g. tax regulations (legal basis – Article 6(1)(c) of the GDPR).
- For administration purposes, financial planning, efficiency assessment, security, verification of compliance with internal procedures and laws, and to monitor the performance of the duties specified in the contract, as well as for direct marketing of services of ETS and companies from its group, i.e. for the purposes of legitimate interest of the Company (legal basis – Article 6(1)(f) of the GDPR).

In case ETS processes Personal Information on the basis of voluntary consent and for the purposes indicated in such consent, the consent may be withdrawn at any time. However, the withdrawal of the consent will not affect the lawfulness of data processing done on the basis of the consent before its withdrawal. If the processing is done on the basis of consent, information will be provided about the consequences of the lack of or withdrawal of the consent.

In case of processing of Personal Information on the basis of Article 6(1)(f) of GDPR, ETS is pursuing the following legitimate interests: administration, financial planning, efficiency assessment, security, verification of compliance with internal procedures and laws, monitoring of the performance of the duties specified in the contract, as well as direct marketing of goods and services of ETS and companies from its group.

You may request to review personal identifying information or the deletion of your personal identifying information by contacting by contacting the ETS Global or the data privacy function at the following address: ETS Global B.V. Academic & Business Assessments, Strawinskylaan 929, 1077 XX Amsterdam - The Netherlands, or by email: privacy@etsglobal.org.

Test taker Name (please print) _____

I have read the above statement and understand and agree to these terms. I hereby expressly consent to permit ETS Global or its representative and ETS to transfer Personal Information, including personal identifying information, belonging to the above-named test taker into and out of the United States and other countries worldwide and to use such Personal Information for the purposes stated herein.

Name of parent/guardian (please print) _____

Signature _____

Date _____

Test center Name and Location _____

For more than 40 years as an industry leader, the *TOEIC*[®] programme has set the global standard for assessing English-language communication skills needed in the workplace and everyday life. The TOEIC assessments are the most widely used around the world with 14,000+ organisations across more than 160 countries trusting TOEIC scores to inform the decisions that matter.

At non-profit ETS, our mission is to help advance quality and equity in education by providing fair and valid assessments, research and related services. Our products and services measure knowledge and skills, promote learning and performance, and support education and professional development for all people worldwide.

To learn more about the TOEIC Programme:

visit: www.etsglobal.org

email: contact-emea@etsglobal.org



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