

Getting Ready For the TOEIC® Test



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Table of Contents

- I. Overview of the TOEIC® Test**
- II. Tips for Taking Multiple-Choice Tests**
- III. Improving Your Listening Comprehension**
- IV. Tips for Part I-Photographs**
- V. The Importance of Learning Phrasal Verbs**
- VI. How to Study Vocabulary for the TOEIC® Test**
- VII. How to Read Faster**

I. Overview of the TOEIC® Test

TOEIC® is an acronym that stands for the *Test of English for International Communication*. It was developed by Educational Testing Service (ETS) of Princeton, New Jersey, a nonprofit organization that administers other examinations such as the TOEFL® and GRE®. The TOEIC® Test is an English language proficiency test for people whose first language is not English. It is specifically designed for the assessment of English as it is used in the global workplace, with over 1.5 million tests administered each year.

Language specialists prepare the material for the TOEIC® Test. The TOEIC® Committee of Examiners establishes overall guidelines for the test content and specifications. All the content, questions, specifications, and final test forms are reviewed for cultural and racial bias and content appropriateness, according to established Educational Testing Service (ETS®) procedures.

The TOEIC® is a paper-and-pencil test that consists of 200 multiple-choice questions divided into two sections, Listening Comprehension and Reading. Each section is separately timed. The Listening Comprehension section takes approximately 45 minutes to complete, and the Reading section takes approximately 75 minutes.

Section I of the test, *Listening Comprehension*, measures the ability to understand English as it is spoken in North America. The stimulus material and oral questions are recorded in standard North American English, and the response options are printed in the test books. This section consists of 100 questions and is delivered by audiocassette. There are four parts in this section:

Part I: Photographs - 10 items - 4 answer choices

Part II: Question-Response - 30 items - 3 answer choices

Part III: Short Conversations - 30 questions - 4 answer choices

Part IV: Short Talks - 30 items - 4 answer choices

Section II of the TOEIC®, *Reading*, consists of 100 questions presented in written format in the test booklet. Examinees read a variety of passages and respond to the questions at their own pace. As mentioned earlier, the Reading section lasts approximately 75 minutes. There are two parts in the Reading section as follows:

Part V: Incomplete Sentences - 40 items - 4 answer choices

Part VI: Text Completion – 12 items - 4 answer choices

Part VII: Reading Comprehension – 48 items - 4 answer choices

While taking the TOEIC® test, examinees answer the test questions by marking one of the letters (A), (B), (C), or (D) with a pencil on a separate answer sheet. Although the actual test takes approximately two hours to finish, additional time is necessary to allow examinees to complete certain forms and questionnaires. Thus, the entire time allotted for a complete TOEIC® Test may be closer to two and a half hours.

➤ **How is the TOEIC® scored?**

The number of correct answers he or she got determines an examinee's score on the TOEIC® Test. The number of correct answers in each section is then converted to a scale score. Three scale scores are given for each examinee: a Listening section sub-score, a Reading section sub-score, and a Total score that consists of the sum of the Listening and Reading section sub-scores. Each sub-score can range from 5 to 495. The total score ranges from 10 to 990. The statistical procedures used to convert scores to a common scale ensure that TOEIC® scores indicate similar levels of English proficiency.

The TOEIC® Test is not a “pass” or “fail” type of test. Companies use the TOEIC® Test to set their own standards and may require employees to have a certain minimum TOEIC® score because a corresponding level of English is needed in their workplace. Language schools may also use TOEIC® Test scores as a “level check” for placement purposes or, in some cases, to test learners' progress. Therefore, a TOEIC® Test score is normally used to determine whether an examinee will or will not meet the standards set by a particular company or learning institution.

To give you an approximate idea of what a TOEIC® score means, take a look at this chart:

855+	Advanced
705-850	High intermediate
455-700	Intermediate
355-450	Low Intermediate
-350	Elementary

As mentioned earlier, corporations may have minimum TOEIC® scores set for certain jobs. For example, one company may require a receptionist to have a minimum TOEIC® score of 400, while another company may require a minimum score of 800 for an executive position overseas.

II. Tips for Taking Multiple-Choice Tests

Effective test-taking strategies are especially important with multiple-choice questions found on language tests such as the TOEFL® and TOEIC®. These types of questions often include clues that may help you identify the correct answer. You may be able to improve your performance on such tests by considering the following tips:

- Read the directions carefully. The directions usually indicate that some alternatives may be partly correct or correct statements in themselves, but not when joined to the stem. The directions may say: "choose the most correct answer" or "mark the one best answer." Sometimes you may be asked to "mark *all* correct answers".
- As you read the stem of each multiple-choice question, anticipate the answer before looking at the options. If the answer you anticipated is among the options, it is likely to be the correct one.
- Always read each question completely. Continue reading even if you find your anticipated answer among the options. There may be a better option farther down the list.
- Learn how to quickly eliminate options that are highly implausible. Many questions have only two plausible options, accompanied by "throwaway" options for filler. You should work at spotting these implausible options so that you can quickly discard them and narrow your task.
- Be aware that information relevant to one question is sometimes given away in another test item.
- On items that have "all of the above" as an option, if you know that just two of the options are correct, you should choose "all of the above". If you are confident that one of the options is incorrect, you should eliminate this option and "all of the above" and choose from the remaining options.
- Options that represent broad, sweeping generalizations tend to be incorrect. You should be vigilant for words such as *always*, *never*, *necessarily*, *only*, *must*, *completely*, *totally*, and so forth that create these improbable assertions.
- In contrast, options that represent carefully qualified statements tend to be correct. Words such as *often*, *sometimes*, *perhaps*, *may*, and *generally* tend to show up in these well-qualified statements.

➤ Myths about changing answers

A number of myths exist about the best way to take tests. For instance, it is widely believed that students shouldn't go back and change their answers to multiple-choice questions. However, the old adage that "your first hunch is your best hunch on tests" has been shown to be wrong. Empirical studies clearly and consistently indicate that, over the long run, changing answers pays off. Like most students, the majority of college instructors will probably tell you that answer changing usually hurts a student's test score, even though the evidence contradicts this belief. When the data from all the relevant studies are combined, they indicate that answer changing on tests generally does not reduce students' test scores.

III. Improving Your Listening Comprehension

The ability to listen well gives you confidence in communication. You can only talk sensibly when you can understand what is said to you. Failing that, you may miss important information presented to you, or respond in an unintended way. Listening in everyday life is a real-time skill. Unlike reading, you often don't have the chance to adjust the pace of speech, listen again, or check an unknown word. The need to understand what you hear on the spot makes it even more crucial that you develop the ability to listen well. The TOEIC® Test is an excellent measure of just how far advanced your listening ability is.

Do you think that listening is about understanding every word that is spoken? If so, think again. Even though good listeners may be able to get every word that they hear, this is not their concern most of the time, as our experience with our first language tells us. So do specify your listening objectives when you carry out a listening activity. As long as you achieve your objectives, you are a good listener - whether you catch every word or not.

So, what can you do outside of the classroom to improve your listening comprehension, especially if you don't have a chance to converse with native speakers? One thing you can do is to listen to the news on a regular basis.

➤ **Listen to the news**

In addition to listening to tapes that come with TOEIC® practice tests, try listening to the news on a regular basis, as it's an excellent way to practice authentic listening. You can listen to the news on the radio, on television, or even on the Internet.

The following web sites are highly recommended:

www.voanews.com/ (USA)
www.cbc.ca/listen/ (Canada)
www.cbsnews.cbs.com/ (USA)
<http://www.abc.net.au/> (Australia)

➤ **Tips:**

- It's helpful to first listen to the news stories in your own language before you listen in English. Perhaps make some notes of the main stories, including any names of people or places.
- Don't worry about how much you understand. Listen to or watch the report first a few times 'just for fun'.
- Stop and review as many times as necessary.
- Write a brief summary (one or two sentences) of each story.
- Set yourself a few questions to answer. Then listen again for the answers.
- Make notes of any new vocabulary you think is useful.
- Why not listen to the news with a friend? You can help each other by talking about what you each understand.
- When you feel confident, try listening to the news in different accents (Scottish/ Irish/ Canadian/ Australian/ South African, etc.).

➤ **Evaluate your progress**

It's hard to measure improvement of listening ability precisely. However, the following may give you some indication of whether you are making progress:

- Reflect on your general ability to cope with the news at a regular interval, say every two weeks. Compare this to how you felt at an earlier time.
- Play a news story in short sections. Stop after each section to re-tell the content. Assess how many times you need to rewind the tape to get the story accurately.

- If you have a partner watching the same report, you can quiz each other after viewing.
- Assess your knowledge of words that are commonly used in the news. This should be growing gradually. You should not stumble over the same words again and again.

Be sure to supplement your news broadcast listening practice with the practice activities and strategies contained in the following ESL Pro Systems products:

- [*Listening Workbook for the TOEIC® Test*](#)
 - [*Learning English Listening Workbook*](#)
 - [*Learning English Advanced Listening Workbook*](#)
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IV. Tips for Part I-Photographs

➤ Overview of Part I

This part of the TOEIC® Test contains ten questions with four answer choices for each one.

In Part I of the TOEIC®, test writers will use the following tricks to try to confuse you and make the selection of the correct answer more difficult:

● Similar and identical sounds

Often two of the four statements you will hear in a Part I question will include words that sound similar but have very different meanings. For example, one statement may read “*The man is sleeping in the park*”, while another statement may read “*The man is slipping in the park*”. If you hear two statements that include words that sound very similar, pay close attention, as the correct answer will sometimes be one of those two answer choices.

Example 1:

Look at the picture below and then read the four statements that follow. Which answer choice most accurately describes what you can see in the picture?



- (A) *The man is seated on a bench.*
- (B) *He has finished reading the newspaper.*
- (C) *A man is sitting on the beach.*
- (D) *He has taken off his hat.*

The correct answer here is choice (A). Did you notice the similar sounding words in statements (A) and (C)? Which ones are they?

Example 2:



- (A) *The farmer harvests vegetables.*
- (B) *The flowers are in full bloom.*
- (C) *Winter has just arrived.*
- (D) *The woman is using a broom.*

The correct answer here is choice (B). Which words sound similar in this example question?

Here is a sample list of words that sound similar (there are many more):

Vowel Sounds

fall – full
letter – later
seat – sit
cart – court
sleep – slip
leave - live (verb)
meat – met
man – men
waste – west

Consonant Sounds

long - wrong
seat - sheet
back - pack
pan - fan
sun - sung
thank - sank
cab - cap
alive - arrive
juice - use (noun)

You should also be aware of the occasional use of *homophones* in Part I. Homophones are words with different meanings and spellings but are pronounced in the same way. For example, 'write' and 'right' are homophones.

 Prepositions

You should also pay attention to the use of prepositions in Part I answer choices. Quite often the test writers will try to confuse you by using an incorrect preposition in a certain context.

Example:



- (A) *The men are sitting behind the woman.*
- (B) *They are looking at the computer screen.*
- (C) *The woman is talking on the phone.*
- (D) *They are looking over some information.*

The correct answer is choice (D). Did you notice the use of prepositions in each answer choice? Which words are the prepositions in the four answer choices? Why are statements (A), (B), and (C) incorrect?

There are several other areas in which you may have difficulty in Part I. These include:

● **Identifying the correct verb tense**

- Quite often in Part I the answer choices will try to confuse you by using different verb tenses and time expressions. The most commonly used verb tenses in Part I are the simple present tense (“*The woman pays the server*”), the present continuous tense (“*The woman is paying the server*”), the present perfect tense (“*The woman has paid the server*”), and a structure that refers to the future (English does not have a ‘future tense’) such as “*The woman is about to pay the server*”. Be sure to review all of these structures before taking an official TOEIC® Test.

● **Recognizing and understanding the importance of stressed words in a sentence**

- In natural spoken English, certain key words in a sentence are stressed (spoken a little louder and with more emphasis) than other words. Paying careful attention to the stressed words will help you to identify the main idea of that sentence. The stressed words are usually content words, and they are most often nouns, adjectives, and verbs. However, as mentioned earlier, prepositions can also be important clues to the correct answer.

● **Understanding authentic speech**

- The speed and use of informal English in the Listening section of the TOEIC® can be difficult for many examinees. Be aware that most native-speakers use contractions when they speak. For example, *he is – he’s, she is – she’s, they are – they’re, there is – there are, it is – it’s, I have – I’ve*, and so on. Try to practice using and listening for contractions when preparing for the TOEIC® Test.

V. The Importance of Learning Phrasal Verbs

The term “phrasal verb” refers to a verb + preposition structure and is sometimes called a *two-word verb* or *three-word verb*. A phrasal verb has a special meaning that is different from the meaning of the individual words that it is composed of. For example:

turn on (=start a machine)
turn off (=stop a machine)
put off (=delay)
put back (=return something to the original place)
keep on (=continue)

Is it important to study phrasal verbs? Yes! Phrasal verbs are very common in speech and informal writing. Perhaps the best way to learn them is by listening to and conversing with native speakers. If you are planning to take the TOEIC® Test, you will need to know phrasal verbs as they are often the basis of test questions (especially in the Listening section). Some of the answer choices will attempt to trick you by giving literal meanings of the words. A literal meaning is an exact dictionary definition of a word.

For example:

(woman) *When are you going to do something about your yard?*
(man) *Do you really have to bring that up again?*

Question: What does the man mean?

- A. He wants the woman to do something about his yard.
- B. He asks the woman to bring him something.
- C. He asks the woman if she needs anything.
- D. He does not want to discuss his yard.

The best answer here is choice D. The man uses the phrasal verb *bring (something) up*. In this context, *bring (something) up* means *mention* or *raise the topic* of the yard. Thus, the best answer choice is D. Answer choices A and B give literal meanings of *bring up*. Choice C is not mentioned nor implied in the conversation.

When you study phrasal verbs, you need to learn 1) the meanings, and 2) how to use them. Many ESL learners are not aware that there are three types of phrasal verbs.

Type 1 phrasal verbs are *separable*. That means a noun object can follow the phrasal verb. For example, you can say *bring up the topic*. But you can also put the noun object in the center of the phrasal verb: *bring the topic up*. If you want to use an object pronoun, you can also put it in the middle: *bring it up*. However, you can't say *bring up it*. Therefore, for this type of phrasal verb, you have three options:

- phrasal verb + noun object*
- verb + noun object + preposition*
- verb + object pronoun + preposition*

Type 2 phrasal verbs are *inseparable*. That means the verb and the preposition are always together; a noun or pronoun cannot separate the verb and particle. For example, you can say *put up with the noise* or *put up with it*. Thus, for this type of phrasal verb, you have only two options:

- phrasal verb + noun object*
- phrasal verb + object pronoun*

Type 3 phrasal verbs have no object; they are *intransitive*. For example, the phrasal verb *pass away* means *die*. Therefore, you can say *My grandfather passed away*. But you can't say, for example, *My grandfather passed him away* or *My grandfather passed away him*.

A good way to study phrasal verbs is with flash cards. You can write the phrasal verb on one side and the meaning with an example sentence on the reverse side. While you're on the bus or waiting for someone, test yourself by reading the meaning and trying to guess the phrasal verb. Don't forget to remember which type of phrasal verb it is!

There are a number of good phrasal verb dictionaries on the market as well; these can be very useful as well. Although some dictionaries have over 5000 phrasal verbs, you don't need to learn 5000 as soon as possible! Start with trying to learn a hundred or so of the most common ones, and slowly build up from there. You should realize that some phrasal verbs have multiple meanings. For example, *pick up* means *lift* (*pick up the pencil*). It also means *get* (*pick up some groceries after work*). It can also mean *learn* (*pick up some French*).

ESL Pro Systems has an excellent learning resource, [1000 Key English Words & Idioms](#), which will help you learn many of the most common phrasal verbs and idioms when preparing for the TOEIC® Test.

VI. How to Study Vocabulary for the TOEIC® Test

The following are some useful techniques examinees can use for expanding their TOEIC® - related vocabulary base.

» Vocabulary Learning Tips

► **Read, Read, Read!**

Most words are learned from context. The more words you're exposed to, the more expansive vocabulary you will have. While you read, pay close attention to words you don't know. First, try to figure out their meanings from context. Then look the words up. Read and listen to challenging material so that you'll be exposed to many new words. If you're preparing for the TOEIC®, read English newspapers (especially the business and travel sections), business textbooks, and business-related magazines on a regular basis. When you come across an unknown word, write it down in a notebook. Use a good learner's dictionary to find the definition and write it in the notebook along with any derivations (i.e.: other words formed from the same root) and the part of speech (e.g.: noun). Try to use the word in an example sentence. Then write the new word on one side of a 5" x 7" index card, and the definition on the other side. Try to make 7-10 flash cards per day, and group them into categories (e.g.: biology, government, law, geography, history, etc.). Review them frequently. If you can learn 10 new words a day, that's 300 new words a month!

► **Improve your context skills**

Research shows that the vast majority of words are learned from context. To improve your context skills pay close attention to how words are used. Doing a search on a word using *dejanews.com* (for searching newsgroups) will give you many examples of how that word is used in context.

► **Practice, practice, practice**

Learning a word won't help very much if you promptly forget it. Research shows that it takes from 10 to 20 repetitions to really make a word part of your vocabulary. As we just mentioned, it really helps to write the word - both the definition and a sentence you make up using the word - in a notebook or on an index card that can later be reviewed. As soon as you learn a new word, start using it. Also, do a search on a word using *dejanews.com* to get a lot of examples of how the word is actually used.

► **Think up as many associations and connections as possible**

Say the word aloud to activate your auditory memory. Relate the word to words you already know. For example, the word GARGANTUAN (very large) has a similar meaning to the words gigantic, huge, large, etc. You could make a sequence: small, medium, large, very large, GARGANTUAN. List as many things as you can that could be considered GARGANTUAN: Godzilla, the circus fat lady, the Tokyo Dome, etc. Create pictures of the word's meaning that involve strong emotions. Think "the GARGANTUAN creature was going to rip me apart and then eat me!"

► **Use mnemonics (memory tricks)**

For example, consider the word egregious (extremely bad). Think EGG REACH US - imagine we've made a mistake so bad that people are throwing eggs at us and a rotten EGG REACHes US. Humorous little word pictures in your mind will help you remember what words mean, and they're fun to make up. Also, find out which learning style suits you best. Everyone learns differently!

► **Get in the habit of looking up words you don't know**

If you have a dictionary program on your computer, keep it open and handy. America Online and other Internet services have dictionaries and thesauruses on their tool bars. Find them and look up any word you are not absolutely sure of. Use a thesaurus when you write to find the word that fits best.

► **Play with words**

Play Scrabble, Boggle, and do crossword puzzles. These and other word games are available for the computer, so you are not dependent on a partner to play. Also, try out the Franklin Electronic Dictionary that features built-in word games.

► **Study Latin!**

Yes, really! Study Latin root words, prefixes, and suffixes to further expand your vocabulary, and to help you make educated guesses about the meaning of unknown words in a test situation.

► Get excited about words!

Try to appreciate the subtle differences between words. Do you know the difference between something that *denotes* something else and something that *connotes* something else? If not, go look it up. Learn to say what you really mean and discover the joys of being able to express yourself in writing. Your future can depend on how rich your vocabulary is. It will also determine the quality of your communication. Let building your vocabulary be a lifelong proposition.

► Study relevant word lists

Be sure to get a copy of ESL Pro System's [1000 Key English Words & Idioms CD-ROM](#). With this essential ESL vocabulary builder, your English will improve faster than you could ever imagine.

VII. How to Read Faster

Read more efficiently by reading intelligently!

(Part 1)

Good reading strategies help you to read very efficiently. By using them you can get the maximum benefit from your reading with a minimum of effort. This chapter will show you how to use a number of different strategies to read more intelligently and thus more efficiently.

» Strategy #1: Know what you want to know

The first thing to ask yourself is: Why you are reading the text? Are you reading with a purpose or just for pleasure? What do you want to know after reading it?

Once you know this, you can examine the text to see whether it is going to move you towards this goal. If you're reading a book, an easy way of doing this is to look at the introduction and the chapter headings. The introduction should let you know whom the book is targeted at, and what it seeks to achieve. Chapter headings will give you an overall view of the structure of the subject.

➤ Strategy #2: Use speed-reading techniques

● Skimming and scanning

Skimming and scanning are speed-reading methods in which you glance at a passage to find specific information. These reading methods make it easier for you to grasp large amounts of material in a limited amount of time, such as during a TOEIC® or TOEFL® Test. These skills are also useful when you don't need to know every word. Skimming and scanning are especially valuable when there is only one item of information that you need to find from a particular passage.

When you practice skimming and scanning, you need to pay attention to everything, even titles, subtitles, side features, and visuals. That small piece of information that you are looking for may not always be easily found in a paragraph. Headings and sub-headings break up the text and identify the content of each part. Where key terms are introduced and defined, they often appear in boldface type. Graphs and charts have titles and/or captions that tell you what they are about. These clues will help you to find information, but only if you use them!

● How to skim:

Skimming is the skill used to quickly identify the main ideas of a text. When you read the newspaper, you're probably not reading it word-by-word, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. When you take a TOEIC® or TOEFL® Test, begin each new reading passage by skimming it.

There are many strategies that can be used when skimming. Consider reading the first and last sentence of each paragraph, and also pay attention to any sub-headings or illustrations. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts. Keep in mind that time is your enemy on tests and you often do not have time to read every word of a passage...at least not at first.

Skimming Method #1

- Run your eyes down the middle of the text page.
- Focus only on the facts you need.

Skimming Method #2

- Skim from the top left-hand corner to the bottom right-hand corner of the page.
- Then skim from the top right-hand corner to the bottom left-hand corner.

• How to scan:

Scanning is a technique you often use when looking up a word in a telephone book or a dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the passage, you might want to go back and skim it.

When scanning, look for the author's use of organizers such as numbers, letters, and steps. Transition words such as *for example, on the other hand, also, moreover, however, therefore, first, second, finally*, and so on can also be very useful when searching for details. Also look for words that are bold faced, italicized, or in a different font size, style, or color.

Scanning Method #1:

- Start at the beginning of the passage.
 - Move your eyes quickly over the lines, looking for key words related to the information you want to find.
 - Stop scanning and begin reading as soon as you find any of the key words you're looking for.
-

(Part 2)

Good reading strategies help you to read very efficiently. By using them you can get the maximum benefit from your reading with a minimum of effort. In Part 1 we discussed the benefits of speed-reading techniques such as skimming and scanning. Here are some more strategies you can use to read better and faster.

➤ Strategy #3: Active reading

When you are reading a text in detail, it often helps if you highlight, underline, and annotate it as you go on. This emphasizes information in your mind, and helps you to review important points later. Doing this also helps to keep your mind focused on the material and stops it from wandering.

This is obviously only something to do if you own the reading text! If you find that active reading helps, then it may be worth photocopying information in more expensive texts. You can then read and mark the photocopies.

If you are worried about destroying the material, ask yourself how much your investment of time is worth. If the benefit you get by active reading reasonably exceeds the value of the book, then the book is disposable.

➤ Strategy #4: How to study different sorts of material

Different sorts of reading texts hold information in different places and in different ways. They have different amounts of coverage. By understanding the layout of the material you are reading, you can extract useful information much more efficiently.

Magazines and newspapers:

These tend to give very fragmented coverage of a particular topic. They will typically only concentrate on the most interesting and glamorous parts of a topic - this helps them to sell copies! They will often ignore less interesting information that may be essential to a full understanding of a subject. Typically areas of useful information are padded out with large amounts of irrelevant information or with advertising.

The most effective way of getting information from *magazines* is to scan the contents tables or indexes and turn directly to interesting articles. If you find an article useful, then cut it out and file it in a folder specifically covering that sort of information. In this way you will build up sets of related articles that may begin to explain the subject.

Newspapers tend to be arranged in sections. If you read a newspaper often, you can learn quickly which sections are worth reading and which ones you can skip altogether.

Reading individual articles

Articles within newspapers and magazines tend to be in three main types:

News articles

Here the most important information is presented first, with information being less and less useful as the article progresses. News articles are designed to explain the key points first, and then expand with detail.

Opinion

Opinion articles present a point of view. Here the most important information is contained in the introduction and the summary, with the middle of the article containing supporting arguments.

Feature

These are written to provide entertainment or background on a subject. Typically the most important information is in the body of the text.

If you know what you want from an article, and recognize its type, you can extract information from it quickly and efficiently.

» Strategy #5: Using glossaries with technical documents

If you are reading large amounts of difficult technical material, it may be useful to compile a **glossary** (an alphabetical list, with meanings, of the words or phrases in a text that are difficult to understand) or to photocopy an existing one. Keep this beside you as you read. It will probably also be useful to note down the key concepts in your own words, and refer to them when necessary. It is usually best to make notes as you read.

Key points:

This chapter gave you a number of different strategies and techniques that you can use to read more effectively.

These are:

- Knowing what you need to know, and reading appropriately.
 - Knowing how to quickly read a passage using skimming & scanning techniques.
 - Using active reading techniques to pick out key points and keep your mind focused on the material.
 - Using the table of contents for reading magazines and newspapers, and clipping useful articles.
 - Understanding how to extract information from different types of articles.
 - Using glossaries to help you assimilate technical information.
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Good luck on your TOEIC® exam and check back with us for more great study tips!