

My Learning Journal

My Vocabulary List: [CLICK HERE](#)

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My Speed Reading Record

Instructions: Complete the following table with your speed reading data for the week.

[CLICK HERE](#) to access the speed reading blog.

Week	Text	Score	Time
Week 9	<i>Text 1 - 1000</i>	6	8:46
	<i>Text 2 - 1000</i>	7	7:35
Week 10	<i>Text 3 - 1000</i>	9	8:29
	<i>Text 4 - 1000</i>	7	8:29
Week 11	<i>Text 5 - 1000</i>	10	6:22
	<i>Text 6 - 1000</i>	10	5:55
Week 12	<i>Text 1 - 2000</i>	9	5:33
	<i>Text 2 - 2000</i>	9	4:40
Week 13	<i>Text 3 - 2000</i>	5	4:50
	<i>Text 4 - 2000</i>	9	5:00
Week 14	<i>Text 5 - 2000</i>	9	4:20
	<i>Text 6 - 2000</i>	9	4:50

Goals for the Course:

- ...To acquire new strategies to improve TOEIC exam
- ...To learned technical vocabulary
- ...To study some reading and speaking techniques to have a better score in these parts of the Exam.

Part 1: Photographs - Strategies and Reactions

Take a moment to journal for 5 minutes about the activities that we did in today's class.

What do you want to remember about this section of the exam?

- ...The use of some preposition to know the answer in photograph part.
- ...Remember some clues such as: What is happening / Where
- ... Analyze the people in pictures , what they are wearing, what they are doing.

First Diagnostic Test Reflection

Instructions: Now that you finished with the diagnostic test, take moment to complete the chart below. Write the number of correct answers you got in each section of the test.

Listening Diagnostic	
Part 1 - 10 questions	9
Part 2 - 30 questions	24
Part 3 - 30 questions	23
Part 4 - 30 questions	17
Total Questions - 100	73

Take a few minutes to reflect on your experience by answering the questions in the boxes below. Remember there are no right or wrong answers. The purpose of this self-evaluation is to reflect on this initial experience in order to make an honest assessment of where you are at this moment and choose the best course of action during this term. You will be required to complete a similar evaluation at the end of the course for comparison purposes so that you can chart your progress.

1. How do you feel after having completed the listening section of the test? What emotions did you experience during the test? What adjectives would you use to describe your experience?

- It was terrible because I felt lost in some conversations.
- Some of the conversations were not difficult to understand .
- But I feel optimist because if I study harder I will pass the TOEIC

2. Based on your feelings, what section(s) of the test were most challenging? Why? Which were easier? Why?

- Part 4
- ...

3. What areas do you think you are strongest in? Why is that? What areas do you think you need to improve in the most? How do you think you might be able to improve in these areas?

- My strongest part is listening ...
- Improve reading and speaking part

4. Do you have any questions, concerns, or comments about the Listening Test?

- Thank you for the course , It 's amazing

Week 3

Listening Part 1 and 2 Mini Tests and Analysis

You just completed mini tests for Part 1 and 2 and you reviewed your answers. Keep your answer window open and reflect on these questions.

1. Read the transcripts for Part 1 and analyze the distractors. Can you find examples of the kinds of distractor types we discussed? Write the full text of the distractor next to the categories below.

- Similar sounding words: *He's wearing a long-sleeved shirt.*
- Right Action / Wrong Person or Place: *The shelves are being stocked*
- Right Person or Place / Wrong Action.

- Problems with Prepositions: against , *She's leaning against a railing.*
- Completely Unrelated: *She's fishing off the edge of the boat.*

2. In Part 1, did you find any new vocabulary words that you didn't know? If so, write the words below. Don't right more than 4 or 5 words. When we are trying to remember new vocab, sometimes less is more! Also, add them to page 6 of your Vocabulary List and include the definition or translation. Remember that the link is at the top of this document.

New words:

Conversing

- Leaning
- Bending
- Railing
- Leads
- Paved

3. The main strategy we discussed in Part 2 is identifying what the question is asking so that you can identify which responses are appropriate and which are not. Look through the transcripts for the mini test and find three example questions or statements. Write the question or statement below and say what the question is asking. The write the answer choices and say the kind of information they are giving.

For example: Consider this example.

- **Question or statement:** Where is the meeting room?
- **What is it asking?:** Location
- **A)** To meet the new director (**purpose**)
- **B)** The last door on the right (**location**)
- **C)** It's tomorrow, not today. (**time**)

Now you try. Fill in the information below.

1: Write your example.

- **Question or statement:** Where is Mr Johnson Office?
- **What is it asking?:** Location
- **A)** Mr Johnson is the principal (**purpose**)
- **B)** There is next to the restroom (**location**)
- **C)** It's is in the evening(**time**)

2: Write your example.

- **Question or statement:** When is the interview?
- **What is it asking?:** Time
- **A)** The interview was fine
- **B)** Next friday at seven o clock
- **C)** In the principal office

3: Write your example.

- **Question or statement:** Did you send the email?
- **What is it asking?:**
- **A)** He is nice male
- **B)** I mail yesterday
- **C)** Yes I received the email

In Part 2, did you find any new vocabulary words that you didn't know? If so, write the words below. Don't right more than 4 or 5 words. When we are trying to remember new vocab, sometimes less is more! Also, add them to page 6 of your Vocabulary List and include the definition or translation. Remember that the link is at the top of this document.

New words:

- Sewer grate: alcantarilla
- Mug: jarra
- Stacked: amontonar
- Wires: cable
- Delay: atraso
- Dock: muelle

Video Tips: Part 2 - Question and Response

Watch the [video lesson](#) and take notes by doing the tasks below.

Task 1: (3:36) The instructor talks about the strategy “Point and Repeat”. This was designed for the paper based test but you can also apply it in the computer test. Instead of pointing with your pencil, you can just point your Mouse at the letters and repeat what you hear. Try it with the examples he gives for questions 1-5.

Question 1:

- A
- B
- C

Question 2:

- A
- B
- C

Question 3:

- A
- B
- C

Question 4:

- A
- B
- C

Question 5:

- A
- B
- C

Task 2: (8:30) In this part the instructor describes some of the tricks that the test designers use to distract you. Summarize the different tricks that he describes in your own words.

- ...
- ...
- ...

Task 3: (17:40) In this part of the video the instructor summarizes some of his final thoughts. Which of these thoughts do you find to be the most useful for you? Why?

- ...

Part 5 Mini-Test: Language Analysis

Take a moment to review your answers for questions 2, 4, 10, 14 and 15 in the mini-test. Analyze the sentence and answer choices. What is the part of speech (POS) of the missing word? What is the part of speech of the answer choices? If you are not sure, you can guess, or look on Google for help.

2. A local steel manufacturing _____ has purchased the riverfront lot in order to increase its production capacity.

- a) facilitate - POS: ...
- b) facilitating - POS: Verbo
- **c) facility** - POS: Noun
- d) facilitation - POS:

4. This exciting new product is _____ of the new software applications that our developers are working on.

- a) represents - POS: verbo
- b) representative - POS: Noun
- **c) representing** - POS: verbo
- d) representation - POS: Noun

10. Both financial advisors recommend investing in pharmaceutical companies, although Paul Laurienen is suggesting a wider _____ of stocks.

- a) select - POS: Verb
- b) selected - POS: Adjective
- c) selection - POS: Noun
- d) selective - POS: Noun

14. Most of our visitors find the information they need here in the main office, though we do _____ receive requests for records that are housed off-site.

- a) period - POS: Noun
- b) periodical - POS: Noun
- c) periodically - POS: Adverb
- d) periodic - POS: Adjective

15. Many analysts attribute Kramar Industries' _____ success to its state-of-the-art research department.

- a) phenomenon - POS: Noun
- b) phenomena - POS: Noun
- c) phenomenally - POS: adverb
- d) phenomenal - POS: Adjective

Week 7 - Analyzing New Question Formats in Part 3

You already took the Part 3 Mini Test. This Mini Test is based on the new format of the TOEIC exam and it has some new item types. Let's take a moment to get to know them better. [CLICK HERE](#) to access the video with the transcripts. You will need it to complete the following tasks:

- Conversations with 3 speakers - In this Mini test you heard two conversations involving 3 speakers. Listen to them again now (Start video at 7:22 and 10:46)
Then answer these questions:

- What are my thoughts about this kind of conversation? Are they any more difficult than conversations between 2 people? What strategies can I use to differentiate the 3 speakers?

It is more difficult because must be concentrated in any specific details , when they are talking .

Most of time one person is giving a service like waitress , and the other it can be a customers.

Focus on any specific details and the concentration help to understand the conversation.

I always read the questions and some clues words in the answers during the explanation.

And then I try to listen the conversation and imagine that I am in that places. It help me sometimes.

But if the conversation talk about time , I got lost because for me it's difficult to remember numbers or times.

- Questions about graphics - In this Mini Test you heard two conversations that made reference to a graphic. Listen to them again now (Start video at 11:53 and 13:00). Then answer these questions:
 - What are my thoughts about this item type? What strategies can I use to keep track of the audio and graphic without getting lost or distracted?
I feel apprehensive because the graphic is a distractor for me . I just try to focus in the conversation and analyze the questions carefully.
- Questions about speaker's intent - In this Mini Test you answered 3 questions about the speaker's intent. Skip through the video to find questions 47, 55, and 60. Then answer these questions:
 - What are my thoughts about this item type? Why do I think the creators of the TOEIC decided to include this new type of question in the exam?
 - To distract people who are taking the TOEIC because it's difficult to listen and analyze the graphic at the same time .

Week 8 - Part 3 - You Are the Test Designer

Instructions: Look at the conversation transcript below. Imagine you are the test designer and write three questions about the conversation. Remember that we studied different [question types](#) in class today. Write at least one main idea question and two detail questions. Be sure to include four answer choices. Only one answer choice should be correct.

[50–52]

M Good evening. I wonder if you can give me some assistance.

W I'll do my best, sir. What do you require help with?

M I received this shirt as a birthday present yesterday, but it's not really my style. Would it be possible to exchange it for something else?

W You didn't take it out of the original plastic wrapping, right?

M Yeah, that's correct. But because it was a gift, I don't have the receipt. I'm really sorry about that.

W That's perfectly all right. We handle requests like this on occasion. And since I know that the shirt was sold here, I'm permitted to let you exchange it for something else costing the same price or lower.

M That's great news. Can you show me where the men's shirts are, please?

Question 1: Where most likely are the speakers?

- A) In the office
- B) In the party
- C) In the Shopping center
- D) In the clothing store

Question 2: What does the man ask about?

- A) The prize of the gift
- B) To change the shirt style
- C) A present for a birthday
- D) The lower price of the shirt

Question 3: What does the woman suggest?

- A) Bring the receipt
- B) To refund the money
- C) To change the shirt
- D) She has to ask to her boss

Week 12 - Analyzing Talks

Instructions: In class today we learned that it is helpful to analyze the talks to identify certain features that will help you gain greater comprehension of them. In this task, you will listen to three talks and analyze them to complete the chart below. [CLICK HERE](#) to listen to the three talks.

Talk 1

Who is most likely speaking?	Who is the talk directed to?
The manager of the furniture store	A woman who bought some furnitures
What is the purpose of the talk and where is it probably occurring?	What details could I hear? (dates, times, names, requests, problems, etc)
To ask for a problem about address. Its a telephone conversation .	Call before 5 pm to deliver tomorrow morning

Talk 2

Who is most likely speaking?	Who is the talk directed to?
The presenter	...
What is the purpose of the talk and where is it probably occurring?	What details could I hear? (dates, times, names, requests, problems, etc)
	...

Talk 3

Who is most likely speaking?	Who is the talk directed to?
...	...
What is the purpose of the talk and where is it probably occurring?	What details could I hear? (dates, times, names, requests, problems, etc)
...	...

When you finish analyzing the three talks, you can check the transcripts to see if there are any details you missed. [CLICK HERE](#) to access the transcript document.

Week 13 - Making Inferences

Instructions: Some questions in Parts 3 and 4 ask to make inferences. An inference is a logical conclusion about something that is not directly stated but is supported by evidence. For example, if someone says "Hey, close the window! My desk is getting wet!" you can make a logical inference about the weather outside. It's probably raining. [CLICK HERE](#) to access a YouTube video and complete the tasks in the chart below.

Audio 1: Play the video and listen to the first audio, pause the video and complete the information. When you finish, continue the audio to hear it again and add more details to the chart below.

Inference: What is Warren doing?	Inference: Why did he get angry?
Other information: What other details did you hear?	

Now, play the video to hear the audio and read the transcript at the same time. Answer the same inference questions and add evidence from the transcripts that support your ideas.

Inference: What is Warren doing?	Inference: Why did he get angry?

Audio 2: Continue the video and listen to the second audio, pause the video and complete the information. When you finish, continue the audio to hear it again and add more details to the chart below.

Inference: What does Mr. Johnson do for a living?	Inference: Why is Mr. Johnson angry?	Inference: Why does he go to church at the end?
Other information: What other details did you hear?		

Now, play the video to hear the audio and read the transcript at the same time. Answer the same inference questions and add evidence from the transcripts that support your ideas.

Inference: What does Mr. Johnson do for a living?	Inference: Why is Mr. Johnson angry?	Inference: Why does he go to church at the end?

Audio 3: Continue the video and listen to the third audio, pause the video and complete the information. When you finish, continue the audio to hear it again and add more details to the chart below.

Inference: What happened to Pablo?	Inference: Why did he wash the bike as soon as he got home?	Inference: Why does he tell his mother the story about the dog?
Other information: What other details did you hear?		

Now, play the video to hear the audio and read the transcript at the same time. Answer the same inference questions and add evidence from the transcripts that support your ideas.

Inference: What happened to Pablo?	Inference: Why did he wash the bike as soon as he got home?	Inference: Why does he tell his mother the story about the dog?