

Tactic #1: Predict possible statements before you listen

Most statements are about:

- a) The activity, e.g. *The man is writing an email.*
- b) The general situation, e.g. *The meal is ready.*
- c) Spatial relationships, e.g. *next to, near, across from. etc.*

Exercise 1:

Now practice what you have learnt at the actual test speed with questions 1 – 2.



Tactic #2: Listen carefully to check that the verb relates to the picture

Many of the incorrect answer choices in this section feature an inappropriate verb for the situation (e.g. using the present continuous or present simple tense). This section will concentrate on identifying the sentence with the verb that best describes what is seen in the picture.

Exercise 2:

Now practice what you have learnt at the actual test speed with questions 1 – 2.

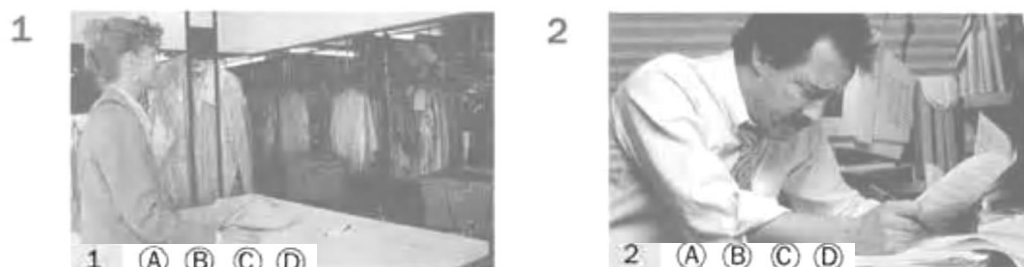


Tactic #3: Listen for wrong main subject, verb and object

Some distractors use correct key words, and incorrect ones. If you hear an incorrect one you can immediately ignore that answer choice.

Exercise 3:

Now practice what you have learnt at the actual test speed with questions 1 – 2.

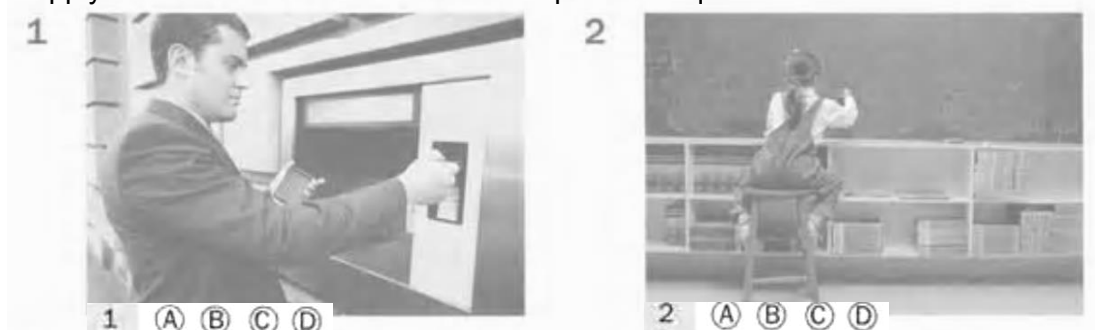


**Tactic #4:** Listen carefully for wrong prepositions and similar sounds.

- Some questions in this section test your understanding of position and direction. Being familiar with the words used to describe where things are and where they are going will help you score well on this part of the test.
- If you hear a word that sounds similar to a word you can see or imagine in the picture, it may be a distractor.

Exercise 4:

Now apply the Test tactics at the actual test speed with questions 1 – 2.



## LISTENING TEST: PART 2

## QUESTION-RESPONSE

**Tactic #1:** Focus on meaning in Wh-questions and avoid common distractors

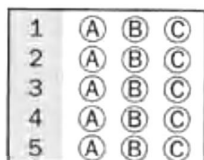
Think carefully about what the question is actually asking for (time, location, direction, duration, etc.) Some answers may closely relate to the topic in the question, but not answer it directly.

Read the information in the box carefully. It shows examples of the ways in which the choices on the test may be incorrect.

A. Same word – unrelated meaning. If you hear the same word in the question and the answer choices, be careful! It could be a distractor.	Q. Has the <u>sale</u> improved profits? A. Yes, it is for <u>sale</u> .
B. Related subject – doesn't answer the question. The test may use words that relate to one of the key words in the question, but don't actually answer the question.	Q. Where can I buy a <u>cheap</u> air conditioner? A. I agree that it's very <u>cheap</u> .
C. Similar sound – different/unrelated word. Sometimes the incorrect choices use words that sound similar to the ones in the recording.	Q. Have you met the new <u>staff</u> ? A. No, it's not the same <u>stuff</u> .

Exercise 1:

Now practice what you have learnt at the actual test speed with questions 1 – 5.



**Tactic #2:** Look out for same or similar-sounding words

Exercise 2A:

Look at the following questions and responses. Mark the correct response and circle any SAME or SIMILAR-SOUNDING words used in the distractors.

- Are you going to the party tonight?
  - Yes, it's tonight.
  - No, he's departing tomorrow.
  - I haven't decided yet.

2. Have you handed in the report yet?
  - (A) I've already reported it.
  - (B) I put it on her desk yesterday.
  - (C) I thought it was very handy.

Exercise 2B:

Now practice what you have learnt at the actual test speed with questions 1 – 5.

1	(A)	(B)	(C)
2	(A)	(B)	(C)
3	(A)	(B)	(C)
4	(A)	(B)	(C)
5	(A)	(B)	(C)

**Tactic #3:** Identify correct/incorrect offer, request and opinion answers.

Social Interaction, Including offers, requests and opinions, is a common feature of Part 2. Be aware of the language commonly used in these situations.

Study the examples below.

Offers	A: Would you like me to call you a taxi? B: No, It's not far. Thanks.
Requests	A: Can I reserve a table for 8:00? B: Sorry, we are fully booked for this evening.
Opinions	A: What do you think about the changes to the retirement plan? B: I'm sure a lot of people will be upset.

Exercise 3A:

For the question below, choose the correct answer.

1. Is there anything I can do to help with the project?
  - (A) Yes, they finished the project.
  - (B) No. that's fine. It's already taken care of.
  - (C) We could have done it last week.
2. Do you have a calculator I could borrow?
  - (A) Yes, I will call you later.
  - (B) I remember you borrowed it last week.
  - (C) Sorry. I left mine at home.

Exercise 3B:

Now practice what you have learnt at the actual test speed with questions 1 – 5.

1	(A)	(B)	(C)
2	(A)	(B)	(C)
3	(A)	(B)	(C)
4	(A)	(B)	(C)
5	(A)	(B)	(C)

## LISTENING TEST: PART 3

## CONVERSATIONS

**Tactic #1:** Be aware of same word distractors

Part 3 sometimes uses the same words in the recording and answer choices but with a different meaning. If you hear the same words in a conversation answer choice, be careful it may not mean that this is correct.

Now quickly skim the tapescript below and study the sample questions. Find out how the correct answers (underlined>) are paraphrased.

### Tapescript

Man A: Hey, Taylor. How did the Human Resources meeting go? I couldn't make it because I was on a visit to the Anaheim office.

Man B: Oh, hi George. You're lucky you missed it. There was a disagreement between Mr. Stubbs and the New York team over employee numbers.

Man A: Really? What was the problem?

Man B: Mr. Stubbs wants to drastically cut back on the sales staff on the East Coast. Jameson and the New York team were strongly in favor of increasing staff to increase sales.

1. Why didn't George attend the meeting?
  - (A) He was in the Human Resources section.
  - (B) He doesn't get along with Mr. Stubbs.
  - (C) He had to go to Anaheim.
  - (D) He was in New York.
2. What was the meeting about?
  - (A) A recent disagreement with employees.
  - (B) A proposed trip to the East Coast.
  - (C) Natural resources in the area.
  - (D) Changes in the number of workers.

### Exercise 1:

Now practice what you have learnt at the actual test speed with questions 1 – 6.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. How long has the man been at his current job?           <ol style="list-style-type: none"> <li>(A) One year</li> <li>(B) Two years</li> <li>(C) Six years</li> <li>(D) Seven years</li> </ol> </li> <li>2. What are the man's future plans?           <ol style="list-style-type: none"> <li>(A) To continue his education</li> <li>(B) To open his own business</li> <li>(C) To move to a new city</li> <li>(D) To change careers</li> </ol> </li> <li>3. What does the man say about the company?           <ol style="list-style-type: none"> <li>(A) He has learned a lot while working there.</li> <li>(B) He plans to continue working there.</li> <li>(C) He wants to work for the company in a different city.</li> <li>(D) He hopes to become a manager in the company.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>4. Where are the speakers?           <ol style="list-style-type: none"> <li>(A) At a bus stop</li> <li>(B) At an auto repair shop</li> <li>(C) At a taxi stand</li> <li>(D) At a parking garage</li> </ol> </li> <li>5. What is the man concerned about?           <ol style="list-style-type: none"> <li>(A) The way to get home</li> <li>(B) The traffic on the road</li> <li>(C) The cost of transportation</li> <li>(D) The time to fix the problem</li> </ol> </li> <li>6. What does the woman suggest?           <ol style="list-style-type: none"> <li>(A) Going to another shop</li> <li>(B) Using a taxi</li> <li>(C) Waiting a few hours</li> <li>(D) Buying a new car</li> </ol> </li> </ol> |
|---|--|

1	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)
4	(A)	(B)	(C)	(D)
5	(A)	(B)	(C)	(D)
6	(A)	(B)	(C)	(D)

### Tactic #2: Identify inference markers

Some questions clearly ask you to infer things about the situation. Look for common inference markers like:

<i>What can be</i>	<i>said .....?</i>
	<i>implied .....?</i>
	<i>inferred .....?</i>
	<i>etc.</i>

Here are sample questions.

### Tapescript

- M : Hi, Brenda. It's really pouring today, isn't it? My bus was late because of the weather.  
 W : Oh no. I don't have an umbrella, and I have to walk across town to deliver some documents before lunch.  
 M : Well, you'd better take a taxi. It's supposed to stay like this all day.  
 W : It's not going to be easy to find one today. I really miss living in Arizona on days like this!

- What can be said about the weather?  
 (A) It is raining.  
 (B) It is warmer than Arizona.  
 (C) It has no effect on transportation.  
 (D) It is sunny.
- Where most likely are the speakers?  
 (A) They are in a restaurant.  
 (B) They are waiting at a bus stop.  
 (C) They are at work.  
 (D) They are in a taxi.

### Exercise 2:

Now practice what you have learnt at the actual test speed with questions 1 – 6.

- What has the man heard about Kingston?  
 (A) It is an interesting place.  
 (B) It is very sunny there.  
 (C) It is usually crowded.  
 (D) It has many festivals.
- What does the woman say about her trip?  
 (A) It was relaxing.  
 (B) It was more expensive than she had anticipated.  
 (C) It was exciting.  
 (D) It was different from what she had expected.
- Where was the woman's hotel located?  
 (A) Next to the airport  
 (B) In the carnival area  
 (C) Outside of the town  
 (D) Near the beach
- Where does the conversation probably take place?  
 (A) In a bank  
 (B) In a department store  
 (C) In a restaurant  
 (D) In a doctor's office
- What is the problem?  
 (A) The man misunderstands a sign.  
 (B) A bill has been calculated incorrectly.  
 (C) The man cannot pay the bill.  
 (D) The sale has not started yet.
- Until what time was the offer available?  
 (A) 1:15  
 (B) 1:30  
 (C) 2:00  
 (D) 2:30

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D

**Tactic #3:** Listen for denial/refusal statements and the information that follows them.

Most Part 3 conversations start with a question or request. Listen carefully to what the first speaker says, and to the response, as they may relate to the first question. Study the common words and phrases used for denial and refusal in the following examples.

Questions	Responses
Jane, would you like to join us for drinks tonight?	I'd love to, <u>but</u> I'm afraid I have to pick up my sister.
Could you fix this radio for me?	I'm afraid we can <u>only</u> service Tri-sonic units, madam.
We are going skiing this weekend. Can you and Mary come along?	I <u>don't think we'll be able to</u> make it. My brother's family is coming on Saturday.
Are we still having the sales meeting after lunch?	We <u>can</u> , <u>but</u> I would prefer to put it off till tomorrow. I have a lot of other work.

Is it OK to keep a cat in this building?	<u>No</u> , I m sure they wouldn't allow it. The building owner doesn't like animals.
Do you accept personal checks?	<u>We used to</u> , but we stopped doing it last year.

### Exercise 3:

Now practice what you have learnt at the actual test speed with questions 1 – 6.

- What does the woman ask the man to do?
  - Meet with a customer
  - Give her a ride
  - Pick up a client
  - Help her move
- At about what time does the woman need help?
  - At 8:30
  - At 9:00
  - At 10:00
  - At 11:00
- What does the man plan to do tomorrow?
  - Meet a friend for breakfast
  - Drive to the airport
  - Keep an appointment
  - Arrive at work early
- What does the woman want?
  - Transportation to the airport
  - An opinion of an airline
  - Accommodation in New York
  - A recommendation for a restaurant
- What does the man say about his experience?
  - He was disappointed in the food.
  - He enjoyed the extra services.
  - The seating was uncomfortable.
  - The price was reasonable.
- What did the man especially like?
  - The quick service
  - The clean room
  - The wide aisles
  - The tasty meals

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D

## LISTENING TEST: PART 4

## TALKS

**Tactic #1:** Be familiar with different kinds of Wh-questions.

Wh-questions, especially What questions, are very common in the TOEIC test. Sometimes they ask for an overview or the main idea of the talk. Other times they ask for specific information. Study these examples.

### Tapescript

The Kiyai judo club has been offering lessons to children and adults in the Southill area for the last ten years. We offer a wide range of classes from complete beginners up to advanced level, and ages from 6 up to 66. We are also proud to boast two junior regional champions and one national runner up. Our coaching staff are all certified members of the National Judo Association, and our head Instructor, Daniel Kanemoto, is a former two-time national champion. Whether you want to improve your techniques, learn some basic self-defense, or just work out to improve your overall fitness, we have something to suit you. Call 555 5203 for more details.

- What is the aim of this announcement?
  - To describe Daniel Kanemoto
  - To advertise a club
  - To boast about achievements
  - To improve people's fitness
- How old are the youngest members?
  - 2
  - 6
  - 10
  - 66

**Tactic #2:** Be familiar with re-statements

The correct answer choice often uses different words from what you will hear  
Be aware of this and listen for meaning, not just the key words.

Look at the three questions with just the correct answer choice. See how the words used in the answer choices and those in the script differ.

Tapescript

Our final speaker today was also our guest presenter at last year's conference. Dr. Harel Abrahams is perhaps best known for his best-selling work Meeting Business Challenges, but his area of expertise extends far beyond the topics dealt with in that book.

A graduate of Yale University, with three graduate degrees to his name, he is the current chair of Economics at McGuire University, and we are delighted that he has agreed to speak to us once more. As well as today's lecture, Dr. Abrahams has kindly agreed to join tomorrow's round-table discussion, which I am sure you will all be keen to attend.

So, without further ado, to speak on Small Companies and Macro Economics, let me present Dr. Harel Abrahams.

1. Where is the announcement made?  
(A) At an annual convention.
2. Which of the following is NOT true about Dr. Abrahams?  
(B) He has fewer than three qualifications.
3. What will Dr. Abrahams do tomorrow?  
(C) Take part in a seminar.

Tactic #3: Becoming familiar with re-statements involving "how" and "why" questions  
The correct answer to a 'how' or 'why' question is sometimes a restatement of the wording in the recording. Listen for words with a similar meaning to one of the answer choices.

Study the following sample questions.

Tapescript

The conference organizers would like to remind attendees that identification tags must be worn at all times, in order to gain entry to the lecture halls. The presentations will be starting shortly, but before that, there are a couple of other announcements to make. Firstly I would like to remind all conference guests to read the presentation timetable, which includes the names of all the presenters. Secondly, I have to ask all guests to ensure their mobile telephones are on silent mode, so as not to disturb any presentations. OK. That's enough of me, I'll hand you over to your first presenter.

- |   |  |
|---|--|
| 1. Why must attendees wear their identification tags? | (A) By looking at the schedule they were given earlier |
| (A) So that people can see their names                | (B) By checking with the conference organizers         |
| (B) To get into the presentations                     | (C) By checking the information on their telephones    |
| (C) Because presentations are starting shortly        |  |
| 2. How can attendees find out about the presenters?   |  |

Now practice what you have learnt at the actual test speed with questions 1 – 9.

1. When did Orgola Valley experience strong winds?  
 (A) Last week  
 (B) Yesterday  
 (C) Last night  
 (D) Today
2. What will happen tomorrow?  
 (A) Temperatures will drop.  
 (B) There will be heavy rain.  
 (C) There will be strong winds.  
 (D) Snow will fall.
3. According to the report, how could a listener get more weather information?  
 (A) By calling a special telephone number  
 (B) By going to a Web site  
 (C) By listening to the weather channel  
 (D) By reading the weather reports in the newspaper
4. What does Elvira Kaur do?  
 (A) She is a fashion designer.  
 (B) She decorates houses.  
 (C) She is a student.  
 (D) She writes books.
5. What happened to Ms. Kaur in September?  
 (A) She graduated from college.  
 (B) She joined the company.  
 (C) She was promoted.  
 (D) She won an award.
6. What is the topic of Ms. Kaur's talk?  
 (A) Her fashion designs  
 (B) Next year's sales target  
 (C) Her academic background  
 (D) Plans for her group
7. Where is the announcement probably being made?  
 (A) At an airport  
 (B) At a bus stop  
 (C) At a train station  
 (D) At a travel agency
8. Why was there a delay?  
 (A) There was a mechanical problem.  
 (B) There was a power outage.  
 (C) There was a great deal of traffic.  
 (D) There was bad weather.
9. What does the speaker recommend?  
 (A) Buying food and drink before departure  
 (B) Finding a different mode of transportation  
 (C) Reserving a seat  
 (D) Delaying the trip

1	(A)	(B)	(C)	(D)	6	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)	7	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)	8	(A)	(B)	(C)	(D)
4	(A)	(B)	(C)	(D)	9	(A)	(B)	(C)	(D)
5	(A)	(B)	(C)	(D)					



## GRAMMAR REVIEW

### INCOMPLETE SENTENCES

### ADVERB OF FREQUENCY

Adverbs of frequency can be divided into two groups:

- (1) those with the idea of definite frequency, such as every day, twice a week, etc.
- (2) those with the idea of indefinite frequency, such as always, rarely, never, etc.

#### PATTERNS TO REMEMBER

- Definite frequency adverbs usually go at the beginning or end of the sentence or clause.  
**INCORRECT** [The manager checks *every day* the production levels.]  
**CORRECT** The manager checks the production levels *every day*.
- Indefinite frequency adverbs come after the verb *be*.  
**INCORRECT** [He usually *is* very friendly.]  
**CORRECT** He *is* usually very friendly.
- Indefinite frequency adverbs precede all other verbs, or, if the verb is preceded by an auxiliary, they go after the first auxiliary.  
**INCORRECT** [This flight leaves *always* on time.]  
**CORRECT** This flight *always* leaves on time.  
**INCORRECT** [I would have *never* said that to her.]  
**CORRECT** I would *never* have said that to her.
- Beware of the subtle differences in the meanings of the various adverbs.  
**INCORRECT** [There is *yet* time to correct that error.]  
**CORRECT** There is *still* time to correct that error.
- Certain indefinite frequency adverbs can go at the beginning or end of a sentence or clause. These include: *frequently, generally, occasionally, often, sometimes, and usually*.  
**INCORRECT** [*Always* I eat lunch in the office.]  
**CORRECT** *Usually* I eat lunch in the office.

Exercise 1:

Select the one answer that is appropriate in the context.

1. Ms. Buta is \_\_\_\_\_ an accountant. (A) (B) (C) (D)  
(A) ever (C) yet  
(B) already (D) often
2. Mr. Thomas \_\_\_\_\_ in his calculations. (A) (B) (C) (D)  
(A) seldom has erred (C) has seldom erred  
(B) has erred seldomly (D) has seldomly erred

3. Production levels have \_\_\_\_\_ been this high before. (A) (B) (C) (D)
- (A) still (C) yet  
(B) never (D) every month

## INCOMPLETE SENTENCES

## CONJUNCTIONS

A conjunction is used to link words, phrases, or clauses. Two types of conjunctions are coordinate conjunctions (and, or, nor, but, etc.) and subordinate conjunctions (although, since, because, when, before, etc.).

### PATTERNS TO REMEMBER

- Coordinate conjunctions may link similar ideas (*and, not only...but also*), opposite or contradictory ideas (*but*), or choices (*either...or, neither...nor*). Pay attention to the meaning of the conjunction.

**INCORRECT** [It is efficient *or* maintenance-free.]

**CORRECT** It is efficient *and* maintenance-free.

**INCORRECT** [We can take *either* a morning flight *but* an early afternoon flight.]

**CORRECT** We can take *either* a morning flight *or* an early afternoon flight.

- Subordinate conjunctions show different kinds of relationships between two clauses. They may show cause and effect (*because, so, as, since*), time (*when, while, after, before, until, as soon as*), condition (*if, unless*), or a contradiction (*even though, although*). Again, pay attention to the meaning of the subordinate conjunction.

**INCORRECT** [The machine shut off *even though* the power went off.]

**CORRECT** The machine shut off *when* the power went off.

**INCORRECT** [I couldn't call them *until* I don't know their phone number.]

**CORRECT** I couldn't call them *because* I don't know their phone number.

Exercise 2:

Select the one answer that is appropriate in the context.

1. \_\_\_\_\_ she possesses such business acumen, she was able to regain control of the company. (A) (B) (C) (D)
- (A) Despite (C) Because  
(B) Even though (D) For
2. For a more effective ad campaign, we need both a new product \_\_\_\_\_ a new director. (A) (B) (C) (D)
- (A) or (C) and  
(B) either (D) so

Prepositions link their objects to the other structures within the sentence. They are used to show placement, time, direction, cause, and location. They can be used alone or in two- or three-word combinations. Unfortunately, prepositions are often used idiomatically and often ignore rules. Therefore, their use must be memorized. There are, however, a few rules that will help you.

#### PATTERNS TO REMEMBER

- *At* is used for a specific time.  
**INCORRECT** [We will convene *to* 10 A.M.]  
**CORRECT** We will convene *at* 10 A.M.
- *On* is used for a specific day.  
**INCORRECT** [The deadline is *at* Friday.]  
**CORRECT** The deadline is *on* Friday.
- *In* is used for a specific city.  
**INCORRECT** [She was born *at* San Francisco.]  
**CORRECT** She was born *in* San Francisco.
- *On* is used for a specific date.  
**INCORRECT** [The contract was signed *in* September 5<sup>th</sup>.]  
**CORRECT** The contract was signed *on* September 5<sup>th</sup>.

#### Exercise 3:




Select the one answer that is appropriate in the context.

1. \_\_\_\_\_ all the applicants, Ms. Stern has the most experience. (A) (B) (C) (D)  
 (A) From (C) Of  
 (B) By (D) To
2. Inspection will be \_\_\_\_\_ Monday at 9 A.M. (A) (B) (C) (D)  
 (A) at (C) to  
 (B) for (D) on

Transition words are used to join two (or more) independent clauses or sentences. When connecting two clauses, they may be preceded by a semicolon. Note: Only and else are usually preceded by a comma, not a semicolon. Common transition words are:

<i>accordingly</i>	<i>furthermore</i>	<i>nevertheless</i>
<i>besides</i>	<i>however</i>	<i>for example</i>
<i>consequently</i>	<i>moreover</i>	<i>meanwhile</i>
<i>then</i>	<i>as a result</i>	<i>on the whole</i>
<i>hence</i>	<i>to this end</i>	<i>for this purpose</i>

It is very important to choose the correct transition word in order not to confuse the intended meaning.

PATTERNS TO REMEMBER	
 <i>Therefore, thus, so, accordingly, hence, and consequently</i> are used to show a cause-and-effect relationship between two clauses.	
<b>INCORRECT</b>	[She produces the most; <i>nevertheless</i> , she will be promoted.]
<b>CORRECT</b>	She produces the most; <i>consequently</i> , she will be promoted.
 <i>However</i> and <i>nevertheless</i> are used to show something that contradicts a main clause.	
<b>INCORRECT</b>	[He would have been a good representative; <i>so</i> he does not speak their language.]
<b>CORRECT</b>	He would have been a good representative; <i>however</i> , he does not speak their language.
 <i>Also, in addition, moreover, and furthermore</i> are used to show that something is added to the idea of a main clause.	
<b>INCORRECT</b>	[There will be a memo on the subject; <i>however</i> , there will be an announcement.]
<b>CORRECT</b>	There will be a memo on the subject; <i>in addition</i> , there will be an announcement.

Exercise 4:

Select the one answer that is appropriate in the context.

1. Cable TV revolutionized communications; \_\_\_\_\_, the very existence of that service is now threatened by satellites. (A) (B) (C) (D)  
(A) consequently (C) for example  
(B) moreover (D) nevertheless
2. Hospitals are competing for a shrinking market share; \_\_\_\_\_, they are attempting to discover the most cost-effective and highest quality care. (A) (B) (C) (D)  
(A) therefore (C) also  
(B) besides (D) furthermore

Causative verbs show that someone or something made a certain action happen. The most common causative verbs are *get*, *make*, and *have*. Verbs like *order*, *cause*, *force*, and *want* can also be causative verbs. They are all followed by noun clauses.

#### PATTERNS TO REMEMBER

- If the direct object of the causative verbs *make*, *have*, and *let* performed, performs, or will perform the action, the simple (base) form of a verb is used.
 

<b>INCORRECT</b>	[He <i>had</i> the secretary <i>signed</i> for the package.]
<b>CORRECT</b>	He <i>had</i> the secretary <i>sign</i> for the package.
- If the direct object of other causative verbs (such as *get*, *want*, *order*, *cause*, etc.) performed, performs, or will perform the action, *to* plus the simple (base) form of a verb is used.
 

<b>INCORRECT</b>	[He ordered everyone <i>leave</i> the room.]
<b>CORRECT</b>	He ordered everyone <i>to leave</i> the room.
- If the direct object of the causative verb received, receives, or will receive the action, the past participle form of a verb is used.
 

<b>INCORRECT</b>	[We will want the invoices <i>will be returned</i> at once.]
<b>CORRECT</b>	We will want the invoices <i>returned</i> at once.

#### Exercise 5:

Select the one answer that is appropriate in the context.

1. In the future, the company will not let its employees \_\_\_\_\_ overtime. (A) (B) (C) (D)
 

(A) to work	(C) worked
(B) be working	(D) work
2. The sudden recession made the partnership \_\_\_\_\_. (A) (B) (C) (D)
 

(A) fail	(C) failed
(B) to fail	(D) to be failed
3. The firm wants its product \_\_\_\_\_ safely. (A) (B) (C) (D)
 

(A) package	(C) packaged
(B) be packaged	(D) packaging

Conditional sentences contain two distinct parts: the if-clause (condition) and result. In both of these parts, the verb forms change according to the time of the action(s). This structure is used for real and unreal (contrary-to-fact) statements in the present or past tenses.

### PATTERNS TO REMEMBER

- For a real condition in the future, the verb in the *if*-clause is usually in the simple present tense, while the verb in the result clause is in the future or imperative form.
  - INCORRECT** [If taxes *will go up*, we *will need* to borrow money.]
  - CORRECT** If taxes *go up*, we *will need* to borrow money.
  
- Sometimes the verb in the *if*-clause can have the modal auxiliary *will*. This is because the original meaning of *will* was "want." To say that a person wants or doesn't want to do something, you can use *will* + verb instead of the simple present tense in this clause.
  - CORRECT** If they *don't compromise*, we *should cancel* the negotiations.
  - OPTION** If they *won't compromise*, we *should cancel* the negotiations.
  
- For a real condition in the past, the verb in the *if*-clause is in the past, as is the verb in the result clause.
  - INCORRECT** [If they *were waiting* for a counter offer, they *would be* wise.]
  - CORRECT** If they *were waiting* for a counter offer, they *were* wise.
  
- For an unreal condition in the present, the verb in the *if*-clause is in the past form, while the verb in the result clause is *would* or *could* plus the simple (base) form.
  - INCORRECT** [If elephants *have* wings, they *fly*.]
  - CORRECT** If elephants *had* wings, they *could fly*.
  
- For an unreal condition in the past, the verb in the *if*-clause is in the past perfect tense, while the verb in the result clause is *would have* or *could have* plus the past participle of the verb.
  - INCORRECT** [His choice *would have been* excellent if he *listened* to our advice.]
  - CORRECT** His choice *would have been* excellent if he *had listened* to our advice.
  
- For an unreal condition in the present, the verb *be* in the *if*-clause is usually *were*, but it can also be *was*. Most English speakers prefer to use *were*.
  - PREFERRED** She *would raise* salaries if she *were* the manager.
  - OPTION** She *would raise* salaries if she *was* the manager.

#### Exercise 6:

Select the one answer that is appropriate in the context.

1. If you ignore overhead, you \_\_\_\_\_ your expenses.      (A) (B) (C) (D)
 

(A) underestimating
(C) would underestimate

(B) will underestimate
(D) have underestimated
  
2. If the yield \_\_\_\_\_ up from 9.8 percent, it would have been the highest average yield since 1992.      (A) (B) (C) (D)
 

(A) would go
(C) will go

(B) has gone
(D) had gone

The various verb tenses are formed from the four principal parts of each verb:

PRESENT	PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
<i>walk</i>	<i>walked</i>	<i>walked</i>	<i>walking</i>
<i>do</i>	<i>did</i>	<i>done</i>	<i>doing</i>
<i>speak</i>	<i>spoke</i>	<i>spoken</i>	<i>speaking</i>
<i>come</i>	<i>came</i>	<i>come</i>	<i>coming</i>

To choose the appropriate tense, it is important to look for certain clues in the sentence. These clues can be adverbs (time markers), other verbs in the sentence, or the verbs themselves, which may, by their very nature, be limited to certain tenses.

**PATTERNS TO REMEMBER**

- Certain time markers (*now, tomorrow, since, etc.*) indicate the tense of a verb.

**INCORRECT** [I *deal* with his firm *since* 1988.]

**CORRECT** I *have dealt* with his firm *since* 1988.
- The verb in the main clause of a sentence determines the appropriate tense in the dependent clause.

**INCORRECT** [He *signed* the release before he *will read* it.]

**CORRECT** He *signed* the release before he *read* it.
- Stative verbs (*seem, become, know, understand, be, etc.*) cannot be used in the continuous.

**INCORRECT** [If I'm *understanding* what you mean, I have to agree.]

**CORRECT** If I *understand* what you mean, I have to agree.

Exercise 7:

Select the one answer that is appropriate in the context.

1. The express train often \_\_\_\_\_ on time. (A) (B) (C) (D)

(A) is arriving
(C) has been arriving

(B) arrives
(D) arrive
2. When the shipment \_\_\_\_\_, he will dispatch it to the proper department. (A) (B) (C) (D)

(A) will come in
(C) comes in

(B) is coming in
(D) is going to come in

## INCOMPLETE SENTENCES

## VERBS: TWO-WORD

Two-word verbs are made up of words which are understandable by themselves, but have a different meaning when combined. For example, *turn* means *to rotate*, and *down* means *from a higher to a lower position*. Together they mean *to reject* (as to turn down a proposal) or *to lower* (as to turn down the volume). Since the combinations are not

always predictable, it is necessary to become familiar with and recognize these two-word verbs. A few of the many two-word verbs are illustrated in the following exercises.

Exercise 8:

Select the one answer that is appropriate in the context.

1. If you cannot \_\_\_\_\_ on the phone, try sending an e-mail or a fax. (A) (B) (C) (D)
  - (A) get to
  - (B) get through
  - (C) come by
  - (D) get by
2. During tough negotiations, neither side wants to \_\_\_\_\_. (A) (B) (C) (D)
  - (A) give in
  - (B) get by
  - (C) take hold
  - (D) come on

## INCOMPLETE SENTENCES

## WORD FAMILIES

There are base (or root) words in English from which other words are made. These related words are called word families. Words can be related in noun, verb, adjective, and adverb forms. They are often identified by their suffixes (endings).

### PATTERNS TO REMEMBER

- Noun suffixes include: *-ance, -ancy, -ence, -ency, -ation, -dom, -ism, -ment, -ness, -ship, -or, -ion*.
 

<b>INCORRECT</b>	[We have profited from his <i>employing</i> .]
<b>CORRECT</b>	We have profited from his <i>employment</i> .
- Adjective suffixes include: *-able, -ible, -al, -ful, -ish, -ive*.
 

<b>INCORRECT</b>	[His business is <i>unsuccessfully</i> .]
<b>CORRECT</b>	His business is <i>unsuccessful</i> .
- Adverb suffixes include: *-ly, -word, -wise*.
 

<b>INCORRECT</b>	[The presentation was given <i>profession</i> .]
<b>CORRECT</b>	The presentation was given <i>professionally</i> .
- Verb suffixes include: *-en, -ify, -ize*.
 

<b>INCORRECT</b>	[This client will <i>strength</i> our credibility.]
<b>CORRECT</b>	This client will <i>strengthen</i> our credibility.

Exercise 9:

Select the one answer that is appropriate in the context.

1. She exercised a \_\_\_\_\_ influence on the firm. (A) (B) (C) (D)
  - (A) dominance
  - (B) dominate
  - (C) dominant
  - (D) dominantly
2. The recommendation was \_\_\_\_\_ to the success of the project. (A) (B) (C) (D)
  - (A) criticism
  - (B) critique
  - (C) critic
  - (D) critical



## VOCABULARY REVIEW

### Word Forms

identifying parts of speech (*nouns, verbs, adjectives, adverbs*)

### Words with Similar Meanings

choosing from words that have similar meanings (*option/choice/alternative, etc.*)

### Word Choice

choosing the correct word for the context

### Prepositions

practicing prepositions of time and place (*on Monday, for a week, at home, etc.*)

### Words that Look Alike

choosing from words that look similar

### Conjunctions

using words that join sentences together (*both, although, so, etc.*)

### Phrasal Verbs

checking the meaning of common two-part phrasal verbs (*break down, call for, etc.*)

Exercise 10:

- Mr. Lange was promoted after he \_\_\_\_\_ completed all the training.  
(A) success  
(B) succeeded  
(C) successfully  
(D) successful
- If we cannot \_\_\_\_\_ our expenses, we might have to lay off some staff.  
(A) drop  
(B) decline  
(C) fall  
(D) reduce
- The closing ceremony will be \_\_\_\_\_ in the stadium at 4:00 P.M.  
(A) granted  
(B) raised  
(C) taken  
(D) held
- The photocopier is fairly new, so it should last \_\_\_\_\_ many years to come.  
(A) after  
(B) in  
(C) for  
(D) until

5. Unfortunately, it is ..... impossible to repair your computer without losing some data.  
 (A) commonly  
 (B) practically  
 (C) recently  
 (D) evenly
6. Please do not touch the vase ..... you want to buy it.  
 (A) unless  
 (B) neither  
 (C) because of  
 (D) despite
7. The flight was ..... by bad weather at Denver airport.  
 (A) called for  
 (B) checked into  
 (C) looked out  
 (D) held up
8. There is a spill in aisle four. Can you ..... it, please?  
 (A) come across  
 (B) get by  
 (C) deal with  
 (D) look through

Exercise 11 (Grammar and Vocabulary):

Mrs. Maggie Bertram  
 1025 Francis Street  
 Vancouver  
 British Columbia  
 Canada V6Z 1L4

August 14

Dear Mrs. Bertram:

Our records show that you last ..... us on February 26, earlier this year. Your next dental

5. (A) visit  
 (B) visited  
 (C) have visited  
 (D) were visiting

appointment is now due. Please call 360-925-8144 to make an appointment as soon as possible.

You may be interested to know that we are offering our customers 15% off our teeth whitening ..... . The most important thing you wear is your smile, ..... ask about

6. (A) renewal  
 (B) provision  
 (C) resource  
 (D) service

7. (A) so  
 (B) and  
 (C) but  
 (D) though

our Laser Plus package, and get the smile you deserve! Call us today to take ..... of this great offer.

8. (A) advice  
 (B) advancement  
 (C) advantage  
 (D) advertisement

Patient Support  
 Bannard Associates

## READING COMPREHENSION REVIEW

In the TOEIC test, there are passages on many different topics, covering a variety of types: advertisements, forms, faxes, e-mails, memos, tables and charts, schedules, instructions, notices, news articles, etc.

The following tips help you handle various reading questions in the TOEIC test.

### TIPS

#### Reading for Main Ideas

- Look for topic questions: *What is this article about? What does this letter mainly discuss?*
- Look for purpose questions: *What is the purpose of this e-mail? Why was this memo written?*
- As you read, ask yourself: *What is the passage about? What is the purpose of the passage? Who is the passage written for?*
- Remember, you do not need to read every word in order to understand the main ideas.
- You can often find information about the main idea near the beginning or end of a passage.
- Don't worry about words you do not understand. Keep reading until you reach the end.
- Look for words or phrases that are repeated. They may be important.

### EXAMPLE

**To:** All Faculty  
**From:** The Dean's Office  
**Date:** Monday, October 10

I would like to remind all of you that next Monday is our Founder's Day, and therefore no classes will take place. However, lecturers and other teaching staff must still come in as we will be having a "Skills Improvement Workshop" as part of our faculty development program. Your department heads have organized sessions throughout the day, from nine through five.

This is important, so please be here. I look forward to seeing you all on Monday.

Dr. Fisher, Dean

← read the first sentence

← pick out some key words and phrases

← read the last sentence

1. What does this memo mainly discuss?  
(A) A national holiday  
(B) Class schedules  
(C) Staff training  
(D) Employee attendance
2. What is the main purpose of this memo?  
(A) To announce a new job opening  
(B) To encourage staff to attend a training day  
(C) To emphasize the need for better qualifications  
(D) To ask staff to work longer hours

**TIPS****Reading for Details**

- Look for *Wh-* questions (e.g. questions beginning with *What, When, Why, How*, etc.)
- Before you read, make sure you know what information you need to read for.
- Look for any headings or titles to help you find the part of the passage you need.
- Don't read every word. Focus only on finding the information you need.
- Don't worry about words you do not understand.
- When you find the part you need, read more carefully. Identify any key words or phrases.
- As soon as you have found the information you need, stop reading.

**EXAMPLE**

<b>ARGO Summer Conference</b>		Agenda
Thursday, July 10		
12:15	Lunchtime networking	Look for any key words related to the information you need to find.
1:00	Lecture: The Future of Technology, Dan Swanson (I.T. Director)	
2:00	Panel discussion: Opportunities in Europe	
3:30	Lecture: Strategic Management, Hye Kim (Operations Manager)	
4:30	Coffee break	
4:45	Lecture: Innovation, Hans Peterson (Marketing Director)	When you find the right part of the text, read carefully.
5:45	Panel discussion: Growth in Asia	
6:30	Closing speech, Nigella Coopers (C.E.O.)	
7:00	Farewell Dinner, Function Room 1	

1. When is the Marketing Director's afternoon lecture?  
(A) Immediately after lunch  
(B) Around 4:00 P.M.  
(C) A quarter to five  
(D) After the coffee break
2. What talk is Dan Swanson giving?  
(A) The Future of Technology  
(B) Growth in Asia  
(C) Opportunities in Europe  
(D) Innovation
3. Who is Nigella Coopers?  
(A) Operations Manager  
(B) Marketing Director  
(C) I.T. Director  
(D) Chief Executive Officer

## **TIPS** Making Inferences – Part 7 Reading Comprehension

- Look for questions such as *Which of the following can be inferred from this e-mail? Which of these statements is probably true? What is implied about ...?*
- As you read, think about the meaning “behind” the words. Pay special attention to words and phrases with positive and negative meanings.
- Try to make deductions as you read, and draw conclusions; for example, about the relationship between the two writers, or what might happen next.
- Consider the whole passage before making any inferences.

### **EXAMPLE**

**Date:** March 8  
**To:** sandrabennett@onenet.org  
**From:** sales@uniprint.com  
**Subject:** Order no. 98434

Dear Ms. Bennett:

It is now four weeks since we dispatched your order of 300 color brochures (Ref. no. 98434). We hope you are happy with the quality and the service we have provided. Assuming this is the case, may I please remind you to pay the invoice dated Feb. 7 at the earliest opportunity? This is the third e-mail I have sent regarding this matter. If we do not receive payment from you before Friday, March 12, we will be forced to take further action.

Regards,  
Beatrice Franklin (Accounts Receivable)

a long time

invoice still unpaid

has asked before

losing patience

1. Which of the following can be inferred from this e-mail?  
(A) The brochures are poorly printed.  
(B) Ms. Bennett has been on vacation.  
(C) Payment for the brochures is overdue.  
(D) Uniprint is a local company.
2. How does Ms. Franklin feel about the situation?  
(A) Frustrated  
(B) Relieved  
(C) Optimistic  
(D) Regretful