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Tactics for TOEIC® Listening and Reading Test

Grant Trew



OXFORD

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Introduction

The TOEIC test

The TOEIC (Test of English for International Communication) test is an English language proficiency test for non-native English speakers. More than 5,000 corporations and institutions in over 60 countries use the TOEIC test, with nearly five million people registering to take it each year.

The TOEIC test measures the everyday listening and reading skills of people working in an international workplace environment. The scores indicate how well people can communicate in English with others in business, commerce, and industry. The test does not require specialized knowledge or vocabulary beyond that of a person who uses English in everyday work activities.

The TOEIC Listening and Reading test has recently been redesigned. Some question types remain the same, while some have been replaced with authentic tasks that test a broader range of sub-skills. The score scale and the range of difficulty tested have not changed so scores on both forms of the test are comparable. The redesigned test provides useful information for test takers, allowing them to make informed decisions regarding job recruitment, placement, and further training.

Test format

The material in this book reflects the changes made to the TOEIC Listening and Reading test in 2006. The overall timing and number of test parts and questions remain the same but some significant changes have been made to the individual parts of the test. The table below outlines the major changes in the test.

Listening Comprehension (45 minutes) 100 items

Part	TOEIC	New TOEIC
1	Photographs (20 questions)	Photographs (10 questions)
2	Question-Response (30 questions)	Question-Response (30 questions)
3	Short Conversations (30 questions) 30 conversations with 1 question each	Conversations (30 questions) 10 conversations with 3 questions each
4	Short Talks (20 questions)	Talks (30 questions) 10 talks with 3 questions each

Reading Comprehension (75 minutes) 100 items

Part	TOEIC	New TOEIC
5	Incomplete Sentences (40 questions)	Incomplete Sentences (40 questions)
6	Error Recognition (20 questions)	Text Completion (12 questions)
7	Reading Comprehension (40 questions)	Reading Comprehension (48 questions) <ul style="list-style-type: none"> ● Single passages: 28 questions 7–10 reading texts with 2–5 questions each ● Double passages: 20 questions 4 pairs of reading texts with 5 questions per pair

TOEIC test preparation

Learners who are preparing to take any of the TOEIC test components (Listening and Reading, Speaking, or Writing) generally do best when they are familiar with the test format. A thorough understanding of test directions and task requirements allows the test taker to focus fully on demonstrating his or her language proficiency. Because the TOEIC test is a proficiency test that assesses a wide range of language, test takers who have become familiar with the TOEIC test format should concentrate on improving their overall language skills.

Tactics for TOEIC Listening and Reading Test

About this course

Tactics for TOEIC® Listening and Reading Test is designed specifically to develop the test-taking and language skills that you will need to do well on the Listening and Reading test. It is endorsed by Educational Testing Service (ETS) and contains authentic ETS test questions.

Student's Book

The Student's Book is divided into four cycles of seven units. Each unit covers one part of the test and follows a clear and consistent format. The main sections of each unit and the key test-taking and linguistic skills it develops are listed below:

A Focus (25–40 minutes)

This section provides input on language and test-taking skills that will help you when you take the TOEIC test. It features a number of "Test tips" that provide important information on the conventions of the test and advice on how to approach them. Three activities in this section exemplify and give direct practice of the key points covered:

1. Language building These activities aim to build vocabulary and grammatical knowledge that is relevant to the section and to the test as a whole.

- Improve vocabulary and grammar
- Develop understanding of language in use

2. Test tactic These activities relate directly to one or more of the unit's "Test tips" and give immediate practice and reinforcement of test-taking skills, such as time management and dealing with the listening tasks more efficiently and effectively.

(Note: Part 7 features an additional Test tactic instead of a Language building activity.)

- Learn how to manage your time carefully
- Process information more efficiently

3. Tactic practice These activities focus directly on the Test tactic and/or Language building tasks covered in the unit. They aim to further contextualize and reinforce the tactics introduced in the unit.

Understanding natural English

This feature, which appears just before the mini-tests, focuses on two important challenges learners face in the Listening part of the test. Firstly, it aims to draw attention to one of the main factors that prevents learners from understanding spoken English – the fact that some sounds change or are dropped altogether, and that some words can sound completely different to how they are spelled. These short gap-fill listening activities exemplify and explain these differences. Secondly, the new TOEIC test features speakers from the United States, Canada, Britain and Australia. To help learners become familiar with these accents, each of the sentences in this section will be spoken by speakers from three different countries.

- Become aware of the sound changes that occur in spoken English
- Become familiar with the different native-speaker accents used in the Listening test

B Mini-test (10–20 minutes)

The mini-tests provide practice of each part of the test under timed conditions similar to those on the TOEIC test. They also help to reinforce the language and test-taking skills covered in the unit. Roughly half of the questions will focus on the tactics covered in the unit, while the rest are a random selection of question types appropriate to the test part. The tapescripts and explanatory answers in the Tapescripts and Answer Key booklet allow learners to analyze correct and incorrect answer choices.

- The mini-tests help learners to:
- become more familiar with the test format, instructions and question types
 - practice under test conditions
 - reinforce language skills and test tactics

C Learn by doing/Grammar practice/Vocabulary practice/ Reading in action

In different parts of the course the name and form of this section varies slightly, but the overall purpose is the same – to extend language learning beyond the test context and show how it can be applied in different contexts and/or used in the real world. This makes the language more memorable and gives a broader understanding of how it is actually used. The communicative activities included in this section are often accompanied by "Activity files" at the back of the book which provide additional language and information needed to complete the task.

Learn by doing (20–30 minutes): Listening Parts 1–4

These activities aim to provide further practice which is relevant to the test part and the focus of the unit. They encourage the learner to become more familiar with the language through a variety of communicative oral tasks, including pair conversations, role plays, short presentations, and communicative games.

Grammar/Vocabulary practice (10–15 minutes): Reading Parts 5 and 6

These activities aim to reinforce and recycle the grammar or vocabulary point covered in the unit, including for example, phrasal verbs, adjectives, adverbs, etc.

Reading in action (20–30 minutes): Reading Part 7

These activities aim to reinforce the reading tasks found in Part 7 of the test (dealing with forms, letters, e-mails, etc.). They go a step further by including a task in which the information gained is used to create a response, for example completing a letter or orally checking a schedule, etc.

D Further practice (Homework for Parts 1–4)

These activities provide additional focused practice. They typically involve the learner in writing test questions or texts similar to the ones found in the test, using English-language newspapers, magazines, or their own ideas.

- Develop understanding of language in use
- Build vocabulary and grammar
- Extend reading skills

Word lists and Quizzes

Building an extensive vocabulary is an important way to improve your language skills. To help you accomplish this, the most challenging vocabulary from each unit is listed, defined, and exemplified at the back of the book. These words are organized by unit to allow for easy reference after class; or they may be used to prepare for a lesson. To help learners understand and remember the vocabulary, the word list for each unit includes one or two quizzes for further practice. All the words from the word list are also included in an alphabetical list at the back of the book, for easy access at any time.

TOEIC practice tests

Two complete practice tests are included in the pack. Each test contains authentic ETS test questions, and includes a tapescript and an explanatory key. There is also a score conversion table to allow test takers to get an estimated TOEIC test score.

The practice tests can be used as pre- and post-tests for the course. Alternatively, individual test parts or blocks of questions can be used as additional practice material during the course.

Tapescripts and answer key

Tapescripts and an explanatory answer key for Units 1–28 are provided in a separate booklet.

How to use this book

The text was specifically written to suit a variety of course lengths and styles. Two possible approaches to using the material are suggested below:

Approach 1: Fixed courses

- For fixed courses of 40 to 45 hours in length, go through each cycle, Units 1–7, Units 8–14, Units 15–21, and Units 22–28, in the order presented.
- For courses of less than 30 hours, do the units which focus on the Listening test (Units 1–4, Units 8–11, Units 15–18, Units 22–25) and the units which focus on Reading Part 7 of the test (Units 7, 14, 21, 28) in class, and assign the units which deal with Reading Parts 5 and 6 of the test (Units 5–6, Units 12–13, Units 19–20, Units 26–27) for homework.
- For courses of less than 20 hours, follow the procedure for courses of less than 30 hours, but do only section A (Language building) and section B (Mini-test) of the units assigned for class work.

Approach 2: Short/Flexible courses

For a very short or flexible course of study or if you wish to practice only specific parts of the test, it is recommended that teachers do all the relevant test parts in the first cycle of units before moving on to the next cycle. The reason for this is that the tactics and language focus of the earlier units tend to be more general and are applicable across test parts.

TOEIC test general strategies

This course has been designed to provide you with specific strategies to help you deal with each part of the test. In addition, there are some more general strategies that will help you prepare for and take the test.

Overall test strategies

Plan your time carefully

Make sure you allow enough time to attempt all the questions. Don't spend too much time on any one question. Work quickly and if you do not know the answer to a question, come back to it later.

Don't leave any questions unanswered – make your "best guess"

If you aren't sure of the correct answer, eliminate any answers you think are wrong, then choose the answer that looks best from the remaining choices. Wrong answers are not penalized, and even a blind guess gives you a 25–33% chance of getting the right answer. If you can eliminate even one wrong answer, your chance of success increases significantly.

Don't spend too much time on the instructions for each part of the test

Become familiar with the test format. Knowing what to expect before you take the test will allow you to spend more time on the questions themselves.

Use the order of the questions as a guide

Except for questions dealing with the general situation or the main idea, the answers in the reading or listening test will often be presented in the same order as the questions. This means the answer to the first question may appear early in the passage, the second question will come after that, and so on.

Become aware of the features that can make incorrect answer choices attractive

Being aware of the forms that some incorrect answer choices take can help you choose the right answer.

Listening strategies

Answer the questions as quickly as you can

Mark the answers as soon as you are sure, and then begin to focus on the next questions.

Prepare for the next question

Before each question is played, preview the answer choices or picture, and try to predict as much as you can about what you are going to hear and what you need to listen for. The more you can predict, the easier the task will be. This applies to all listening parts of the test, except for Part 2. (Approaches to

Part 2 are covered in more detail in the relevant units.)

Reading strategies

Check the time regularly

Time management is an important part of doing the reading test and you need to monitor exactly how much time you spend on each section to make sure you don't run out of time. You should spend no more than about 60–90 seconds on each Part 7 question and no more than about 30–45 seconds on each Part 5 and 6 question. This will allow you some time to check your answers at the end.

Read the questions first

In Part 7 move immediately to the questions and focus on what you need to answer.

Answer the easy questions first

You do not have to answer the questions in the order they appear in the test so answer the easy questions first, then come back later and answer the remaining questions (or make your best guess at them).

Study strategies

Build your vocabulary

This is an important factor in doing well on the TOEIC test. To help you build and improve your vocabulary, here are some suggestions:

- keep a vocabulary notebook of all the new words you come across, including the sentence you see them in
- study the word lists in this book and do the quizzes
- read, read, read!

Study outside of class

Making big improvements on the TOEIC test requires you to significantly improve your knowledge of English. To do this in a reasonable amount of time you must be prepared to follow up on your class lessons with additional study at home. At the end of each unit there is a "Further Study" section that gives tips to help you expand and reinforce what you learned in class.

Learn to use English

The TOEIC test measures your ability to understand English as it is used in everyday work and life situations. The more capable and comfortable you are in using natural English, both spoken and written, the better you will do on the TOEIC test. Make an effort to use English to communicate as much as you can and your score will improve much faster than if you just study test items, grammar, and vocabulary.

1

Listening Test

Part 1

Photographs

A

Focus: Using the photo to predict what you will hear

As soon as this section starts, pick out the main theme of the first photograph and start to predict the type of statements you may hear.

Test tip

Focus on nouns and verbs

Most distractors in the TOEIC test Part 1 involve the wrong noun or verb.

Brainstorm nouns and verbs related to the picture before you listen. Focus on them while listening.

1 Language building: Brainstorm vocabulary for the focus

Match the nouns and verbs with pictures 1–3. You can use them more than once.

	Nouns		Verbs
people	briefcase	meal	eat
screen	family	keyboard	hold

1

Nouns	Verbs

2

Nouns	Verbs

3

Nouns	Verbs

Follow up: Add at least two more nouns and verbs to each picture, then compare your lists with a partner.

Test tip

Scan the instructions quickly to make sure you understand what is required.

2 Test tactic: Predict possible statements before you listen

Read the information in the box below. Then using the words from Activity 1, write two sentences about each of the pictures 1–3. Read your sentences to your partner.

Many statements in Part 1 will take one of the following forms.

1. The (man/woman/people/thing) **is / are doing** (something).
e.g. *The man is working on the computer.*
2. The (man/woman/people/thing) **has / is / are** (something/ somewhere).
e.g. *The man has a briefcase.*
The family are at the table.

Test tip

Predict the statement type

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.*)

Tactics checklist

- Brainstorm possible nouns/verbs.
- Predict possible statements.

Understanding natural English

In natural spoken English, sounds are sometimes changed, combined and dropped. Listen to these sentences spoken naturally and write in the missing words.

The discussing something.
The at the table.

Follow up: Listen to the correct answer choice for each picture. After each listening discuss with your partner how close your predictions were.

3 Tactic practice

For each picture 1–4, you will have two minutes to brainstorm vocabulary and predict possible statements about them with your partner.

Then you will hear the correct statement for each picture. After each one, pause the audio and discuss with your partner how close your predictions were.

1



2



3



4



Understanding natural English

B

Mini-test



Now practice what you have learnt at the actual test speed with questions 1–8.



Use any time available to skim the first pictures before the listening starts. After that you will have exactly 5 seconds between each question to mark your answer and focus on the next picture.

unit
1**1****2****3****4****5****6****7****8**

1

5

2

6

3

7

4

8

C

Learn by doing: Writing stories

unit
1

- A** Choose one of the pictures below, brainstorm vocabulary and write a three-sentence story about it. Look at the examples in the box first. Which picture do they describe?

Vocabulary (nouns and verbs)

table	point
computer	discuss
document	sit
presentation	look at

Sentences*They are sitting at the table.**They are looking at the woman.**The woman is pointing at the whiteboard.***1****2****3****4**

- B** Read one of your sentences to your partner. Your partner must guess which picture you chose.

Follow up: Re-write the three sentences you wrote in A above. Change one word (noun or verb) in two of the sentences so that they are wrong. Read the three sentences to a different partner and ask them to choose the correct sentence.

D

Further study

Find an interesting picture and write three sentences about it. Change one word (noun or verb) in two of the sentences to test on your classmates in the next lesson.

Go to word list and quiz page 170.

A

Test tip

Answers in the TOEIC test do not always answer the question directly. Listen for answers with related details or explanations.

Test tip

Often the question and answer will be different tenses.

Don't expect the tense always to be the same, e.g. the answer to a future or present question may explain something in the past.

Test tip

The focus in Part 2 is on meaning.

Listen for key words (nouns/verbs/question words) to help you avoid distractors and find the correct answer choice.

Test tip

Watch out for common distractors.

Being familiar with the ways incorrect answer choices may distract you can help you to make a good choice.

Focus: Thinking about the meaning of factual questions

Think carefully about what the question is actually asking for. Some answers may closely relate to the topic in the question, but not answer it directly.

1 Language building: Focus on meaning in Wh- questions

Match each question 1–3 with two answers from a–f.

- | | |
|---|--|
| 1. What are you doing on Sunday? | a I heard Miller was chosen. |
| 2. Who is going to represent them at the meeting? | b I always go to my brother's house. |
| 3. How did you get to the airport? | c Mary gave me a lift. |
| | d They haven't decided yet. |
| | e Oh, I didn't. My trip was put off until next week. |
| | f Actually, I don't have any plans. |

Follow up: Write two more answers for each question. Read them to your partner and ask them which question 1–3 they are the answer to.

2 Test tactic: Focus on the key words and avoid common distractors**Focus on the key words**

Listen to sentence 1 and write number 1 next to three key words or phrases as you hear them. Compare your words with your partner's, and then make an appropriate answer for the question.

Why? When? rest get company last birthday
How? What? come improve class TOEIC score

Now do the same for the next two sentences.

Avoid common distractors

A 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 sale improved profits?

A. Yes, it is for sale.

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 cheap air conditioner?

A. I agree that it's very cheap.

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 staff?

A. No, it's not the same stuff.

Tactics checklist

Remember:

- Listen for key words and focus on meaning.
- Don't expect the form of the answer to be the same as the question.
- Listen for common distractors.

B Read questions 1–3 and underline the key words. Then read the two incorrect distractors for each question and mark the type A–C from the box on page 13.

1. What did the customer cancel his contract for?
 He says he can sell it quite cheaply.
 (cancel sounds like can sell)
 My customers live in Boston.
2. Why did you buy a new car?
 No, traffic can be terrible in this city.
 Yes, my wife usually drives the car.
3. How are they going to ship the documents?
 Have you seen the notice about the shop?
 I just love ocean cruises.

Follow up: Think of a correct answer choice for each of the questions, and then compare your answers and new sentences with your partner.

3 Tactic practice

You will hear six Part 2 questions. After each question pause the audio. Tell your partner the key words you heard. As soon as the answer choices start, stop speaking, and mark your answer choice.

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



Understanding natural English

In natural spoken English, sounds are sometimes changed, combined and dropped. Listen to these sentences spoken naturally and write in the missing words.

..... leave your last company?

..... get for your last birthday?

B

Mini-test

Now practice what you have learnt at the actual test speed with questions 1–12.



You will have 5 seconds at the end of each item to make your choice. You must then be ready to listen to the next question.

1	(A)	(B)	(C)	7	(A)	(B)	(C)
2	(A)	(B)	(C)	8	(A)	(B)	(C)
3	(A)	(B)	(C)	9	(A)	(B)	(C)
4	(A)	(B)	(C)	10	(A)	(B)	(C)
5	(A)	(B)	(C)	11	(A)	(B)	(C)
6	(A)	(B)	(C)	12	(A)	(B)	(C)

C**Learn by doing: Factual questions**

Role play: Student A use the information below.
 Student B look at Activity file 2 on page 162.

Student A

You just received the following fax from the director of your company. Unfortunately, your fax machine is broken and **some of the words are unclear**.

Task

- Work with your partner and write out the questions you will ask him or her.
- Call him or her up, apologize for the problem and ask the questions to get the information you need.

Fax Message	
Important	
<i>Re: August 14 meeting</i>	
Mr. Carson,	
I am writing to let you know that I will be arriving on (1) Tuesday August 13 . I am flying with United Airlines and my plane is scheduled to land at (2) 01:50 pm . Could you arrange my hotel for me?	
The main purpose of my visit is (3) the problem about Accuron Line of watches. We have had many complaints about water damage. We must discuss (4) hold on to deal with the problem . Please invite (5) Plant Manager and Marketing Director also.	
Barton Donovan.	

Useful language**Opening**

I'm sorry to bother you Mr. Donovan, but I'm afraid we couldn't read your fax properly.

Closing

Thanks very much. That's all the information I need. I will take care of this right away.

D**Further study**

Write down one of the questions you asked Mr. Donovan, and then make up your own answer and two other Part 2 type distractors to test other students in your next lesson.

Go to word list and quiz page 170.

3

Listening Test

Part 3

Conversations

A

Focus: Skimming to predict the context before listening

The questions and answer choices in this part of the test can help you predict what you are going to hear. Using the time available to skim them before listening will help you to identify the key parts of the conversation.

Test tip

Predicting the context of the conversation can make the listening easier

Use the key information in the answer choices to make a rough guess about what you are going to hear.

unit
3**1 Language building: Paraphrasing**

Match the statements 1–4 with those with a similar meaning a–d.

- | | |
|--------------------------------------|---------------------------------|
| 1. You can run it with an AC adapter | a The adapter is missing |
| 2. Look to see if they have the item | b Buy the part |
| 3. The part wasn't included | c Check the parts stock |
| 4. Purchase an adapter | d You can plug it into a socket |
| 5. | e Provide a replacement |
| 6. | f The label is incorrect |
| 7. | g It's an expensive model |

Follow up: Now listen to three more statements, 5–7, and match them with the remaining three phrases with a similar meaning in e–g.

2 Test tactic: Pick out key words to predict the context

A Skim the questions and answer choices and underline key words (10–15 seconds per item). Compare with a partner and discuss what the conversation may be about. Try to predict who and where the speakers are.

- | | |
|---|-----------------------------------|
| 1. What does the <u>woman</u> want to do? | 3. What does the man offer to do? |
| (A) <u>Buy batteries</u> for her <u>CD player</u> | (A) Order the item |
| (B) <u>Purchase an adapter</u> | (B) Check the box label |
| (C) <u>Have a missing part replaced</u> | (C) Give her a new model |
| (D) <u>Check the part</u> is in stock | (D) Include the adapter |
| 2. What does the man tell her? | |
| (A) It doesn't run on batteries. | |
| (B) The label is incorrect. | |
| (C) The adapter isn't included. | |
| (D) She should buy another model. | |

B Focus on the answer choices as you listen. Mark the best answer. Guess if you aren't sure, and then move on to the next question.

- | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
| 1 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 2 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 3 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

Tactics checklist

- Use the time before the listening to predict the context.
- Think of other ways to say the answer choices.
- Answer quickly.

Understanding natural English

In natural spoken English, sounds are sometimes changed, combined and dropped. Listen to these sentences spoken naturally and write in the missing words.

..... visit the Taylorville branch?
..... send these packages?

3 Tactic practice

Now listen to two more conversations. Before each conversation begins, use the time to predict the context with your partner, and think of other ways to say the answer choices.

1. What are the speakers discussing?
(A) The weather in Taylorville
(B) A meeting with clients
(C) The fee for some repairs
(D) A visit to a branch office
 2. What is the problem?
(A) The head office air conditioner is broken.
(B) Bill cannot do the job.
(C) Karl is busy all next week.
(D) The Taylorville office is closed.
 3. What does the man suggest?
(A) Going to the head office on Tuesday
(B) Changing the air conditioning unit
(C) Asking someone else to do the job
(D) Delaying the trip to Taylorville
- | | | | | | | | | | |
|---|-----|-----|-----|-----|---|-----|-----|-----|-----|
| 1 | (A) | (B) | (C) | (D) | 4 | (A) | (B) | (C) | (D) |
| 2 | (A) | (B) | (C) | (D) | 5 | (A) | (B) | (C) | (D) |
| 3 | (A) | (B) | (C) | (D) | 6 | (A) | (B) | (C) | (D) |

4. How does the man feel about their new training program?
(A) It is not as good as the old one.
(B) It is an improvement on their previous one.
(C) It does not have any practical value.
(D) It is full of useful ideas.
5. What did the woman ask the man about?
(A) How many trainees attended
(B) A package she needs
(C) The trainees' practical skills
(D) Comments from the participants
6. What did some trainees criticize?
(A) There were too many ideas.
(B) There was no opportunity for feedback.
(C) The training was too theoretical.
(D) It was hard to say anything in the session.

Understanding natural English

B

Mini-test

Now practice what you have learnt at the actual test speed with questions 1–12.



Use any time available to skim the questions and answer choices before the first listening starts. When you finish answering the questions about one conversation, immediately start previewing the questions for the next conversation.

1. What does the man want the woman to do?
(A) Visit some customers
(B) Send some packages
(C) Attend a meeting
(D) Give him some names
2. What is the man's problem?
(A) He cannot find the post office.
(B) He has to buy a present.
(C) He does not know the woman's address.
(D) He is late for a meeting.
3. What does the woman request?
(A) A list of addresses
(B) The time of a delivery
(C) The location of a meeting
(D) A map of the city
4. What does the woman want?
(A) To share a ride
(B) To go shopping
(C) To borrow Eric's car
(D) To look at new cars

GO ON TO THE NEXT PAGE 

5. What is the woman's problem?
 (A) She has missed the bus.
 (B) Her car is broken.
 (C) She is late for work.
 (D) She does not know the area well.
6. What will the man do?
 (A) Visit the woman's company
 (B) Show the woman to the bus stop
 (C) Repair the woman's car
 (D) Drive the woman to the central office
-
7. What does the man suggest the woman should do?
 (A) Visit the theater
 (B) Move her vehicle
 (C) Lock her car
 (D) Enter the building
8. What does the woman ask?
 (A) Directions to a city park
 (B) Assistance reading a sign
 (C) Information about a theater
 (D) The location of available parking

9. Why was the sign not visible?
 (A) It was around a corner.
 (B) It had fallen over.
 (C) It was hidden by a tree.
 (D) It was behind a van.
10. What is the problem with the man's watch?
 (A) It needs a new battery.
 (B) The glass is broken.
 (C) It does not keep time correctly.
 (D) It is expensive to repair.
11. What will cause a delay?
 (A) There is a problem with the battery.
 (B) A strap must be ordered.
 (C) New watches have not yet arrived.
 (D) The watch must be sent out of town.
12. When will the watch finally be ready?
 (A) On Monday
 (B) On Tuesday
 (C) On Wednesday
 (D) On Thursday

1	(A)	(B)	(C)	(D)	7	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)	8	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)	9	(A)	(B)	(C)	(D)
4	(A)	(B)	(C)	(D)	10	(A)	(B)	(C)	(D)
5	(A)	(B)	(C)	(D)	11	(A)	(B)	(C)	(D)
6	(A)	(B)	(C)	(D)	12	(A)	(B)	(C)	(D)

C**Learn by doing: Requests**

A Complete the two conversations using the words in the box.

I'll do it

Sure

Would you mind

Any time will be fine

Do you think I could

Sure, no problem

Would that be alright

A: mailing these packages for me?

C: borrow your camera? Mine is broken.

B: When do they have to arrive?

D: When do you want it?

A: They need to be delivered by Tuesday at the latest.

C: How about Saturday afternoon?

B: OK, this afternoon.

D: Yeah, of course.

Follow up: Practice the conversations.

- B Make similar conversations with your partner using situations 1–4 below. First, look at the useful expressions in the box and read the *Culture note*.

More common request phrases

Would you mind (helping me with these files)?
 Are you by any chance (driving down to the central office)?
 I wonder if you would mind (moving your car)?

Response phrases

Of course.
 Certainly.
 Sorry, (I'm using it on the weekend).
 I'm afraid I can't (right now).
 Sorry, I'm really busy. Maybe (Bob) could give you a hand.

1. Ask your partner to help you make some copies (you need them for a meeting in one hour).
2. Ask to borrow your partner's calculator (yours is at home).
3. Ask your partner for some help moving some boxes (the courier is going to pick them up in 15 minutes).
4. Ask your partner for a ride home (your car is in the shop).

Culture note

If you don't know the person well, start your request with:

Excuse me ... or

I'm sorry to bother you, but ...

Follow up: With your partner, write down one of the conversations you had. Then write three Part 3 type questions (no answer choices) for your conversation. Join up with another pair, read out the conversation as naturally as possible, and ask them the questions you wrote.

D

Further study

Think of an actual request you made recently, or imagine one you might make, and write the conversation in English. Write three questions (you don't need to make answer choices) to test your classmates in the next lesson.

Go to word list and quiz page 171.

4

Listening Test

Part 4

Talks

A

Focus: Skimming to predict the context before listening

The questions and answer choices in this part of the test can help you predict what you are going to hear. Use the time available to skim through them before listening to help you to identify the key parts of the talk.

Test tip

The TOEIC test often uses different words in the answer choices and the recording.

Before you listen try to imagine other ways the answer choice might be said.

Test tip

Note key words

Picking out the key words from the answer choices will help you to predict what you will hear, and focuses you on what you have to listen for.

unit
4

May I have your attention.

I am sorry to announce that the ferry service to the Fairport Islands will be interrupted (1) due to engine problems.

Ticket holders may get a refund (2) immediately

(3) The shuttle bus back to the train station should be here in about 20 minutes and in the meantime, we will be serving complimentary (4) beverages (5)

- a without delay
- b money returned
- c drinks
- d stopped
- e free

2 Test tactic: Pick key words and predict the context

A Skim the questions and answer choices in 1–3 and underline the key words (10–15 seconds per item). Then compare with a partner and discuss which of the situations A–C you think the talk will be about.

1. Where is this announcement being made?

- (A) At a train station
- (B) At an airport
- (C) At a bus station
- (D) At a coffee shop

2. What is the problem?

- (A) A ticket counter has closed.
- (B) Some construction work has been canceled.
- (C) A bus service has been interrupted.
- (D) Passengers have been refused a refund.

3. What may people wishing to go to Darby do?

- (A) Go directly to Darby by bus
- (B) Cross the Evanston Bridge
- (C) Take the 3:55 bus
- (D) Take a bus to another station and then a train

A A TV news report about road construction

C An announcement about a change in transportation services

B A tourist information report on new travel routes

Test tip

Answer the questions as soon as you hear the answer. Do not wait for the voice to tell you. Answer quickly, then use the 35–40 seconds between conversations to skim the next questions.

Tactics checklist

- Use the time before the listening to predict the context.
- Think of other ways to say the answer choices.
- Answer quickly.

Understanding Natural English

In natural spoken English, sounds are sometimes changed, combined and dropped. Listen to these sentences spoken naturally and write in the missing words. We apologize inconvenience. Check the documents typos.

 **B** Focus on the answer choices in A 1–3 as you listen. Mark the best answer. Guess if you aren't sure, and move on to the next question.

- | | | | | |
|---|-----|-----|-----|-----|
| 1 | (A) | (B) | (C) | (D) |
| 2 | (A) | (B) | (C) | (D) |
| 3 | (A) | (B) | (C) | (D) |

3 Tactic practice

Listen to two more talks. Before each talk begins, with a partner take one minute to predict the context and think of other ways to say the answer choices.

1. What is the main purpose of this announcement?
(A) To discuss the history of Arabella
(B) To outline ways to get to Arabella
(C) To make Arabella sound attractive to visitors
(D) To describe Arabella's local music
2. What was Arabella originally?
(A) A cultural center
(B) A center for sailing events
(C) A resort island
(D) A trading center
3. When is the Caribbean Carnival held?
(A) In mid-October
(B) During the winter holidays
(C) During the March break
(D) At the end of April
4. Why was the meeting called?
(A) To announce a schedule change
(B) To move the deadline
(C) To discuss the image files
(D) To answer any questions
5. When does the project have to be finished?
(A) By tomorrow
(B) By Thursday
(C) In five days
(D) In a week
6. What are Beth and Howard asked to do?
(A) Finalize the image files
(B) Check for typos
(C) Ask questions
(D) Write the address labels

- | | | | | |
|---|-----|-----|-----|-----|
| 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) |

 Understanding natural English

B

Mini-test

Now practice what you have learnt at actual test speed with questions 1–12.



Use any time available to skim the questions and answer choices before the first listening starts. When you finish answering the questions about one talk, immediately start previewing the questions for the next talk.

1. Where is the announcement taking place?
(A) In a college classroom
(B) At a company board meeting
(C) At a computer conference
(D) In a department store
2. What is the main purpose of the announcement?
(A) To summarize sales volumes
(B) To suggest areas for research
(C) To advertise a product
(D) To outline a business plan

GO ON TO THE NEXT PAGE 

3. What is suggested about the EL401 standard desktop computer?
(A) It has become less popular.
(B) It has risen in price.
(C) It is popular with college students.
(D) It is exceptionally reliable.
4. According to the announcement, why should discarded items be put in bags?
(A) To keep city streets clean
(B) To reduce waste collection costs
(C) To make materials safe to handle
(D) To avoid attracting hungry animals
5. On what day are leaves and grass collected?
(A) On Tuesday
(B) On Wednesday
(C) On Thursday
(D) On Friday
6. By what time should bags be placed outside?
(A) By 7:00
(B) By 7:30
(C) By 8:00
(D) By 8:30
7. Who most likely is making this announcement?
(A) An automobile salesperson
(B) A police officer
(C) A weather reporter
(D) An insurance company representative
8. According to the announcement, what should drivers do in poor weather conditions?
(A) Adjust their driving to road conditions
(B) Listen to the weather report
(C) Plan the shortest possible route
(D) Pull into the side of the road
9. When are listeners invited to contact an Auto and Marine agent?
(A) When roads are blocked
(B) When safety tips are unclear
(C) When a vehicle needs maintenance
(D) When a mobile telephone is not working
10. What is the purpose of this announcement?
(A) To announce some important computer improvements
(B) To apologize for some incorrect information
(C) To explain the cause of a computer system failure
(D) To describe how to send company e-mail
11. What has caused a problem?
(A) The installation of computer games
(B) The opening of an infected file
(C) The failure to install company software
(D) The sharing of computer passwords
12. What are computer users reminded to do?
(A) Keep a record of all passwords
(B) Open attachments only from familiar senders
(C) Install a better security system
(D) Purchase new computers

1	(A)	(B)	(C)	(D)	7	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)	8	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)	9	(A)	(B)	(C)	(D)
4	(A)	(B)	(C)	(D)	10	(A)	(B)	(C)	(D)
5	(A)	(B)	(C)	(D)	11	(A)	(B)	(C)	(D)
6	(A)	(B)	(C)	(D)	12	(A)	(B)	(C)	(D)

C**Learn by doing: Announcements**

A Match the beginnings of the sentences 1–4 with the appropriate endings a–d to complete the announcement.

- | | |
|--|--|
| 1. Excuse me everyone, ... | a ... because Mr. Phillips is off with the flu today. |
| 2. I'm afraid that today's class is canceled ... | b ... please speak to Mr. Phillips in his office on Monday. Thank you. |
| 3. The class will be rescheduled ... | c ... could I have your attention, please. |
| 4. If you are unable to attend on that day, ... | d ... for next Wednesday at 2:00. |

B Now practice reading this announcement to your partner.

Follow up: With a partner, take turns to make announcements using the notes below.

Change to meeting room

The room for the sales meeting has been changed.

The new meeting space is room 401.

The meeting start time is 3:15.

Collecting gift money

We are collecting money for Shelley's wedding gift.

Give money to Sam or Helen by Friday.

Also, we would like gift suggestions.

Farewell party

After work there will be a farewell party for Tom.

It will be held at the Nightshift Café.

If you need directions, please get a map from Jim.

Culture note

When giving news to groups of customers it is common to start with:

May I have your attention, please.

If the news is unpleasant, say:

I am sorry to tell you ... or I am afraid I have to announce that

If you are requesting something, say *please*.

Thank the customers at the end.

Thank you for your attention.

D**Further study**

Think of an announcement you have made or an event that would require a similar announcement. Prepare to make this announcement in the next lesson.

Go to word list and quiz page 171.

A

unit
5**Test tip**

First decide what part of speech is needed

Recognizing the part of speech (noun, verb, adjective, etc.) that is needed to fill the blank can help you to choose the correct answer.

Test tip

Find the answer choices of the correct type

Once you know what you are looking for, skim the answer choices to find it. This can help you to eliminate wrong answers.

Grammar note

Use suffixes (word endings) to help identify the part of speech, e.g.
 -ed / -ing / -ful / -le
 (adjective)
 -ly (adverb)
 -ment (noun)

Focus: Identifying the part of speech
 Using your time wisely

Parts of speech (nouns, verbs, etc.) are a commonly tested feature. This unit will help you identify the part of speech you need quickly and efficiently.

1 Language building: Know what you are looking for (main parts of speech)

- A** Read sentences 1–6 and note the part of speech of the word that is missing (noun, verb, adjective or adverb). Compare your ideas with a partner and think of a word that would fit.

1. The guests were amazed by the statues in the garden.
2. Ms. Watkins was pleased with her retirement present.
3. While Jane was at college, she to her sister every week.
4. The project team found it very difficult to hide their over the rejection.
5. The report suggested there was an immediate need to improve cost
6. The delegates seemed to find the presentation very

- B** The complete questions are shown below. Quickly skim the answers to find the part of speech you noted above.

1. The guests were amazed by the statues in the garden.
 - (A) color
 - (B) colorful
 - (C) colors
 - (D) colorfully
2. The rise in steel prices has resulted in a increase in our production costs.
 - (A) considerably
 - (B) consideration
 - (C) considerable
 - (D) considers
3. While Jane was at college, she to her sister every week.
 - (A) writing
 - (B) written
 - (C) write
 - (D) wrote
4. The project team found it very difficult to hide their over the rejection.
 - (A) disappoint
 - (B) disappointing
 - (C) disappointedly
 - (D) disappointment
5. I heard that the board gave our project proposal a very review.
 - (A) favor
 - (B) favorable
 - (C) favoring
 - (D) favorably
6. The delegates seemed to find the presentation very
 - (A) interests
 - (B) interest
 - (C) interesting
 - (D) interestingly

Test tip

Manage your time wisely

Answer the easy questions first, very quickly. After you have answered all the easy ones come back and spend a maximum of 20 seconds each on the rest.

Test tip

Try to predict answers

On the first pass, try to think of possible answers before you look at the answer choices.

Test tip

Don't waste time on questions you don't know

Spending more than 30 seconds on a Part 5 question probably won't help you find the answer. If you don't know the answer, guess and move on.

Tactics checklist

Determine the part of speech that fits the blank.

Look for answer choices with the correct part of speech.

Think of words that might fit before you look at the answer choices.

Use the 2-pass method to answer quickly. If you aren't sure, guess and move on.

2 Test tactic: The 2-pass method

The 2-pass method is a way to help you use your time more effectively. Go through the questions twice. On the first pass, quickly answer the easy questions. On the second pass, go back and spend a bit more time on the more challenging questions. In total, spend no more than about 30 seconds on a question. The exercise below helps you practice the 2-pass method.

First pass: Answer the easy questions – 1:00 minute (maximum 10 seconds per question)

Take one minute to read the six sentences below. Choose the best answer to each one. If you don't know the answer within 10 seconds, move on to the next question.

1. Ms. Jennings suggests we our sales profits by simplifying our distribution system.
(A) to increase
(B) increase
(C) increases
(D) increasing
2. To an outside call, please dial "9", then the number you wish to reach.
(A) ring
(B) telephone
(C) reach
(D) place
3. What time does the courier come the office in the evenings?
(A) with
(B) on
(C) by
(D) for
4. If shipping costs are not fully covered, for delivery will be the responsibility of the recipient.
(A) pay
(B) payment
(C) paid
(D) to pay
5. an emergency, press the red alarm button.
(A) In case of
(B) When
(C) If
(D) Due to
6. The director was very in the quality of his accommodations.
(A) disappointed
(B) disappointment
(C) disappointing
(D) disappoints

Second pass: Answer the challenging questions – maximum 20 seconds per question

Go back and answer the questions you didn't answer on the first pass. If you don't know the answer within 20 seconds, guess and move on. Answer as quickly as possible, but don't leave any questions unanswered.

3 Tactic practice

A Read sentences 1–4, decide the part of speech of the missing word, and think of a word that would fit. Compare your ideas with your partner.

1. It has long been that small downturns in the US economy can have a global impact.
2. The sales clerk charged me twice for the light bulbs I bought.
3. Due to disappointing sales, the money for new computers was unavailable.
4. The city welfare fund collects donations to aid the local ; including underprivileged citizens.

B Choose the correct answer for sentences 1–4 on page 25.

- | | |
|----------------|----------------|
| 1. (A) know | 3. (A) require |
| (B) known | (B) requires |
| (C) knowing | (C) requiring |
| (D) knows | (D) required |
| 2. (A) mistake | 4. (A) needing |
| (B) mistook | (B) needful |
| (C) mistaken | (C) need |
| (D) mistakenly | (D) needy |

B

Mini-test

Now apply what you have learnt at the actual test speed with questions 1–12.



Recommended Time: 6 minutes (or less)

Try using the 2-pass method to help you make the most of the time available. Try to spend no more than about 30 seconds on each item. If you don't know the answer, guess and move on.

1. Young adults who are with their use of credit may find themselves in trouble sooner than they expect.
 (A) careless
 (B) uncaring
 (C) carelessly
 (D) uncared
2. The attorney was warned against trying to the young witness.
 (A) influential
 (B) influence
 (C) influentially
 (D) influencing
3. Inexperienced investors are to enter this new market with caution.
 (A) advice
 (B) advisory
 (C) advised
 (D) advising
4. The journalist refused the federal investigator the names of his sources.
 (A) tell
 (B) told
 (C) telling
 (D) to tell
5. All the components for Hanson scooters are right here in this state.
 (A) to manufacture
 (B) manufactures
 (C) manufacturing
 (D) manufactured
6. The is likely to have serious repercussions in future negotiations.
 (A) incident
 (B) incidence
 (C) incidentally
 (D) incidental
7. Doan Trang was selected to the company at the annual conference.
 (A) represent
 (B) representing
 (C) representative
 (D) representational
8. Customers requesting a refund must be prepared to wait 4–6 weeks for the request to be processed.
 (A) rough
 (B) roughly
 (C) rougher
 (D) roughest

9. The plot of the movie is too ; its conflicts are either forced or simplistic.
- (A) predict
(B) predictable
(C) predicting
(D) predictability
10. Adam Antoniotti is generally considered to be one of the most designers in the fashion industry today.
- (A) impression
(B) impressively
(C) impressive
(D) impressing
11. Mr. Yamada is that the consultant's recommendation will help the situation.
- (A) convince
(B) convinced
(C) conviction
(D) convincing
12. To enter information on the spreadsheet you will a cell by clicking on it and then type your data.
- (A) select
(B) selecting
(C) to select
(D) selection

C**Vocabulary practice**

A Read sentences 1–10 and note the part of speech of the word that is missing. Use the abbreviations: noun (n), verb (v), adjective (adj), adverb (adv).

- The owner of the largest factory in town was a very (adj) member of the town council.
- John's skill in quickly and () solving the problem saved his company thousands of dollars and avoided weeks of lost production.
- The rich businessman made thousands of dollars of () to help medical research each year.
- The salesman made many promises to try to () the manager to purchase his company's product.
- The inspector stared () at the components on the moving belt.
- An () person always sees the good side of any situation.
- The fact that Mary graduated from a famous university was a () advantage when she started job hunting.
- Regular exercise and a good diet can () your health and fitness.
- We hired a motorcycle () to deliver the package by hand.
- Can you () ways in which we can improve the work-life balance in our department?

B Note the part of speech for each of the following words. If you aren't sure, confirm the meaning with a classmate or look in the word list on page 172.

efficiently		intently		improve		suggest		courier	
influential		optimistic		donations		convince		significant	

C Now put each word into the sentence above that it best fits.

Go to word list and quiz page 172.

A

Focus: Using context to choose the correct verb form and meaning

In the TOEIC test you will be asked to distinguish between different verbs as well as different forms of the same verb. This unit will help you to find clues in the questions and choose the correct answer choice.

Test tip**Choose the correct verb form**

Some questions provide four options that feature different tenses of the same verb. Look at the sentence (and the rest of the passage if necessary), then decide what tense is required, and then choose the correct option.

1 Language building: Present/Past tense verb forms**Present tense verb forms**

Read the information about verb forms below. Then complete sentences 1–4 by using the correct present tense form of the verb.

Present simple

base form (*he/she/it + s*)
(Happens regularly or always true)

e.g.

Our summer interns work very hard.
She works in the main office.

Present continuous

am/is/are + verb + ing
(Happening right now and not finished yet)

e.g.

I am waiting to see the doctor.
He is waiting till her birthday to buy the present.

- They often (play) golf with their customers on Saturday.
- I was just informed that the parts (still/sit) on the ship waiting to be unloaded.
- The customer (sign) his name on the insurance form as we speak.
- Mary (work) as a cashier in the bank on Wilkins Street.

Past tense verb forms

Read the information about the verb forms below. Then complete sentences 5–8 by using the correct past tense form of the verb.

Past simple	Past continuous	
An action or actions completed in the past		
(+) base form + ed or irregular past e.g. <i>I installed the software.</i> <i>They brought the package yesterday.</i>	(-) <i>did not + base form</i> e.g. <i>The repair person did not fix the problem.</i>	<i>was/were + base form + -ing</i> (past action that continued for a period of time when another action interrupted it.) e.g. <i>He was driving slowly.</i> <i>They were working in the office when the power went off.</i>

- The workers (stand) around waiting for the manager to arrive for over an hour.
- I (work) in the back when the customer arrived.
- I (drop) Sally off at the bus stop more than an hour ago.
- They (not/go) to the conference.

Follow up: With your partner, compare your answers to questions 1–8, and pick out the word(s) in the sentence that told you what the verb form should be.

2 Test tactic: Use clues to choose the correct word

- A Read the text and decide if the missing verb should be in present or past form. Circle the words of the text that helped you identify the correct tense. Then with a partner guess the words that could go in each blank.

Test tip

Sometimes the sentence may not give enough information to choose the correct answer

In this case look at the rest of the text to find the correct option. These questions can test both grammatical and vocabulary knowledge.

All first-year engineering students (1) the story of Herbert Mansfield when they enter university.	1 <input checked="" type="checkbox"/> Present <input type="checkbox"/> Past
Before his invention of the steam converter in 1903, Herbert (2) as a design engineer for a manufacturing company.	2 <input type="checkbox"/> Present <input type="checkbox"/> Past
He (3) in a small, tidy, very average house outside Billington.	3 <input type="checkbox"/> Present <input type="checkbox"/> Past
He (4) at the National Institute before receiving his degree in engineering.	4 <input type="checkbox"/> Present <input type="checkbox"/> Past
It wasn't until several years later that he (5) the invention that would change the world.	5 <input type="checkbox"/> Present <input type="checkbox"/> Past
Many of the most influential scientists still (6) it to be the greatest breakthrough of the century.	6 <input type="checkbox"/> Present <input type="checkbox"/> Past
Currently the city (7) a monument to this very important individual.	7 <input type="checkbox"/> Present <input type="checkbox"/> Past

- B Complete the text using the verbs in the box. Did you guess correctly?

made believe lived studied is building worked learn

- C Look at the sentences below. Look for clues in the sentences around each blank to help you decide which word is correct.

1. In the winter the mountain trails are icy and dangerous. Travelers are encouraged to move along the marked paths.
(A) rapidly (B) cheerfully (C) carefully (D) perilously
2. The reports weren't distributed the first part of the presentation. They were made available at the end.
(A) after (B) while (C) during (D) until
3. After several hours of discussion the deal was still not signed. The main problem was the Due to the budget, the purchase would need to be postponed.
(A) quality (B) price (C) size (D) weight
4. It wasn't the largest company. It was, , one of the most highly respected in the field.
(A) furthermore (B) therefore (C) additionally (D) however

D *Follow up:* Compare your answers with your partner and explain which words gave you clues to the answers.

Tactics checklist

- Choose the correct verb form.
- If there are no clues in the sentence, look to the rest of the text.

3 Tactic practice

Read the sentences for questions 1–3, decide which tense is needed and think of a word that would fit. Compare your ideas with a partner. Then quickly choose the correct answer.

Questions 1–3 refer to the following letter.

Re: Diesel generator – Order No. B90008

Dear Mr. Johnson,

I am writing to complain about the large diesel generator that we from you.

1. (A) receive
(B) received
(C) are receiving
(D) to receive

Upon unpacking the equipment, we found the width of the mounting brackets to be almost 8 inches longer than we had in our design specifications.

2. (A) noted
(B) informed
(C) talked
(D) spoken

These will have to be replaced immediately as the generator must be installed by the end of the week.

Furthermore, the unit was sent without an instruction manual for the main control unit. Please send this out in the same shipment as the correct mounting bracket.

It is vital that we receive these parts by Tuesday. Late delivery our own installation schedule.

3. (A) affects
(B) affected
(C) will affect
(D) has affected

Yours sincerely,

Thomas Hardings

Thomas Hardings
Director

B

Mini-test

Now apply the *Test tactics* at the actual test speed with questions 1–12.



Recommended Time: 9 minutes (or less)

Try using the 2-pass method to help you make the most of the time available. Try to spend no more than about 30–45 seconds on each item. If you don't know the answer, guess and move on.

Questions 1–3 refer to the following letter.

Mr. Robert Cheung
Sea Dragon Shipping
372 Clementi Ave 2#03–149A
SINGAPORE
120356

March 23

Dear Mr. Cheung,

We have been by one of our clients, Mikra Electronics, Jakarta, of a

1. (A) written
- (B) reported
- (C) informed
- (D) said

possible shipping problem.

Specifically, the SS *Liberty Star*, due to arrive in Jakarta on March 22,

2. (A) failed
- (B) fails
- (C) failing
- (D) fail

to arrive as scheduled.

This vessel was carrying a consignment (B/L 8974) for our client; we would like to know why the vessel has been and when it is expected to arrive.

3. (A) delayed
- (B) replaced
- (C) done
- (D) repaired

A prompt reply would be appreciated in this matter.

Yours sincerely,

Emerson Filho

Emerson Filho

Questions 4–6 refer to the following memo.

Memorandum

To: Alvin Kurosawa, Vancouver Branch Manager

From: Melville Bromwich, Accounting Section

Alvin,

I am just to confirm that my colleague Tom Brooks and I will be

4. (A) write
(B) writing
(C) written
(D) to write

in Vancouver at the end of next week for the annual expenses audit. Could you please ask one of your employees to arrange our accommodation? We are planning to arrive on the 14th and on the 19th.

5. (A) left
(B) leaving
(C) had left
(D) leave

With the changes in deadlines, we are likely to be extremely busy.

So I don't think we will be able to find time to take in a hockey game

6. (A) whereas
(B) therefore
(C) however
(D) moreover

as you had previously suggested.

Thanks in advance for any assistance with the hotels. We are looking forward to seeing you next week.

Yours truly,

Mel

Questions 7–9 refer to the following letter.

Mr. Niels Kirstein
Olaf and Bohr Furnishings
Kristianiagade 19
2100 Copenhagen
Denmark

Dear Mr. Kirstein,

Your delivery of 150 hardwood table and chair sets (order# DH4589)

7. (A) arrives
(B) arrived
(C) will arrive
(D) arrive

this morning, but unfortunately, when we opened them we discovered that there is one leg missing from table.

8. (A) each
(B) all
(C) some
(D) any

Obviously we will need this problem corrected as soon as possible. We would appreciate it if you could the missing 150 legs to our warehouse by this

9. (A) to send
(B) sending
(C) send
(D) have been

Friday, August 16, at the latest.

I look forward to hearing from you in the next day or so.

Yours sincerely,

Alfred Axely

Alfred Axely
Purchasing Director

GO ON TO THE NEXT PAGE 

Questions 10–12 refer to the following letter.

Dr. Barbara Nguyen
Family Medical Group
2825 Quebec St., Ste. 41
Denver, CO 80207

RE: Repair order #2089—P29 micro-video camera

Dear Ms Nguyen,

I am writing to you regarding the micro-video camera you with us

10. (A) left
(B) were leaving
(C) leave
(D) will leave

for repairs.

After thoroughly inspecting it, I must inform you that it will take approximately one week longer to repair than we originally thought. When we the inner

11. (A) cleaning
(B) were cleaning
(C) clean
(D) have cleaned

workings as part of the maintenance procedure, we found that the shutter was slightly bent and the lens was damaged. We do have the lens stock, but

12. (A) in
(B) for
(C) on
(D) at

the shutter will need to be ordered from the manufacturer in Germany.

I would appreciate if you could call me to confirm that you wish us to proceed with the repairs.

Yours sincerely,

Colin Bowie

Colin Bowie

C

Grammar practice

Read three short texts and put the verbs in the correct tense.

1. Business letter

Dear Mr. Jones,

I am writing in connection with the article you (1) (write) that appeared in this month's American Engineer. Our company (2) (make) parts for the aerospace industry and we think that your invention meets our specifications. Would you be able to meet with one of our design engineers next month? Currently we (3)(work) on a project related to your research and we might be interested in licensing your design.

2. Complaint letter

Last month your company (1) (put) in new automatic doors on our warehouse. Since then we have twice had problems with the motors. In the first case, they didn't (2) (open) when the operator (3) (press) the button and we had to call in a mechanic to fix them. In the second case, the doors suddenly closed when a truck (4) (come) into the garage. This (5) (delay) the delivery of an important consignment of goods.

3. E-mail

Sally,

Have you been told that Jack Benson (1) now (work) on the Dorfin Project? As you know, he previously (2)..... (manage) our Texas outfit, but he (3) just (arrive) this morning from Dallas and (4) (need) accommodation near the office.

Go to word list and quiz page 173.

A

Focus: Scanning the questions to decide which ones to answer first

It is essential to make the best use of your time in Part 7. Looking at the questions before you read will help you to find exactly what information you need. This will also help you to decide which questions to answer first. In this unit you will concentrate on the type of question you should first answer – specific information questions.

Test tip**Look at the questions first**

To save time, do not start reading the passage until you know exactly what you need to find.

Test tip**Answer questions in the most efficient order**

Some question types are easier to answer than others. Answering the easiest questions first will give you information that will help you answer the difficult ones more quickly.

unit
7**1 Test tactic: Answer easier questions first**

Look at the list of question types below. The numbers indicate the order in which you should do them to make best use of your time.

1. Specific information (positive)

These are the easiest and quickest to find the answer for. Do these first.

- *According to the author, who will use x?*
- *Where did x come from?*
- *Who will benefit from this change?*

2. Vocabulary questions

(See Unit 14)

These should be answered quickly. If you don't know the word or words, guess and move on.

- *The word "x" in paragraph 1 line 3 is closest in meaning to ...*

3. Main idea/inference questions

(See Unit 14)

Doing the previous question types first will help prepare you for these.

- *What is the purpose of this memo?*
- *Why is Mr. Jones writing this letter?*
- *What can be said/inferred about...?*
- *Who might read this advertisement?*

4. Specific information (negative)

(See Unit 21)

These can be the most time-consuming. Leave them till last, when you may have already got information to help you with the answers.

- *Which of the following is NOT true?*
- *Which of the following positions is NOT available?*

For each question below mark in the box the number of the question type. The first one has been done for you.

1. What is this notice mainly about? 3

2. Where might you see this notice? □

3. By when must you give notice in order to get the maximum refund? □

4. What will happen if you withdraw prior to the second lesson? □

5. Which of the following is NOT true? □

6. The word "constitute" in paragraph 4, line 1, is closest in meaning to ... □

Test tip

Pick out 'key words' (nouns and verbs) in the question

This will help you to quickly understand what you need to look for in the passage.

2 Test tactic: Answer specific information questions (positive) first

A Circle the specific information questions from the list below.

- 1 At what time does the club open?
- 2 The word "robust" in paragraph 1, line 2, is closest in meaning to
- 3 What is the price of the guitar?
- 4 Who might reply to this advertisement?
- 5 Where did the man buy his bicycle?
- 6 How long should the man wait for a reply?
- 7 What can be inferred about the woman's job?

B Look at the specific information questions below. First, underline the key words in the question and answer choices. Then scan the passage below to find the sentence that answers the question.

1. When is the latest that notice can be given in order to get the maximum refund?
 - (A) Five days before the first lesson
 - (B) After the first lesson but before the second
 - (C) Before the second class but after the first
 - (D) Just after the second lesson
2. What must people who want a refund on a fitness program do?
 - (A) Give their instructor notice that they can not attend
 - (B) Provide a medical reason for the request
 - (C) Give back their gym and pool passes
 - (D) Give notice prior to the mid-point of the program

Follow up: Compare your answers with your partner.

Summer program refund policy

The effective date of the withdrawal/cancellation is the date the withdrawal notice is received by the center, regardless of the date the participant stopped attending the class.

Withdrawal requests from all registered courses must be made before the second class is held. If the request is received 5 business days prior to the first class, the amount refunded will be the full amount, less the refund administration fee (\$25.00). If the request is received after the first class, but before the second class, the amount refunded will be the full amount, less the cost of the first class and less the admin fee (\$25.00). From the second lesson onwards, no refunds/credits will be issued.

If there is a medical reason for the request, it must be received prior to the mid-point of the program. Refunds for sports and fitness programs will NOT be processed until ALL gym and pool passes have been returned.

Please note that advising an instructor or not attending a program will not constitute a notice of withdrawal.

Cash/check remittances will be refunded by check. Please allow our office 4 to 6 weeks to process your refund. Credit card refunds will go back on the original card.

Tactics checklist

- Don't read. Look at the questions first.
- Do the specific questions first.
- Pick out the key words in the questions.
- Scan the passage for the key words/ideas, then choose the best answer choice.

unit
7

3 Tactic practice: Specific information

Use the tactics you have practiced to answer the following questions.

1. For whom is this letter intended?
 - (A) Alberto Romero
 - (B) Benjamin Weintraub
 - (C) John Teirney
 - (D) Alex Andreas
2. What kind of job does the applicant want?
 - (A) Human resources
 - (B) Advertising
 - (C) Marketing
 - (D) Sales
3. Where did Mr. Romero want to work?
 - (A) In Britain
 - (B) In North America
 - (C) In Eastern Europe
 - (D) In Asia

Questions 1–3 refer to the following letter.

Alberto Romero
3254 Turney Road
Garfield Heights
OH 44125
USA

Dear Mr. Romero,

This letter is to thank you for your application to join our international sales team. Unfortunately, we must inform you that due to the large number of highly-qualified applicants that applied for the position of Eastern European sales representative, we have already filled all the positions that were advertised in the May issue of the *Human Resources Bulletin*.

As you know, administrative and marketing positions in our European and Asia-Pacific offices regularly become available during the year and we would welcome your application for future international postings.

Yours truly,

Alex Andreas

p.p. Benjamin Weintraub
Human Resources Manager
London Office
John Teirney & Sons Ltd.

Mini-test

Now apply what you have learnt at the actual test speed with questions 1–12.



Recommended Time: 12 minutes (or less)

Try to spend no more than about 60 seconds on each item; if you don't know the answer, guess and move on. If you have time at the end review any answers you weren't sure about.

Questions 1–3 refer to the following advertisement.

Printing for your personal & small business needs

Gaines Bros Printing

A commitment to quality and service since 1959

New opening hours:

Monday to Saturday from 9 A.M. to 7 P.M.

- Business Forms
- Business Cards
- Envelopes
- Folders
- Letterhead
- Menus
- Full Color Printing
- Graphic Design
- Digital Copying
- Invitations
- Graduation and Wedding Announcements

June-only special offers:

- Order 10 sets of letterhead and get matching envelopes at a 50% discount
- Place an order worth over \$100 and receive 2 business cards or invitations for the price of 1
- Make a purchase over \$250 and you will receive a voucher worth 10% off your next order during the coming year

Order by phone, fax or in person.

555-3467 • FAX 555-3478

458 Notting Drive Unit 119 • Alansburg

unit
7

1. Who would NOT be a potential customer for this company?
 (A) A couple planning a wedding
 (B) A major corporation
 (C) A local real estate agent
 (D) A restaurant in need of new menus
2. What could customers who spend \$150 get?
 (A) A 10% discount
 (B) Double the number of invitations
 (C) A discount on envelopes
 (D) Two free sets of business cards
3. What will happen from July 1?
 (A) The time the shop opens will change.
 (B) Fax orders will not be allowed.
 (C) Discount vouchers will become invalid.
 (D) No bonus will be given for large letterhead orders.

GO ON TO THE NEXT PAGE

Questions 4–6 refer to the following notice.

Welcome to the Groveland library service

We would like to invite all Groveland residents to become members of the public library system.

Interested applicants should follow the procedure below to receive their library card promptly and make use of the full range of facilities.

Please complete the accompanying personal information form and submit it to the applications desk in any of the Groveland branch libraries or to your local ward office community service desk.

Within two working days (Monday–Friday) of the application being submitted:

- You will receive a library barcode number via e-mail (enabling you to place reservations and access online databases before collecting your card).

Note: You will require a PIN to place reservations and to access your record online. Please note that the default PIN number is the last four digits of your telephone number. If you would prefer to specify a different number please do so on the application form.

- Your card will be available for collection at the branch library you have nominated.

If you are under the age of 18, we require a parent or guardian's signature on a permission letter (Form 103) which will need to be brought into the library when you are collecting your card.

4. Who would be most interested in this notice?
 - Members of the public library
 - Staff at the applications desk
 - People who wish to borrow books
 - All residents of Groveland
5. What will NOT be possible two working days after submitting the application?
 - Reserving books
 - Picking up a card
 - Checking book availability online
 - Changing a PIN number
6. According to the notice, what special condition applies to children?
 - They need an adult to collect their card.
 - They must wait until they are 18.
 - They must bring proof of age.
 - They must sign a form.

Questions 7–9 refer to the following notice.

Online water/sewer payment

Welcome to the Worthwood Water/Sewer Account Payment System. You can now pay your bill online via credit card using the most secure online payment system available.

Please enter your Worthwood Water/Sewer account number below, then click "Submit". Your account number can be found in the upper left-hand corner of your bill. If you do not know your account number, please call 555-8375.

If your door has been tagged for non-payment, you must call 555-0874 to stop termination of water service.

Please do not use this Web site if your payment is intended for overdue sewer charges related to sewer certification. If you recently received a notice about unpaid sewer charges, please follow the payment instructions on the notice.

Sewer payments can be mailed to Division of Water, P.O. Box 139012, Worthwood, South Dakota 57248. Payments must be received by Feb 16.

A two dollar (\$2.00) or two percent (2%) processing fee (whichever is GREATER) will be added to your payment.

All general inquiries should be addressed to the Information Section, Worthwood Public Works Section, P.O. Box 138976, Worthwood, South Dakota 57248, or call 555-2378 (ext. 124).

7. Who would be most interested in this notice?
 - (A) People who need sewer certification
 - (B) People who don't wish to pay additional processing charges
 - (C) People who want to pay by computer
 - (D) People who wish to receive a Water/Sewer account number
8. How can customers find their account number?
 - (A) By calling 555-0874 for information
 - (B) By clicking a button on the Web site
 - (C) By checking the corner of their bill
 - (D) By looking on their sewer certificate
9. What must people with overdue sewer bills do?
 - (A) Call the Division of Water
 - (B) Pay an additional processing fee
 - (C) Address their inquiries to the Information Section
 - (D) Follow the instructions given

Questions 10–12 refer to the following agenda and letter.

Walken Student Empowerment Conference

Schedule of Events

Thursday, November 10

- | | |
|-----------|--|
| 2:00 P.M. | Open Registration – <i>Walken University Park</i> |
| 3:30 P.M. | Welcome and Introductions by Dean Alison Murret – <i>Griffen Hall</i> |
| 4:15 P.M. | First speaker: Harry Lothian – <i>St. Exupery Auditorium</i>
Chair of Economics, Senior Student Advisor
“Transition from lecture hall to boardroom” |
| 5:00 P.M. | Main speaker: Horst Van Buren – <i>St. Exupery Auditorium</i>
Chairman of Alliance Department Stores
“Making your way in the real world – struggles and successes” |
| 6:00 P.M. | Reception with Horst Van Buren – <i>Vimy Atrium</i> |
| 7:00 P.M. | Dinner at the Brownville Inn |

Dear Mr. Van Buren,

I would like to take this opportunity to thank you for the very interesting and motivational talk at our conference last Thursday. I am sure the students found it particularly inspirational as they prepare to make their way in the working world.

Thank you also for the generous award donation that you made and for agreeing to present the grand prize during the reception after your talk.

I am sure I speak for the rest of the faculty and the student council when I say we would be honored if you would consider speaking at future conferences.

With sincerest appreciation and best wishes,

Yours,

Alison Murret

Alison Murret

10. For whom was the conference probably intended?

- (A) High school students applying for university
- (B) Students who will soon graduate from university
- (C) Former university students who are now working
- (D) Company workers taking university night school courses

11. What is suggested about Mr. Van Buren?

- (A) He has spoken at the university before.
- (B) He is a teacher of economics.
- (C) He attended Walken University as a student.
- (D) He has given some money to the university.

12. In the letter, the word “rest” in paragraph 3, line 1 is closest in meaning to

- (A) relaxation
- (B) gathering
- (C) remainder
- (D) excess

C

Reading in action

- A You are Sam Hong, the branch manager for Sea Star Shipping in Singapore.
Read the notice your company has recently sent you and answer questions 1–4.

Notice

Recent weather conditions have caused delays of up to three days in some of our shipping contracts. Because of this, we anticipate complaints about late delivery from our customers.

Our official policy is that we are not responsible for any costs resulting from failure to meet delivery schedules due to bad weather. This is clearly stated in all our shipping contracts.

To assist customers with especially time-sensitive deliveries, we can offer a special 50% discount on Express air freight costs. Especially valued customers may be offered a 15% discount on their next order.

1. What problem does this company have?
 2. How much will Sea Star pay to customers who may have extra costs due to the delay?
 3. What can the company do for customers who need quick delivery?
 4. What bonus can the company offer important customers?
- B One hour ago you received the following letter from the agent for MegaCo, one of your largest customers. Read the letter, then discuss the situation with your partner. Say what you think Mr. Hong should do. Then complete the reply to the letter of 16 February on page 44.

16 February

Mr. Hong,

We were informed that the heavy seas have delayed the delivery of product shipment SD1278 to San Francisco by an estimated three days.

This is an extremely time-sensitive shipment for our customer, and because of this we will have to pay late penalties of approximately \$7,500 per day.

I am writing to inform you that we hold you responsible for these and any additional fees resulting from your failure to deliver as per our shipping contract.

I look forward to hearing from you soon.

Martha Rogers

Culture note

When refusing or giving bad news you should first apologize, e.g.

I am very sorry, but...

I'm afraid (that)...

You may then wish to offer an alternative, e.g.

Because (you are such an important customer) we are prepared to (offer you)...

Dear Ms Rogers,

We received your letter of 16 February concerning consignment number
(1)

We are very sorry for the unfortunate delays to your shipment, but I am afraid that we
are not responsible for any (2)
due to (3) This is clearly stated in your
(4)

As you are a valued customer, however, we would like to assist you as much as
possible in making the delivery to (5) on time. We are
prepared to offer you a special (6) In addition to this we
will give you a (7) off the costs of your next order.

Please let us know as soon as possible about your intentions.

Yours sincerely,

Sam Hong

D

Further study

Write a short report on how you handled the delayed shipping problem. Be prepared
to describe what you did in your next lesson.

Go to word list and quiz page 174.

A

Focus: Listening for the correct verb

Many of the incorrect answer choices in this section feature an inappropriate verb for the situation. This section will concentrate on identifying the sentence with the verb that best describes what is seen in the picture.

Test tip

Listen carefully to check that the verb relates to the picture

Echo the sentence silently as you listen and compare the verb used with what you see in the picture.

1 Language building: Present continuous/present simple

- A Look at the list of verbs and make possible sentences about each of the pictures using the present continuous or present simple tense. The first one is done for you.

1



2



study → They are studying in the library.

read → They're all ...

sit → The students ...

stand → Nobody ...

revise → They ...

run → The highway runs under the overpass.

run → The overpass ...

be (a sign) → There is ...

be (cars) → There ...

divide (a guardrail) → A guardrail ...



- B Listen to four correct sentences about these pictures. Listen carefully, and after each one pause the audio and try to echo as much of the sentence as possible. Decide with a partner which picture you think the sentence matches.

Follow up: Make up one new sentence for each picture. You may use different verbs. Ask your partner to echo your sentence and choose the correct picture.

Test tip

Select answers quickly

As you listen, hold your pencil over the answers. Try to echo the sentences. If you think a sentence is possibly correct, keep your pen on that answer choice. Don't move it until you hear a better choice. Answer quickly and move on to the next question.

2 Test tactic: Select an answer quickly

- A Listen to three sentences describing the pictures. When you have listened to all the sentences, choose an answer quickly.

1. (A)
(B)
(C)



2. (A)
(B)
(C)



B Now write two sentences to describe the following pictures.

Example: The woman is holding a coffee cup.

1**2****1**

C You will hear four sentences describing each picture. After each sentence, pause the audio and tell your partner the verbs you heard, then mark below whether you think it is correct or wrong.

2

- (A) Correct Wrong
 (B) Correct Wrong
 (C) Correct Wrong
 (D) Correct Wrong

- (A) Correct Wrong
 (B) Correct Wrong
 (C) Correct Wrong
 (D) Correct Wrong

Follow up: With your partner compare the sentences you first made and the correct sentence.

3

Tactic practice

Tactics checklist

- Listen carefully for verbs.
- As you listen, echo the sentences.
- Keep your pen over sentences that are possibly correct.

1

- (A) Correct Maybe correct Wrong
 (B) Correct Maybe correct Wrong
 (C) Correct Maybe correct Wrong
 (D) Correct Maybe correct Wrong

2

- (A) Correct Maybe correct Wrong
 (B) Correct Maybe correct Wrong
 (C) Correct Maybe correct Wrong
 (D) Correct Maybe correct Wrong

Understanding natural English

In natural spoken English, sounds are sometimes changed, combined and dropped. Listen to these sentences and write in the missing words.

..... folding the newspaper.
The riding his horse by the sea.

3



- | | | |
|--------------------------------------|--|--------------------------------|
| (A) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (B) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (C) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (D) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |

Follow up: Compare your answers with your partner, explain your reasons, and say what you remember hearing.

Headphones icon Understanding natural English

B

Mini-test

Now practice what you have learnt at the actual test speed with questions 1–8.



Use any time available to skim the first pictures before the listening starts. After that you will have exactly 5 seconds between each question to mark your answer and focus on the next picture.

1



2



3



4



5



6



7



8



1	(A) <input type="radio"/>	(B) <input type="radio"/>	(C) <input type="radio"/>	(D) <input type="radio"/>
2	(A) <input type="radio"/>	(B) <input type="radio"/>	(C) <input type="radio"/>	(D) <input type="radio"/>
3	(A) <input type="radio"/>	(B) <input type="radio"/>	(C) <input type="radio"/>	(D) <input type="radio"/>
4	(A) <input type="radio"/>	(B) <input type="radio"/>	(C) <input type="radio"/>	(D) <input type="radio"/>
5	(A) <input type="radio"/>	(B) <input type="radio"/>	(C) <input type="radio"/>	(D) <input type="radio"/>
6	(A) <input type="radio"/>	(B) <input type="radio"/>	(C) <input type="radio"/>	(D) <input type="radio"/>
7	(A) <input type="radio"/>	(B) <input type="radio"/>	(C) <input type="radio"/>	(D) <input type="radio"/>
8	(A) <input type="radio"/>	(B) <input type="radio"/>	(C) <input type="radio"/>	(D) <input type="radio"/>

C Learn by doing: Picture bingo

Student A: Look at Activity file 8a on page 162.

Student B: Look at Activity file 8b on page 163.

Choose one of the words on your bingo card in the Activity file, then pick a picture you think relates to that word. Tell your partner the picture number and ask them to make a sentence about the picture. There are some words to help you below. Listen to your partner's sentence and, if you hear the word, you can mark it off on your bingo card. Take turns until one person has marked off all their words. Bingo! They are the winner.



1. family mother father children	road walk lift hold	2. passenger taxi suit street	get into take travel	3. car boats dock men	woman door sit open
4. customers water glasses table café	outdoors drink sit sip enjoy	5. boy gate hat sweater snow	ground wear open walk stand	6. old man bicycle lake sun cap	push walk going fishing wear shine

D Further study

Find three pictures from newspapers or magazines. Write Part 1 type statements (one correct answer, three that are close but wrong) to test your classmates in the next lesson. The incorrect answers should include correct subject or object words, but incorrect verbs.

Go to word list and quiz page 175.

A

Focus: Becoming familiar with different ways of answering direct questions

Becoming aware of similar-sounding words

In this part of the test, you will often hear direct questions. The correct answer will not usually be an answer with *yes*, *no* or *don't know*, and will often be in a different tense.

Test tip

Often direct questions will not be answered with *yes*, *no* or *don't know*.

Look for options that use different words to express these meanings.

Test tip

Often the question and answer choice will be different verb tenses.

Do not expect the grammar of the question to match the answer.

Example

Are you going tonight? → I've made other plans.

Test tip

Distractors using the same (or similar-sounding) words are common in Part 2.

Be careful when choosing responses that use the same or similar-sounding words.

1 Language building: Choosing the correct answer

Choose two correct answers for each question.

- a. Is Mr. Clemens coming to the presentation?
- b. Did she say when she would be available?
- c. Could you help Laura to prepare the documents?
- d. Do you think they would mind if I came along?
- 1. She thinks she'll be free later today.
- 2. No. Everyone has been invited.
- 3. Unfortunately, he's on holiday then.
- 4. Sure. Where is she?
- 5. You should probably call them first.
- 6. No, I forgot to ask her.
- 7. Sorry, I have to help Michael.
- 8. Yes, but he'll be a few minutes late.

Follow up: Now listen to four more responses and match each one to questions a-d above.

- 1. a. b. c. d.
- 2. a. b. c. d.
- 3. a. b. c. d.
- 4. a. b. c. d.

2 Test tactic: Look out for same or similar-sounding words

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

1. Are you going to the party tonight?
 (A) Yes, it's tonight.
 (B) No, he's departing tomorrow.
 ✓ (C) 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.
3. Could you rearrange the venue for me?
 (A) Yes, it's new.
 (B) Sure. Is the meeting room better?
 (C) No, I didn't arrange it.
4. You called Simon back, didn't you?
 (A) No, I don't have his number.
 (B) Yes, I gave it back.
 (C) No, we call him David.

B Now compare your answers with your partner.

Test tip

Short-term memory is important

Repeat each response in your head and check if it answers the question or has same word/similar sound distractors.



Follow up: Now listen to five more questions. Repeat each response as you hear it, and mark whether it is correct, or wrong with a same word or wrong with a similar-sounding distractor. Then compare your answer with your partner's.

1. Is this the last stop?

- | | | |
|--------------------------------------|--|--|
| (A) <input type="checkbox"/> Correct | <input type="checkbox"/> X – Same word | <input type="checkbox"/> X – Similar sound |
| (B) <input type="checkbox"/> Correct | <input type="checkbox"/> X – Same word | <input type="checkbox"/> X – Similar sound |
| (C) <input type="checkbox"/> Correct | <input type="checkbox"/> X – Same word | <input type="checkbox"/> X – Similar sound |

2. Did you call the customer back?

- | | | |
|--------------------------------------|--|--|
| (A) <input type="checkbox"/> Correct | <input type="checkbox"/> X – Same word | <input type="checkbox"/> X – Similar sound |
| (B) <input type="checkbox"/> Correct | <input type="checkbox"/> X – Same word | <input type="checkbox"/> X – Similar sound |
| (C) <input type="checkbox"/> Correct | <input type="checkbox"/> X – Same word | <input type="checkbox"/> X – Similar sound |

3. You're working tomorrow, aren't you?

- | | | |
|--------------------------------------|--|--|
| (A) <input type="checkbox"/> Correct | <input type="checkbox"/> X – Same word | <input type="checkbox"/> X – Similar sound |
| (B) <input type="checkbox"/> Correct | <input type="checkbox"/> X – Same word | <input type="checkbox"/> X – Similar sound |
| (C) <input type="checkbox"/> Correct | <input type="checkbox"/> X – Same word | <input type="checkbox"/> X – Similar sound |

4. Can you remember the details?

- | | | |
|--------------------------------------|--|--|
| (A) <input type="checkbox"/> Correct | <input type="checkbox"/> X – Same word | <input type="checkbox"/> X – Similar sound |
| (B) <input type="checkbox"/> Correct | <input type="checkbox"/> X – Same word | <input type="checkbox"/> X – Similar sound |
| (C) <input type="checkbox"/> Correct | <input type="checkbox"/> X – Same word | <input type="checkbox"/> X – Similar sound |

5. You read through the notes, didn't you?

- | | | |
|--------------------------------------|--|--|
| (A) <input type="checkbox"/> Correct | <input type="checkbox"/> X – Same word | <input type="checkbox"/> X – Similar sound |
| (B) <input type="checkbox"/> Correct | <input type="checkbox"/> X – Same word | <input type="checkbox"/> X – Similar sound |
| (C) <input type="checkbox"/> Correct | <input type="checkbox"/> X – Same word | <input type="checkbox"/> X – Similar sound |

Tactics checklist

- Don't always expect Yes/No responses.
- Be careful of same/similar-sounding words.
- Verb tenses may be different.

3 Tactic practice

You will hear six question-response questions. After each question, pause the audio and repeat the response to your partner. Then mark your answer choice and compare your answers with your partner.

1	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	4	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
2	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	5	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
3	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	6	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

**Understanding natural English**

In natural spoken English, sounds are sometimes changed, combined and dropped. Listen to these sentences spoken naturally and write in the missing words.

I'm go after work.

Are you wait for Mark?

B**Mini-test**

Now practice what you have learnt at the actual test speed with questions 1–12.



You will have 5 seconds at the end of each item to make your choice.
You must then be ready to listen to the next question.

1	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	7	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
2	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	8	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
3	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	9	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
4	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	10	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
5	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	11	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
6	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	12	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

C**Learn by doing: Checking information**

A Complete the questions and responses by choosing the correct items from the boxes.

1. A: the printer paper kept in the **storeroom**?

B: next to the photocopier.

Is Does That's No, it's

2. A: This is your **bag**, ?

B: Thanks. I looking for that.

was isn't it were am not

3. A: The new **boss** seems really **nice**, ?

B: , but I heard he can be very **strict** too.

doesn't he isn't he He does He will

4. A: show me how to use the **photocopier**?

B: , it's really easy.

Could you Do you Of course I'm afraid

5. A: The **meeting** begins at **2:30**, ?

B: , it's starting **now**.

doesn't it didn't it Probably Actually

6. A: that the last **report**?

B:

Were I'll think about it Was I think so

B Now make similar conversations by replacing the words in bold in sentences 1–6 above with the following words.

1. key/boss's office?

4. fax machine

2. calculator

5. presentation/11:30/after lunch

3. accountant/friendly/rude

6. box

Follow up: Ask your partner some more questions using auxiliary verbs and tag questions. Try to give some answers without using Yes or No.

D**Further study**

Choose two sets of question words from the list below and make two Part 2 type questions. Then, add three responses (one correct, two incorrect) to test your partner, in the next lesson.

Are you ...? Could you ...? Is she ...? ..., aren't you?

Did he ...? Does this ...? Do you ...? ..., isn't she?

Go to word list and quiz page 175.

A

Focus: Being aware of same word distractors

In this part of the test, the recording can often use words that are the same or have the same meaning as words in the answer choices. This may cause you to choose an incorrect answer. Be careful not to choose an answer simply because you heard something similar in the listening.

Test tip

Part 3 sometimes uses the same words in the recording and answer choices, but with a different meaning

unit
10

If you hear the same words in a conversation answer choice, be careful. It may not mean that this is correct.

1 Test tactic: Be aware of same word distractors

- A** Quickly skim Question 1 below and underline the key words. The question and 1A have been done for you.
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.
- B** Now quickly skim the tapescript below to find sentences with the key words. For each one decide if it answers the question or not. Cross out the wrong answer choices. When you think you have found the answer, circle the correct answer choice. Compare your answer with a partner.

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.

- C** Continue as above, with the remaining two questions.
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
 3. What happened during the meeting?
 - (A) An increase in the number of bargain sales was reported.
 - (B) A disagreement between staff members took place.
 - (C) An increase in the sales figures was discussed.
 - (D) A winning number was drawn.

Test tip

Answers to Part 3 questions often use different words from the recording.

The correct answer choice sometimes uses different words to say the same thing as the recording.



D Underline the key words in the following questions and answer choices. Then listen to one short conversation for each question and cross out the answer choices with similar word distractors.

1. What is the first woman looking for?
(A) The stove
(B) The coffee maker
(C) The CD player
(D) The kitchen
2. What is the woman's problem?
(A) She has received a parking ticket.
(B) She wants to sell her tickets.
(C) The show is sold out.
(D) The performance is canceled.
3. What is the woman complaining about?
(A) She dislikes filing documents.
(B) She was given directions to the wrong place.
(C) Her work is always the same.
(D) A coworker was careless.



Follow up: Listen again and choose the correct answer. Compare your answers with your partner.

1	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)

Test tip

Listen to who says what

Often the answer choice will have key words used by one of the speakers, but it may not be the speaker specified in the question.

Noticing this can help you spot distractors.

2 Test tactic: Listen for who says what

A Quickly skim Question 1 below and underline the key words.

1. What is the man planning to do?

- | | | |
|-------------------------------|--------------------------------|------------------------------|
| (A) Work in Chicago | <input type="checkbox"/> Woman | <input type="checkbox"/> Man |
| (B) Get a new job | <input type="checkbox"/> Woman | <input type="checkbox"/> Man |
| (C) Move away from his family | <input type="checkbox"/> Woman | <input type="checkbox"/> Man |
| (D) Move closer to his father | <input type="checkbox"/> Woman | <input type="checkbox"/> Man |



B Listen to the sample conversation and mark who says each of the key words (the man or the woman). Because the question is asking about the man's plans, the words the woman says can be ignored. Choose the best answer from the things the man says. Check your answer with your partner.



C Continue as above, with the question below. This time it's important what the woman says.

2. What does the woman want?

- | | | |
|---------------------|--------------------------------|------------------------------|
| (A) A red sweater | <input type="checkbox"/> Woman | <input type="checkbox"/> Man |
| (B) A discount | <input type="checkbox"/> Woman | <input type="checkbox"/> Man |
| (C) Free shipping | <input type="checkbox"/> Woman | <input type="checkbox"/> Man |
| (D) A green sweater | <input type="checkbox"/> Woman | <input type="checkbox"/> Man |

Tactics checklist

Be careful if you hear the same words in the conversation as in the answer choices.

Listen to who says what.

Understanding natural English

In natural spoken English, sounds are sometimes changed, combined and dropped. Listen to these sentences spoken naturally and write in the missing words.

..... take a couple of years.

..... us there in five minutes.

3 Tactic practice 

Use the tactics you have practiced for the next six questions. Before each passage begins use the time to a) predict the context and b) think of other ways to say the answer choices with your partner.

1. What is the woman unhappy about?
 (A) She made a mistake at work.
 (B) The people she works with are inexperienced.
 (C) She does not like her new boss.
 (D) She dislikes working in the advertising field.
2. What does the man suggest?
 (A) Talking to her boss
 (B) Changing to a job in advertising
 (C) Looking for another job
 (D) Talking with her coworkers
3. Why does she suspect she got the job?
 (A) The supervisor liked her.
 (B) She has a lot of experience.
 (C) Her company has high employee turnover.
 (D) She had worked there a year previously.
4. What does the woman request?
 (A) A refund
 (B) A receipt
 (C) A new coffee machine
 (D) A discount
5. What does she say is the problem?
 (A) The machine is broken.
 (B) The cups are too small.
 (C) She comes from a very large family.
 (D) The unit does not make enough coffee.
6. What does the man say?
 (A) The woman can have a refund.
 (B) She can choose a different model.
 (C) He needs to see the receipt.
 (D) Replacing the product will take a week.

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

 Understanding natural English**B****Mini-test** 

Now practice what you have learnt at the actual test speed with questions 1–12.



Use any time available to skim the questions and answer choices before the first listening starts. When you finish answering the questions about one conversation, immediately start previewing the questions for the next conversation.

1. How long has the man been at his current job?
 (A) One year
 (B) Two years
 (C) Six years
 (D) Seven years
2. What are the man's future plans?
 (A) To continue his education
 (B) To open his own business
 (C) To move to a new city
 (D) To change careers

3. What does the man say about the company?
 (A) He has learned a lot while working there.
 (B) He plans to continue working there.
 (C) He wants to work for the company in a different city.
 (D) He hopes to become a manager in the company.
-
4. Where are the speakers?
 (A) At a bus stop
 (B) At an auto repair shop
 (C) At a taxi stand
 (D) At a parking garage
5. What is the man concerned about?
 (A) The way to get home
 (B) The traffic on the road
 (C) The cost of transportation
 (D) The time to fix the problem
6. What does the woman suggest?
 (A) Going to another shop
 (B) Using a taxi
 (C) Waiting a few hours
 (D) Buying a new car
-
7. What most likely is the man's job?
 (A) A police officer
 (B) An auto mechanic
 (C) A bus driver
 (D) A taxi driver
8. What is the problem?
 (A) The woman is in a hurry.
 (B) The woman is lost.
 (C) The woman is going the wrong way.
 (D) The woman has missed the game.
9. What will the man do next?
 (A) Buy baseball tickets
 (B) Drive to the stadium
 (C) Attend a meeting
 (D) Take a special route
10. What are the speakers discussing?
 (A) Watching sports
 (B) Driving long distances
 (C) Training for an event
 (D) Meeting relatives
11. When will the event take place?
 (A) May
 (B) June
 (C) July
 (D) August
12. What does the man say about his brother?
 (A) He visits often.
 (B) He lives a long way from his office.
 (C) He runs a business.
 (D) He eats healthy food.

1	(A)	(B)	(C)	(D)	7	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)	8	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)	9	(A)	(B)	(C)	(D)
4	(A)	(B)	(C)	(D)	10	(A)	(B)	(C)	(D)
5	(A)	(B)	(C)	(D)	11	(A)	(B)	(C)	(D)
6	(A)	(B)	(C)	(D)	12	(A)	(B)	(C)	(D)

C

Learn by doing: Complaining

A Conversations complaining about goods and services or about other things sometimes appear in Part 3. Practice the following complaints with your partner. Then change the underlined words in the conversations using the phrases from the boxes.

Complaints about goods and services

Staff: Good afternoon. (1) May I help you?

Customer: Yes, I bought this (2) wallet, but (3) the zipper is broken. (4) Could you replace it?

Staff: Yes, that should be fine. (5) May I see your receipt?

Customer: (6) Here you are.

Staff: Thank you. Just one moment, please.

(1) Can I help you? How can I help?	(2) jacket rice cooker	(3) it's the wrong size it doesn't work properly
(4) I'd like a refund. Could I exchange it?	(5) Can I see ... Could I have ...	(6) Here you go. Here it is.

Complaints about other things

A: How (1) is your work these days?

B: (2) I'm afraid I'm not very happy.

A: Why, what's the matter?

B: Well, (3) my manager is very demanding. He's never satisfied.

A: What are you going to do?

B: I think I may (4) try to find a new job.

(1) ... is/new apartment? ... are/classes?	(2) Not great, I'm afraid. Not very well.	(3) ... the rent/high. I can't afford it. ... my teacher/ tough. He gives so much homework.	(4) ... look for a new place. ... have to work harder!
---	--	--	--

B Now make another conversation using your own ideas.

Follow up: Write three Part 3 type questions (no answer choices) for your conversation to test other students.

Culture note

When making a complaint, it is important to state what the problem is and how you would like it resolved, in a polite way.

D

Further study

Think of something you were unhappy with recently, and write a conversation complaining about it. Write three questions (no answer choices) to test your classmates in the next lesson.

Go to word list and quiz page 176.

A

Focus: Becoming familiar with different kinds of “what” questions

“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. This unit will help you to deal with both types.

Test tip

Some “what” questions in Part 4 require you to understand the main idea of the talk. Listen for words that tell you information about the speaker, the location and the topic.

Test tip

Other “what” questions require you to listen for specific information. Always skim the questions and answer choices before listening. Identify key words, and listen carefully for these.

Test tip

Answers in Part 4 usually appear in the order in which they appear in the talks. Listen for answers in order.

1 Language building: Vocabulary for overview questions

A Use the words on the right to complete the overview questions.

- | | |
|--|-----------------|
| 1. What is the of the presentation? | being described |
| 2. What is this report ? | addressing |
| 3. What is the speaker's reason for the group? | about |
| 4. What product is ? | topic |

B Look at the key words listed for four of the types of questions found in talks. Circle the most likely topic from the list below.

1. sales figures, increase, report, final quarter
(A) A financial report (B) A sales demonstration (C) A school report
2. closure, bankrupt, debt, failure
(A) It is very successful. (B) It is doing badly. (C) It hasn't changed.
3. customers, sale, ladies' fashion, department
(A) Restaurants (B) Immigration (C) Shopping
4. ink, paper, documents, high quality, photographs
(A) A desk (B) A printer (C) An office chair

Follow up: Discuss your answers with your partner and explain why you selected them.

2 Test tactic: Listen for answers in order

A Underline the key words in the following questions and answer choices. Then skim the tapescript and underline the words that tell you the answers.

1. Who will probably be interested in this advertisement?
(A) Students
(B) Retired people
(C) Businessmen
(D) Young families
2. What is offered free of charge?
(A) A tour
(B) A meal
(C) A room
(D) A flight

Tapescript

Alto-Pacific offers a special discount rate for seniors, so summer never has to end for travelers aged over 60. We offer discounts starting at 10% off regular rates, as well as room upgrade deals for early bookers. Not only do we offer cheaper than standard prices, but also special tour rates, complimentary breakfasts and a guaranteed quiet room. Whether you are looking to relax in a world-class resort surrounded by the blue waters of Micronesia, or enjoy a round of golf at one of our Hawaiian resorts, or perhaps explore the historical castles of Japan, we have something to cater for every taste.

Test tip

Mark answers as you listen.

If you hear an answer that is definitely correct, mark it as you listen. Answer all questions as quickly as possible.



B Listen to the three parts of a talk in turn. You have 30 seconds to skim the questions and answer choices. Then, listen and mark the answers as correct, maybe correct, or wrong. Note how the answers appear in order.

1. What kind of people might listen to this announcement?

- (A) Politicians
(B) Venture capitalists
(C) Shareholders

- (A) Correct Maybe Correct Wrong
(B) Correct Maybe Correct Wrong
(C) Correct Maybe Correct Wrong

2. What has changed in the European market in the last year?

- (A) It has become twice as big.
(B) It has increased by one quarter.
(C) It has decreased by 50%.

- (A) Correct Maybe Correct Wrong
(B) Correct Maybe Correct Wrong
(C) Correct Maybe Correct Wrong

3. What does the speaker say about the company's finances this year?

- (A) The North American market was strong.
(B) There were good and bad results.
(C) The European market was disappointing.

- (A) Correct Maybe Correct Wrong
(B) Correct Maybe Correct Wrong
(C) Correct Maybe Correct Wrong

Tactics checklist

unit
11

Identify any overview questions.

Skim the questions and answer choices before listening to identify key words.

Listen for answers in order.

Answer any specific information questions as you listen.

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)

3 Tactic Practice

Use the tactics you have practiced for the next two talks. You will have one minute before you listen to a) skim the questions and identify key words, and b) identify any main idea questions.

1. What does the speaker say about the house?

- (A) It is old but well maintained.
(B) It was built 40 years ago.
(C) It has not been renovated.
(D) There are two bedrooms.

4. What is the aim of this announcement?

- (A) To describe Daniel Kanemoto
(B) To advertise a club
(C) To boast about achievements
(D) To improve people's fitness

2. What is mentioned about the living room?

- (A) It is a little dark.
(B) There is a bright lamp.
(C) It was renovated six months ago.
(D) It has a lot of space.

5. What is the minimum age for members?

- (A) 2
(B) 6
(C) 10
(D) 66

3. What will the speaker do next?

- (A) Show the visitors the kitchen
(B) Take the visitors to the second floor
(C) Leave the house
(D) Talk about the price

6. What is special about the head instructor?

- (A) He is 66 years old.
(B) He is a junior regional champion.
(C) He won a title twice.
(D) He knows some basic self-defense.



Understanding natural English

In natural spoken English, sounds are sometimes changed, combined and dropped.

Listen to these sentences and write in the missing words.

As you see, it is in remarkably good condition.

You store your entire photo collection safely.

B**Mini-test**

Now practice what you have learnt at the actual test speed with questions 1–12.



Use any time available to skim the questions and answer choices before the first listening starts. When you finish answering the questions about one talk, immediately start previewing the questions for the next talk.

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 is the purpose of the talk?
 (A) To address customers' problems
 (B) To introduce a training session
 (C) To explain the company benefits
 (D) To describe a new product
5. Who mostly likely is the speaker addressing?
 (A) Job seekers
 (B) Company customers
 (C) New employees
 (D) Department heads
6. In which department does George Stevens work?
 (A) Human resources
 (B) Sales
 (C) Customer service
 (D) Marketing
7. What product is being described?
 (A) A cordless telephone
 (B) An all-in-one printer
 (C) A laptop computer
 (D) A digital camera
8. According to the advertisement, what is a special feature of the product?
 (A) The quality of the color photographs
 (B) The operating speed
 (C) The capacity to print photos from memory
 (D) The ease of operation
9. When will the sale end?
 (A) Friday
 (B) Saturday
 (C) Sunday
 (D) Monday
10. What is Chuck Adams responsible for?
 (A) Repairing computers
 (B) Ordering supplies
 (C) Maintaining the building
 (D) Delivering the mail
11. When is Chuck Adams leaving?
 (A) At the end of this week
 (B) At the end of next week
 (C) At the end of the month
 (D) At the end of the year
12. What is the purpose of this announcement?
 (A) To ask for donations for a gift
 (B) To present an award
 (C) To introduce a new staff member
 (D) To explain a new office procedure

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)
7	(A)	(B)	(C)	(D)
8	(A)	(B)	(C)	(D)
9	(A)	(B)	(C)	(D)
10	(A)	(B)	(C)	(D)
11	(A)	(B)	(C)	(D)
12	(A)	(B)	(C)	(D)

C

Learn by doing: Tonight's news

- A With a partner read the questions about two news reports below and make sure you understand all the words. Try to guess what the reports are about.

Business news report

1. What did FHL Electronics announce?
2. What caused the closure of the factories?
3. What did the president say about labor costs in Asia?
4. What did the president promise?
5. What is the best newspaper headline for this report?
 - Drop in Asian Labor Costs
 - FHL Announces Record Losses
 - President Introduces New Product

Local news report

1. What will open next week?
2. What is the first performance?
3. What will Tom Mason do?
4. What happened one month ago?
5. What is the best newspaper headline for this report?
 - Milltown Theater Opens Tuesday
 - Events in our Town
 - Famous Actor Spotted

- B **Student A:** Look at Activity file 11a on page 163. Read the business news report to your partner. Student B will answer the questions about it above. Then listen to Student B's local news report and answer the questions about it.

Student B: Listen to your partner's business news report and answer the questions. When you are finished, switch roles. Look at Activity file 11b on page 165. Read your local news report to your partner. Student A will answer the questions about it above.

D

Further study

Write four or five sentences about your company, school or family, and write three "what" questions. Test your classmates in the next lesson.

Go to word list and quiz page 177.

A

Focus: Choosing gerunds and infinitives correctly
 Improving your knowledge of phrasal verbs

Being familiar with the correct use of gerunds and infinitives and understanding phrasal verbs is helpful for many parts of the TOEIC test. This unit will make you more aware of how they are used, especially in Part 5.

Test tip

Look at the verbs in gerund/infinitive questions

If the answer choices include both gerunds and infinitives, look at the verb in the question to help you decide which is correct.

Test tip

Learn to recognize gerunds and infinitives

Familiarize yourself with common phrases that include gerunds and infinitives. As you take the test, say the phrases silently to yourself, and try to hear which ones sound wrong. Avoid these choices.

1 Language building: Gerunds and infinitives

Gerunds are verbs in their base form + *-ing*, e.g. *doing*. Infinitives are verbs in their base form + *to*, e.g. *to do*.

Verbs commonly followed by a gerund

All the verbs below can be followed by gerunds, but some do not fit into the sentences. Choose the verbs from each list that do NOT fit the sentence. The first one is done for you.

1. I cannot meeting him before. recall admit remember
2. He smoking after his doctor warned him of the dangers. contemplated gave up quit
3. Increased sales indicate that customers getting the larger discount. appreciate value avoid
4. It starts at 5 A.M. but I getting up early. can't help don't mind
5. The report reviewing the security systems in the new building. am used to
- recommends advises
- risks

Follow up: Now write one sentence about yourself using a verb followed by a gerund and compare with a partner.

Verbs commonly followed by infinitives

All the verbs below can be followed by infinitives, but some do not fit the meaning of the sentences. Choose the verbs from each list that do NOT fit the sentence. The first one is done for you.

6. Although it was a reasonable offer, we them to increase it by 10%. pretended persuaded forced
7. Did you to meet Mr. Yamamoto when you were in Tokyo? intend expect hesitate
8. It was a successful sales meeting as they to purchase fifty units. decided threatened agreed
9. Because he had a lot of experience, he to be promoted. expected prepared deserved
10. Although he wasn't very fit, he still to complete a full marathon. managed decided reserved

Follow up: Now write one sentence about yourself using a verb followed by an infinitive and compare with your partner.

Test tip

Learn as many phrasal verbs as possible

Phrasal verbs are sometimes tested in the TOEIC test. Familiarize yourself with as many common phrasal verbs as possible.

2 Test tactic: Familiarize yourself with phrasal verbs

The term *phrasal verb* refers to a verb + particle (i.e. adverb or preposition), which have a special meaning when used together.

A Choose the correct phrasal verb on the right to match the meaning given.

- | | | |
|---------------------------------------|---------------------------------------|--|
| 1. to arrange (e.g. a meeting) | <input type="checkbox"/> set up | <input type="checkbox"/> call up |
| 2. to complete a blank area in a form | <input type="checkbox"/> fill out | <input type="checkbox"/> bring about |
| 3. to support (e.g. a colleague) | <input type="checkbox"/> fall through | <input type="checkbox"/> back up |
| 4. to review or check something | <input type="checkbox"/> go over | <input type="checkbox"/> take over |
| 5. to stop using something gradually | <input type="checkbox"/> buy out | <input type="checkbox"/> phase out |
| 6. to fail to stay on schedule | <input type="checkbox"/> fall behind | <input type="checkbox"/> back out (of) |
| 7. to investigate | <input type="checkbox"/> look into | <input type="checkbox"/> fill in for |
| 8. to continue | <input type="checkbox"/> keep on | <input type="checkbox"/> go through |
| 9. to delay or reschedule something | <input type="checkbox"/> shut off | <input type="checkbox"/> put off |
| 10. to consider carefully | <input type="checkbox"/> run out of | <input type="checkbox"/> think over |

B Choose the correct phrasal verb to complete the following sentences.

- | | |
|--|---|
| 1. Despite working overtime every day for two weeks, he still with his work.
(A) went through
(B) backed up
(C) fell behind | 5. Visitors to the United States are required to an immigration questionnaire.
(A) bring about
(B) think over
(C) fill out |
| 2. The customer called three times this morning to a meeting.
(A) set up
(B) call up
(C) take over | 6. The planned merger between the companies because they couldn't agree on the price.
(A) took over
(B) fell through
(C) backed out of |
| 3. It was decided to buying the new equipment until next year.
(A) put off
(B) fill out
(C) take over | 7. When color televisions became popular, black and white sets were gradually
(A) phased out
(B) bought out
(C) set up |
| 4. The judge promised to any new evidence as soon as possible.
(A) look out of
(B) look into
(C) look after | 8. A temporary worker was hired to Mary while she was on vacation.
(A) take over
(B) fill in for
(C) fall behind |

Tactics checklist

Look at the verb in the question to help you decide whether a gerund or an infinitive is needed in the answer.

Say phrases silently to yourself and try to hear if they sound wrong.

Familiarize yourself with as many phrasal verbs as possible.

3 Tactic practice

Use the tactics you have practiced to answer the following questions.

1. Although I advised her to go by train, she decided instead.
(A) drive
(B) to drive
(C) driving
(D) drove
2. He was out when I called, but the receptionist kindly offered a message for me.
(A) to take
(B) taken
(C) took
(D) taking
3. It appears that our competitors are considering our takeover proposal.
(A) to accept
(B) accept
(C) accepting
(D) accepted
4. When buying a new car, it is advisable to the best deal you can find.
(A) go through
(B) look for
(C) get into
(D) fill out
5. We are on you to make a good impression at the conference next month.
(A) taking
(B) counting
(C) putting
(D) picking
6. After waiting for more than thirty minutes for my entrée to arrive, I asked to the manager.
(A) speak
(B) speaking
(C) spoken
(D) to speak

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12

B

Mini-test

Now apply what you have learnt at the actual test speed with questions 1–12.



Recommended Time: 6 minutes (or less)

Try using the 2-pass method to help you make the most of the time available. Try to spend no more than about 30 seconds on each item. If you don't know the answer, guess and move on.

1. The president's limousine should be here soon, as we are expecting him by 7 P.M.
(A) arrival
(B) to arrive
(C) arrive
(D) arriving
2. The feeling the judges was that the submission had not been researched thoroughly enough.
(A) along
(B) among
(C) after
(D) around

GO ON TO THE NEXT PAGE

3. During the winter months many people enjoy a variety of indoor sports.
- (A) play
(B) to play
(C) to be playing
(D) playing
4. Although I was pleased when I bought the camera, I later regretted not for a more advanced model.
- (A) waiting
(B) wait
(C) to wait
(D) have waited
5. She was up by her grandparents from the age of seven.
- (A) brought
(B) raised
(C) taken
(D) turned
6. Employees currently in overseas postings are eligible for an additional housing allowance.
- (A) work
(B) worked
(C) to work
(D) working
7. The first applicant seemed to enjoy asked about his previous experience in the field.
- (A) to be
(B) be
(C) being
(D) had been
8. Mr. Tan to see the presentation before he made the decision.
- (A) likes
(B) would like
(C) would have liked
(D) had liked
9. The general manager has been making a decision on this issue for several months.
- (A) putting out
(B) putting off
(C) filling out
(D) filling in for
10. Most workplace errors careless practices amongst employees.
- (A) stem from
(B) leave out
(C) start up
(D) get into
11. visitors to the region visit the unique Al Hasqua mosque.
- (A) Almost
(B) Each
(C) Every
(D) Most
12. Union leaders agreed to meet with management in order to talk an alternative proposal.
- (A) with
(B) at
(C) to
(D) over

1	(A)	(B)	(C)	(D)	7	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)	8	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)	9	(A)	(B)	(C)	(D)
4	(A)	(B)	(C)	(D)	10	(A)	(B)	(C)	(D)
5	(A)	(B)	(C)	(D)	11	(A)	(B)	(C)	(D)
6	(A)	(B)	(C)	(D)	12	(A)	(B)	(C)	(D)

C**Vocabulary practice**

- A** Most phrasal verbs are made from very simple and common words. The articles below can be completed using phrasal verbs that start with *take* or *look*. Choose the correct particle to complete the phrasal verbs below. (More than one answer may be possible.)

Advertisement

If you are looking (1)..... a relaxing vacation, then perhaps you should consider the Hotel du Rhône. Our highly-trained staff will take (2)..... all your needs. We guarantee that you'll have wonderful memories that you'll look (3)..... for years to come.

Company statement

As you know, we were in a three-way battle for ownership of Mediacom. We tried our best to take (4)..... this company, but unfortunately our attempt was unsuccessful. However, it may not be all bad news, as we are currently looking (5)..... some very interesting partnerships in Asia and our initial discussions have been very promising.

Phrasal verbs with *take* and *look*

Verb	Meaning	Verb	Meaning
take over	assume control of (<i>The smaller firm was taken over by its larger competitor.</i>)	look after	care for, nurture (<i>My mother looked after me when I was sick.</i>)
take in	learn (<i>There is so much to take in when starting a new job.</i>)	look for	search (<i>I've been looking for my car keys everywhere, but I can't seem to find them.</i>)
take up	start a new activity (<i>I decided to take up golf after joining the company.</i>)	look up to	admire, respect (<i>I really look up to my father. He's achieved so much in his life.</i>)
take care of	be responsible for (<i>I'll take care of the arrangements for tomorrow's meeting.</i>)	look into	investigate (<i>I'll look into the best way of getting to the airport.</i>)
take off	remove (<i>He took off his jacket when he came home from work.</i>)	look back on	consider the past (<i>When he looked back on his life, he was glad he had done so many different things.</i>)
take out	dispose of (<i>Take out the garbage when you leave, would you?</i>)	look forward to	Anticipate eagerly (<i>I am really looking forward to the holidays this year.</i>)
take back	retract (<i>I'm sorry I called you a fool. I take it back.</i>)		

- B** Now write four sentences about your life using phrasal verbs with *take* and *look*. Tell them to your partner in the next lesson. Check a dictionary for other examples of phrasal verbs and note how they are used.

Go to word list and quiz page 178.

A

Focus: Choosing the correct part of speech: adjectives and adverbs

Some questions in the TOEIC test will ask you to choose the correct part of speech. Learning to identify appropriate uses of adjectives and adverbs can help improve your score. This unit helps raise your awareness of how these words are formed and used.

Test tip

Learn suffixes to help you identify adjectives and adverbs

Some questions on the TOEIC test require you to select an appropriate adjective or adverb. Learning common suffixes will help you to identify these types of words.

Grammar note

Adjectives often follow the verb *to be* or other verbs related to senses (look, smell, etc.).

Examples

The food is terrible.
It tastes delicious.

1 Language building: Adjective and adverb endings

The sentences below use some common adjective and adverb endings found in the TOEIC test. Choose the correct adjective or adverb to complete each sentence.

1. We selected this hotel because the rooms are (**comfortable**/ **comfortably**)
2. We have problems in our Tokyo office. (**serious**/ **seriously**)
3. New recruits are expected to listen during training. (**attentive**/ **attentively**)
4. Our sales have been good in the last three months. (**consistent**/ **consistently**)
5. The response to the new commercial has been (**wonderful**/ **wonderfully**)
6. The contract stated that delivery would be free. (**specific**/ **specifically**)

Follow up: With a partner think of two or three other words for each of the adjective and adverb endings below.

Adjectives	
-able (-ible)	
-ous	
-ive	
-ent (-ant)	
-ful	
-ic	
Adverbs	
-ly	

Now choose two of the words from the chart above and make sentences (either true or false) about someone or something in the room. Read your sentence to your partner and see if they agree or not.

Example

A: *Min Joon always studies English very carefully.*

B: *I don't really think so.*

Test tip

Understand the use of comparative and superlative forms of adjectives

Knowing how these are formed can help you choose the right answer.

2 Test tactic: Be aware of correct comparative and superlative forms

- A Look at some examples of common comparative and superlative forms.
- ... **as high as** the market will support.
 - ... **more difficult than** we first expected.
 - ... **faster than** the competition.
 - ... **the cheapest** product.
 - ... **his/their/my greatest** problem.
 - ... **the most** important thing.

Use the examples above to help you choose the best word to complete the sentences.

1. The (good/better/best) thing about the offer is the price.
2. This system uses the (advanced/more advanced/most advanced) technology on the market.
3. This department may not be as (big/bigger/biggest) as some of the others, but its budget is much (large/larger/the largest).
4. They are our (important/more important/most important) customers by far.
5. The old distributor's delivery was much (fast/faster/fastest) than the new one.
6. Most attendees felt the first presenter was (informative/most informative/more informative) than the second one.

Follow up: Compare your answers with a partner. If you have any different answers, tell your partner why you chose your answer.

- B With your partner, make comparative and superlative sentences about the means of transportation below.

Example

A train isn't as fast as an airplane.

Buses are cheaper than trains.

car train ship airplane motorcycle
(fast, cheap/expensive, convenient, etc.)

Tactics checklist

Identity adjectives and adverbs by looking at their suffixes.

Become familiar with how comparatives and superlatives are formed.

3 Tactic practice

Use the tactics you have practiced to answer the following questions.

Questions 1–3 refer to the following article.

High among the many triumphs of man's courage and spirit is Walter Drake's and Olivier Vogel's climb to the summit of Mount Everest without

1. (A) amazement
(B) amazing
(C) amazingly
(D) amazed

oxygen tanks in 1967.

Although several attempts to climb Everest without additional oxygen had been made in the past, none had been successful. Drake and Vogel began moving cautiously up the south ridge towards the summit, which they reached after a grueling climb at 10:30. They lingered on the summit and then began

2. (A) highly
(B) shortly
(C) briefly
(D) quickly

the tiring climb down the mountain. They said it was the test of

3. (A) great
(B) greater
(C) greatest
(D) greatly

endurance they had ever experienced.

B

Mini-test

Now apply the *Test tactics* at the actual test speed with questions 1–12.



Recommended Time: 9 minutes (or less)

Try using the 2-pass method to help you make the most of the time available. Try to spend no more than about 30–45 seconds on each item. If you don't know the answer, guess and move on.

Questions 1–3 refer to the following article.

Classic Film Archive Coming Soon

National Pictures has recently announced the re-release of some of the most famous films of the 1930s and 1940s, including Corsini's *Roma Viva Roma*, the original 1937 version of *The Angry Man*, and the classic *Drums Along The Zambezi*. These are some of the most respected and talked-about films of the days of talking pictures.

1. (A) early
(B) final
(C) happy
(D) long

National Pictures reported that the original prints have been re-mastered and restored to modern digital standards by experienced film

2. (A) care
(B) careful
(C) carefully
(D) caring

technicians to maintain the charm and flavor of the original prints. More information on these, and other films from National Pictures, can be found on their Web site, along with screen shots and ordering details. To access the complete of restored films, and order your own set, log on to

3. (A) costs
(B) sample
(C) movie
(D) catalog

www.nationalclassics.com today.

Questions 4–6 refer to the following letter.

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Dear Mr. Phanom,

Thank you very much for your interest in becoming a dealer for our "Iron Duke" mountain bike. As you are probably aware, this is our latest model, and is by far the we have ever built.

4. (A) strong
(B) stronger
(C) strongest
(D) strongly

We believe it is this proven durability, along with its stylish design, that has allowed it to quickly gain such popularity the cycling community.

5. (A) within
(B) into
(C) about
(D) of

In answer to your question regarding how the Iron Duke has done in Asia, I can tell you that all of our retail partners there have reported that this year's sales of the model have been In fact, some of our dealers managed to sell their

6. (A) impressive
(B) worrying
(C) disappointing
(D) encouraged

entire stock in the first month after delivery.

I am including a full dealer reference package. Please don't hesitate to contact me if you have any further questions or would like to place an order.

Yours sincerely,

Wallace Minkly

Wallace Minkly
Asia Sales Representative
Avenger Cycle

Questions 7–9 refer to the following letter.

Dear Oleg,

I am writing to let you know that on July 17 we are going to be having a party to celebrate the launch of our new GX99 line of mobile phones. This held

7. (A) is
(B) had been
(C) was
(D) will be

in the Ambassador Room in the Dolton Grand hotel.

If you are free on this evening I would be very happy if you could join us. Your help in promoting the GX50 series was invaluable and we expect that with your input, the new line will be even successful than last year.

8. (A) extra
(B) very
(C) more
(D) most

I really hope you will be able to make the party as I expect that it will be an impressive one. In case, I will give you a call next week to set up

9. (A) no
(B) any
(C) every
(D) some

a meeting to finalize the designs for the January campaign.

Best regards and talk to you soon,

Miles

Questions 10–12 refer to the following letter.

Dear Barnaby,

I have just returned from my visit to the Taiwan office and I must say I am impressed with the local marketing team. They are all very motivated and about the

10. (A) enthusiasm
(B) enthusiast
(C) enthusiastic
(D) enthusiastically

new line of evening wear from our Paris collection.

One issue did arise regarding the details of sales plan. I think we may want to move more on the introduction than we had originally planned.

11. (A) quick
(B) quickly
(C) quicker
(D) quickness

We have information that our largest competitor has also gone with a darker and more conservative pattern this year. I am worried that this will make both product lines seem very

12. (A) modern
(B) expensive
(C) innovative
(D) similar

We know they generally debut their line in May. As our image is based upon setting trends and being unique, I think we should push our release date up to March. Please consider this option and let's discuss it more fully when we meet on Monday.

Mikako

C**Grammar practice****Adjectives and adverbs**

- A** Look at the gaps in the sentences below and decide whether they require an adjective or adverb. Then select the best word of the correct type from the list on the right.

1. John has had the best sales record for the last 5 years.
 2. The print shop downstairs is quite expensive, but it is certainly
 3. Swiss watches are famous for their timekeeping.
 4. The manager displayed the trophy his branch had won for having the best sales record.
 5. That company is famous for finding solutions to difficult problems.
 6. All new staff are told not to make personal phone calls using the company line.
- | |
|---|
| <p>a specifically</p> <p>b precise</p> <p>c consistently</p> <p>d proudly</p> <p>e innovative</p> <p>f convenient</p> |
|---|

- B** Choose four adjectives or adverbs from the list in activity A and use them to write new sentences. Then test your classmates to see if they can choose the right words.

Comparative and Superlative forms

- A** Change the words to the correct form (if necessary) in order to complete the sentences.

1. Diamonds are much than rubies. (expensive)
2. Many countries would like to have the building in the world. (tall)
3. The new apartment wasn't as as the advertisement had claimed. (big)
4. The summit of Mt Everest is the place on earth. (high)
5. That company was for its low prices than for the quality of its products. (famous)
6. Many people believe that a pound of lead is than a pound of feathers. (heavy)

- B** Write four more sentences about yourself, your family, or your country. Compare your sentences with your classmates.

Go to word list and quiz page 179.

A

Focus: Using context to answer vocabulary questions
Using what you have learnt to help infer meaning

In Unit 7 we looked at answering specific information questions. In this unit we will look at the type of questions you should answer next – vocabulary, main idea and inference.

Test tip

The context of the passage can give clues to vocabulary meaning

Read the sentences around the target word to try to guess the meaning.

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14**Test tip**

These questions sometimes use challenging vocabulary

If you don't know all of the words, ignore the ones you do know that don't answer the question. This will increase your chances of a successful guess.

1 Test tactic: Use context to answer vocabulary questions

- A Look at vocabulary question 1 below. Find the word in the passage and cross it out. Brainstorm other words that might fit in the sentence and discuss your ideas with a partner.

1. The word “constitute” in paragraph 2, line 2, is closest in meaning to ...

If there is a medical reason for the request, it must be received prior to the mid-point of the program. Refunds for sports and fitness programs will NOT be processed until ALL gym and pool passes have been returned.

Please note that advising an instructor or not attending a program will not constitute a notice of withdrawal.

Cash/check remittances will be refunded by check. Please allow our office 4 to 6 weeks to process your refund. Credit card refunds will go back on the original card.

- B Look at the answer choices and choose the one that seems closest to your idea.

- (A) begin
- (B) signify
- (C) remove
- (D) understand

If you aren't familiar with some of the words and can't see an obvious answer, ignore any incorrect words you do know and make a guess with the remaining choices. Read the sentence (silently) with each remaining choice and choose the one that “sounds” the best.

- C Do the same for the following question.

The word “process” in paragraph 3, line 2, is closest in meaning to

- (A) examine
- (B) replace
- (C) handle
- (D) maintain

Test tip

Answering the easier questions first gives you information

Answering the specific information and vocabulary questions first should help you to answer the main idea or inference questions. If not, skim the passage to confirm the most likely answer choice.

2 Test tactic: Use what you have learnt to infer meaning

A Underline the key words in the answer choices. Choice (A) is done for you.

2. What is this notice mainly about?

- (A) The costs of summer college programs
- (B) The way to obtain refunds for unattended courses
- (C) Details of payment for summer programs
- (D) Common reasons for withdrawal from college courses

Follow up: Compare your choices with a partner.

B Now answer the question above. You should already have enough understanding of the passage to make a choice (it is the same passage you used with specific information questions in Unit 7). If you still aren't sure, skim the passage and choose the one that seems closest to the overall meaning.

Summer program refund policy

The effective date of the withdrawal/cancellation is the date the withdrawal notice is received by the center, regardless of the date the participant stopped attending the class.

Withdrawal requests from all registered courses must be made before the second class is held. If the request is received 5 business days prior to the first class, the amount refunded will be the full amount, less the refund administration fee (\$25.00). If the request is received after the first class, but before the second class, the amount refunded will be the full amount, less the cost of the first class and less the administration fee (\$25.00). From the second lesson onwards, no refunds/credits will be issued.

If there is a medical reason for the request, a doctor's note must be received prior to the mid-point of the program. Refunds for sports and fitness programs will NOT be processed until ALL gym and pool passes have been returned. Please note that advising an instructor or not attending a program will not constitute a notice of withdrawal.

Cash/check remittances will be refunded by check. Please allow our office 4 to 6 weeks to process your refund. Credit card refunds will go back on the original card.

Test tip

In inference questions the answers will not be stated directly in the passage

The correct option will relate to or paraphrase ideas from the text. Look for words or ideas in the passage related to the things noted in each answer choice.

C Write the letter of the answer choice in the appropriate column in the chart on page 76. Choice (A) is done for you.

3. Where might you see this notice?

- (A) A student alumni magazine
- (B) An insurance policy
- (C) A medical journal
- (D) A community services bulletin

			A
Things that are insured and things that aren't covered Monthly payments The insurance company name Policy number/date	Profile of a famous doctor Research on diseases Descriptions of new medical techniques Ads for health services	Upcoming courses, services, or events Details of costs and schedules for community services Available facilities	Profiles of famous ex-students Fund-raising information Information on student admission Upcoming special events at the university

3 Tactic practice

Tactics checklist

- Use context to answer vocabulary questions.
- Use what you've learnt to answer main idea questions.
- In inference questions, look for words or ideas in the passage related to the things noted in each answer choice.

Use the tactics you have practiced to answer the following questions. Remember to start with the easiest questions and then go to the more difficult ones. Then answer them as quickly as you can.

1. What is the purpose of this letter?
 - (A) To thank someone for a meeting held last week
 - (B) To confirm the launch dates for a product line
 - (C) To request information on future marketing strategies
 - (D) To describe the ingredients in a skin care product
2. What can be inferred about the New Health product line?
 - (A) It is aimed at women.
 - (B) It will be expensive.
 - (C) It will sell well.
 - (D) It relates to skin care.
3. The word "anticipated" in paragraph 1, line 2 is closest in meaning to
 - (A) expected
 - (B) promised
 - (C) required
 - (D) awaited

Questions 1–3 refer to the following letter.

Roger,

It was a great pleasure to speak with you on the phone last week regarding our new product line that we will be introducing next year in Europe. Unfortunately, at that time, I was unable to confirm the anticipated launch date for the New Health line and the expected level of marketing support this product will receive.

I am now able to confirm that the launch date for our new range in our non-U.S. markets will be April 1. Prior to this date we will be launching a major marketing campaign for our new products which will include the placing of two-page spreads in leading health and fashion magazines, and TV advertisements. We are expecting to shortly confirm a well-known international model as the face for the campaign.

I will be coming to London early next month and I was wondering if we could meet to discuss our products and pricing strategies in more detail? I will be able to supply you with more information about not only the New Health line, but also the other facial and body moisturizing products that we offer.

I look forward to meeting you and discussing this sales opportunity with you further.

Regards,
Lewis

B

Mini-test

Now apply what you have learnt at the actual test speed with questions 1–10.



Recommended Time: 12 minutes (or less)

Try to spend no more than about 60 seconds on each item; if you don't know the answer, guess and move on. If you have time at the end review any answers you weren't sure about.

Questions 1–2 refer to the following memo.

Memorandum

To: Sales Department Staff
From: P.B. Anderson, Office Administrator
Subject: Garbage disposal

We received a complaint last Wednesday about improper garbage disposal by your department. Despite the recent guidelines, several bags of garbage were found in black plastic bags. We would therefore like to remind you of the following:

- Transparent garbage bags should be used for all garbage.
- Burnable and non-burnable items should be separated as previously advised.
- All garbage must be taken out before 6 P.M. on Tuesday and Friday evenings. If garbage is not out by this time, the collection will be missed.
- All glass and metal waste should be placed in the separate receptacle near the rear gate for pickup on Monday morning before noon.

1. What is the main purpose of this memo?
 - (A) To describe how to dispose of metal and glass
 - (B) To outline procedures for burnable waste
 - (C) To reinforce waste disposal guidelines
 - (D) To remind staff of the collection schedule
2. What have the sales staff failed to do?
 - (A) Use specific garbage bags
 - (B) Separate the garbage
 - (C) Place metal waste in the correct receptacle
 - (D) Take out the garbage at the correct time

Questions 3–5 refer to the following advertisement.

New Muscles Gym opening in Collingwood

Muscles Gym is the place for serious fitness, with over 50 multi-purpose gyms nationwide. We are pleased to announce that a new Muscles Gym is set to open in January next to Main Street Station. This new Muscles Gym features a fully stocked workout gym including free weights, machines and a range of cardiovascular equipment. There is also an exercise studio, which will offer a comprehensive program of dance, aerobic and martial arts classes. Membership in the Main Street branch also allows full use of the pool and aquatics programs in either the Central or Lansdowne branches.

We are now open for membership applications, so please visit us, take a tour of our wonderful facilities and see how we can truly add power to your dreams!

- Monthly membership rates from as little as \$60
- Family packages available from \$100
- 20% discount for group membership (min. of 4 members)
- Many other membership rates and packages
- Sign up by December 31 and get a 10% discount and complimentary locker

Membership inquiries:

Reception open 12 – 6 P.M. weekdays, 9 A.M. – 6 P.M. Sat/Sun

3. What is the main purpose of this advertisement?
 - To announce the opening of a new gym
 - To give details of group membership rates
 - To notify the public of an equipment sale
 - To describe the available facilities in Lansdowne
4. What do people who join before the end of the year get?
 - A \$60 membership rate
 - A 20% discount
 - A free locker
 - Special passes for family members
5. What is suggested in the advertisement?
 - People may sign up from 9–6 all week.
 - Joining will be more expensive after the new year.
 - Children are not able to use this gym.
 - The Main Street branch gym is convenient for swimmers.

Questions 6–9 refer to the following notice.

Notice to all guests of the Glenvale Inn

The management of the Glenvale Inn would like to apologize to all its guests for any inconvenience caused by our remodeling efforts. We assure you that the greatest efforts are being made to ensure all public spaces are kept immaculately clean, that all guests are provided with courteous professionalism, and that noise is kept to a minimum.

During the remodeling, we are also offering all guests 10% off their bill and 10% off their next stay as well, when the remodeling is complete.

Our new and improved facilities

- A 24-hour coffee bar in the lobby with a menu that will feature all your favorite specialty beverages as well as home-made baked goods.
- An expanded exercise room with spa and sauna will be available to melt away any chill you get on the slopes, plus personal trainers on hand for workouts or lessons in skiing or snowboarding.
- A massage salon will relieve any aches from your exercise in our gym or on the mountain.
- 20 log cabins, each complete with antique furnishings and bay windows overlooking the scenic valley and the main hotel building, will provide a little extra privacy but with all the amenities of one of our suites.

Once again, the management thanks you for your patronage and patience.

6. Why is the management apologizing?
 - (A) There has been a lack of professionalism.
 - (B) The exercise room is too small.
 - (C) Some construction is underway.
 - (D) Guests are being overbilled.
7. What is being offered to current guests because of the problem?
 - (A) A discount on their stay
 - (B) Personal training
 - (C) Free coffee
 - (D) A massage
8. The word “feature” in paragraph 3, line 1 is closest in meaning to
 - (A) make
 - (B) include
 - (C) highlight
 - (D) introduce
9. What is stated about the log cabins?
 - (A) They have a good view of the area.
 - (B) They have ultra-modern furniture.
 - (C) They are not as well equipped as the suites.
 - (D) They are connected to the main hotel.

Questions 10–12 refer to the following job advertisement and letter.

Global Architecture Associates Business Development Director

The person filling this position will develop the company's development plan and oversee the expansion of the business. Candidates should be able to demonstrate a background in successful business planning.

JOB DESCRIPTION

Responsible for managing external contracts and relationships with local businesses and the local government offices. Responsible for tracking and evaluating the success of contracts and services.

QUALIFICATIONS, TRAINING and EXPERIENCE

A degree in business management. Minimum of five years relevant experience, preferably managing a multi-functional team. Excellent sales, negotiation and interpersonal skills are key requirements of the job. Strong numerical and analytical ability and a solid grasp of computer spreadsheet applications are essential. Personnel management required. Good communication skills are essential, both written and verbal. Must be willing to travel.

Send cover letter and résumé to:

Marko Cerise
Human Relations Manager
Global Architecture Associates

Dear Mr Cerise,

I read your job advertisement in *Professional Monthly* and believe that I am well suited to fill the position.

For the past 6 years I have been working as the regional promotions manager for a national chain of stationery stores. In this position, I was responsible for overseeing a team of six promotions and marketing staff. It was my responsibility to plan the sales events and promotional campaigns, and produce evaluation reports on the impact of each campaign. The position entailed regular visits to each of the nine branches in the area, so I am used to spending a significant part of my working week on the road.

A big part of the job was interacting with both senior management and individual store managers to ensure that new product lines were appropriately supported and within budget targets. I have found working in this position to be very rewarding but I feel I am ready for a change of horizons and look forward to facing new challenges.

In respect to my current position, I would be willing to start within one month of receiving a job offer.

For further employment and educational details please see the accompanying résumé.

Sincerely,

Jennifer Dankert
Jennifer Dankert

- 10.** What kind of work is advertised?
- (A) Human resources
 - (B) Architecture
 - (C) Management
 - (D) Marketing
- 11.** In the letter, the word “impact” in paragraph 2, line 4, is closest in meaning to
- (A) effect
 - (B) collision
 - (C) force
 - (D) problem
- 12.** What requirement stated in the advertisement does Ms. Dankert NOT address?
- (A) Budget management experience
 - (B) Experience with promotional events
 - (C) Knowledge of computer software
 - (D) Supervisory skills



Reading in action

Role play

You bought a watch (a Seimex Accuron) a month ago. Yesterday, after swimming, you realized your watch wasn't working. You noticed there was some water inside the face. The watch is clearly labeled as "water-resistant" and is almost brand new!

Read the warranty below. Then answer the questions with a partner.

1. How long is the warranty good for?
2. What two things may the company do if it is broken?
3. What situations does the warranty not cover?
4. What should you do if you want to make a warranty claim?

SEIMEX INTERNATIONAL WARRANTY

Your SEIMEX watch is warranted against manufacturing defects by Seimex Corporation for a period of ONE YEAR from the original purchase date. Please note that Seimex may, at its option, repair your watch or replace it with an identical or similar model.

IMPORTANT – PLEASE NOTE THAT THIS WARRANTY DOES NOT COVER DEFECTS OR DAMAGE TO YOUR WATCH:

- 1) if the watch was not originally purchased from an authorized Seimex retailer.
- 2) from repair services not performed by Seimex.
- 3) from accidents, or use for purposes outside of those specified in the user's manual.

Report all warranty claims to your local authorized SEIMEX dealer for prompt service.

Task

With your partner, write a complaint letter (or complete the model on the next page) to the local Seimex dealer where you bought the watch. Include the following details:

- Tell them when you bought the watch (note the model).
- Explain what happened.
- Point out that
 - the watch hasn't been bumped or dropped
 - it is supposed to be water-resistant
 - there must be a problem with the watch
- Since it is still under warranty, find out how soon they can repair or replace the watch.

Culture note

When making complaints, try not to sound rude or personal,
e.g. *You must fix the problem you caused ...*

It is better to say, I really think this problem is covered by the guarantee, so it's only fair you should fix it.

To whom it may concern,

I am writing to complain about a Seimex _____ watch I purchased _____ in your shop. I was quite happy with it until yesterday, after a swim, _____ and _____ inside the face.

During the time I have owned it, it hasn't been _____ and since it is clearly labeled as water-resistant there is obviously a _____.

Since it is still under warranty I would like to _____.

I look forward to hearing from you soon.

Yours sincerely,

D

Further study

Using your completed letter, write two Part 7 type questions (at least one should be a vocabulary, main idea or inference question) to test a partner in the next lesson.

Go to word list and quiz page 179.

15

Listening Test

Part 1

Photographs

A

unit
15

Test tip

Listen for SVO words

Most TOEIC Part 1 questions follow a subject, verb or subject, verb, object pattern (SVO).

Listen carefully for SVO words and compare the words you hear to what is in the picture.

Focus: Listening carefully to every detail

Most incorrect choices in this part will use some correct subject, verb and object words and some wrong ones. This unit will help you to pick out and eliminate incorrect answer choices.

1 Language building: Listen for subject/verb/object words

A Look at the list of possible subjects/objects and verbs and make up sentences about each of the pictures with a partner.

1



2



Possible subjects/objects used

man	train	suit
baker	newspaper	oven
bread		

Possible verbs used

standing	sitting	reading
making	baking	wearing
putting		



B Listen to four correct sentences about these pictures. Listen carefully to the subjects/objects and verbs, and after each one pause the audio and tell your partner the words you heard. Decide together which picture you think the sentence matches.

Follow up: Write one new sentence for each picture. You may use different words. Test your partners to pick out the SVO words and choose the correct picture.

Test tip

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.

2 Test tactic: Be careful of subject/verb/object problems

A For the following sentences underline the incorrect words and say how you could correct them.



1. The woman is carrying the baby.
2. The shopping cart is empty.
3. The man is carrying a drill.
4. The man is holding some gloves.

B Now write two correct sentences about each of the following pictures. Underline the subjects, verbs and objects.

Example: *The man is sitting on the ground.*

1



2



C You will hear four sentences about each picture. After each sentence, stop the audio and tell a partner the SVO words you heard, then mark below whether you think the sentence is Correct or Wrong.

1

- (A) Correct Wrong
 (B) Correct Wrong
 (C) Correct Wrong
 (D) Correct Wrong

- 2 (A) Correct Wrong
 (B) Correct Wrong
 (C) Correct Wrong
 (D) Correct Wrong

Follow up: Compare with your partner the sentences you first made and the correct sentence.

3 Tactic practice

Use the tactics you have practiced for the next three photographs. You will have one minute to a) brainstorm vocabulary and b) predict possible statements with a partner. Then listen to and echo (silently) the answer choices, and after you hear each, mark whether you think it is correct, maybe correct, or wrong.

Tactics checklist

- Listen for SVO words.
- Listen for wrong subjects, verbs and objects.

1



- (A) Correct Maybe correct Wrong
 (B) Correct Maybe correct Wrong
 (C) Correct Maybe correct Wrong
 (D) Correct Maybe correct Wrong

2



- (A) Correct Maybe correct Wrong
 (B) Correct Maybe correct Wrong
 (C) Correct Maybe correct Wrong
 (D) Correct Maybe correct Wrong

**Understanding
natural English**

In natural spoken English, sounds are sometimes changed, combined and dropped. Listen to these sentences spoken naturally and write in the missing words.

A forest grows valley.

The man is standing wall.

3

- | | | |
|--------------------------------------|--|--------------------------------|
| (A) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (B) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (C) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |
| (D) <input type="checkbox"/> Correct | <input type="checkbox"/> Maybe correct | <input type="checkbox"/> Wrong |

Follow up: Now compare your answers with your partner, explaining your reasons, and what you remember hearing.

Understanding natural English

B**Mini-test**

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



Use any time available to skim the first pictures before the listening starts. After that you will have exactly 5 seconds between each question to mark your answer and focus on the next picture.

1**2****3****4****5****6**

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)

C**Learn by doing: Three in a row game**

To win this game you must make a line of three pictures in a row.

Choose a picture and say the number. Your partner will read a sentence and you must say if it is correct or wrong (and explain why). If you are right, you get the square.

Take turns until you have a winner.

Student A: Look at Activity file 15a on page 164.

Student B: Look at Activity file 15b on page 167.

1



2



3



4



5



6



7



8



9

**D****Further study**

Choose two pictures from C above, and write Part 1 type statements (one correct answer, three that are close but wrong) to test on your classmates in the next lesson. The incorrect answers should include some correct SVO words and at least one wrong one.

Go to word list and quiz page 180.

16

Listening Test Part 2

Question-Response

A

Focus: Becoming familiar with time and location structures

Questions about time and location are common in the TOEIC test. This unit will familiarize you with the types of questions and answer choices you will see in this part of the test.

unit
16

Test tip

Answers to time and location questions often use common marker words

Being familiar with the prepositions and other words common to these answers will help you choose the correct answer.

Test tip

The correct answer may use very short or indefinite answers

Listen for these and decide what kind of question they could answer.

1 Language building: Be familiar with time and location marker words

- A The table below contains sentences that answer different time and location questions. Common marker words are shown in **bold**.

Match each answer to the correct question type. The first one is done for you.

- | | |
|------------------------------|---|
| 1 Where/Directions? <i>b</i> | a We will be finished in February.

b It's at Eastern State University, on the 3rd floor.

c She's been working here for several months.

d Down the hall, turn left and it's just across from the cafeteria. |
| 2 How long? | e The package was delivered about an hour ago.

f They've been in the meeting since 6:00.

g To Florida, as usual.

h I've had it about a month. |
| 3 When? | i On Tuesday July 7th, at 1:00.

j It's in the refrigerator, behind the vegetables. |

- B Some questions do not have obvious time or location marker words. Write in the space whether the answer is for "Where/Directions", "How long", or "When" questions. The first one is done for you.

1 Where / Directions?	Berlin.
2	It could take all night.
3	Sorry, I'm not from around here.
4	Bermuda again. I can't wait!
5	It hasn't arrived yet.



Test tip

Learn to identify questions about location

Usually they involve the word *where*, but other words can also be used when asking for directions to a place.

- C Now listen to four answer choices, and for each one mark whether it is a "Where/Directions", "When" or "How long" question. After the recording, compare your answers with a partner.

1. Where/Directions? When? How long?
2. Where/Directions? When? How long?
3. Where/Directions? When? How long?
4. Where/Directions? When? How long?

Test tip

"Where" questions can sometimes have a "Directions" answer. Listen carefully for this.

Test tip

Learn to identify "When" questions. Usually "When" questions involve the phrases *How long ...?*, or *When ...?* / *What time ...?*

Tactics checklist

Listen for location questions, decide the type and listen for the appropriate answer.

Listen for marker words in time questions.

Understanding natural English

In natural spoken English, sounds are sometimes changed, combined and dropped. Listen to these sentences spoken naturally and write in the missing words.

..... A4 paper kept?
..... taxi coming?

2 Test tactic: Identify and answer time and location questions

A For each question below, mark whether it is a "Where", "Directions", "When" or "How long" question. The first one is done for you.

1. Excuse me. Where are the stairs?
 Where?
 Directions?
 When?
 How long?
(A) Go out this door and walk around the corner.
 (B) They're away on business.
 (C) It's not polite to stare.
2. When did they cancel the order?
 Where?
 Directions?
 When?
 How long?
(A) Back in March, I think.
 (B) Yes, they were ordered to do it.
 (C) I really think we have to cancel it.
3. How long did you have to wait?
 Where?
 Directions?
 When?
 How long?
(A) Yes, it is very long.
 (B) I was waiting for it on Tuesday.
 (C) Not as long as I expected.
4. Do you know where my keys are?
 Where?
 Directions?
 When?
 How long?
(A) Yes, it's the wrong key.
 (B) In the drawer, as usual.
 (C) They went out.
5. Do you know of a good cleaner near here?
 Where?
 Directions?
 When?
 How long?
(A) I think it's not so clean.
 (B) I prefer a different cleaner.
 (C) There's one on Bank Street.

 B Now listen and choose the best answers for each question. Be careful of the distractors noted in activity 1.

Follow up: Compare your answers with a partner.

3 Tactic practice 

Use the tactics you have practiced for the next five questions.

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

Follow up: Discuss with a partner which answers you chose and why.

 Understanding natural English

B Mini-test 

Now apply the Test tactics at the actual test speed with questions 1–12.



You will have 5 seconds at the end of each item to make your choice. You must then be ready to listen to the next question.

1	(A)	(B)	(C)	7	(A)	(B)	(C)
2	(A)	(B)	(C)	8	(A)	(B)	(C)
3	(A)	(B)	(C)	9	(A)	(B)	(C)
4	(A)	(B)	(C)	10	(A)	(B)	(C)
5	(A)	(B)	(C)	11	(A)	(B)	(C)
6	(A)	(B)	(C)	12	(A)	(B)	(C)

C**Learn by doing: Time and location questions**

- A Look at the model conversation below. Use the words on the right to complete the conversation.

A: Where do you live, Ken?
 B: Right now
 A: Oh yeah? How long have you lived there?
 B: Oh, I moved there
 A: Really? Where did you live before?
 B:

I lived in Georgetown with my family just after university
 I'm living in Hamilton for about 5 years

- B Now make a similar conversation with a partner, using the questionnaire below. Add some more questions of your own.

Interview your partner

Where do you live?
 How long have you lived there?
 Where did you live before?
 How long does it take you to come to class?

Where do you think is the best place to eat around here?
 If you could take a holiday anywhere in this country, where would you go?
 How long would you like to stay there?
 What time of year do you think would be best to go?
 What other country would you most like to visit?

How long have you been studying for the TOEIC test?
 When do you think you will be able to get the score you want?

D**Further study**

Think of a famous person and write two “Where”, two “When”, and two “How long” questions you could ask them. Then write the answers you think they would give. In the next class read the answers you wrote to see if your partner can guess the questions you asked and the famous person you chose.

Go to word list and quiz page 181.

A

Focus: Using vocabulary clues to infer meaning

The answers for many of the questions in this part of the test are not stated directly. You will have to listen carefully and use your knowledge of related vocabulary and context to choose many of the answers.

Test tip

Sometimes the answers are not stated directly in the passage

Before the listening, think of other words related to the answer choices and listen to infer the general meaning.

1 Language building: Brainstorm vocabulary for locations, activities and occupations

- A For each of the following, choose the words on the right that best relate to each answer choice, then add two more words for each answer choice. The first word is done for you.

1. Where is the man?

- (A) At a hotel
- (B) At a car rental agency
- (C) At a train station
- (D) At a sports event

rail

rail
room
track
bed
stadium
fans
car
license

Follow up: Compare your list with a partner. Then think of another common place and brainstorm three related words. Say your words to your partner and see if they can guess the location.

2. What is the first man doing?

- (A) Making a hotel reservation
- (B) Getting married
- (C) Borrowing a book from the library
- (D) Making a restaurant reservation

table
bride
room
dinner
library card
vacancies
novel
dress

Follow up: Compare your list with your partner. Then think of another common activity and brainstorm three related words. Say your words to your partner and see if they can guess the activity.

3. What is the man's job?

- (A) A delivery man
- (B) A musician
- (C) A banker
- (D) A salesman

deposit
truck
discount
concert
withdrawal
order
recording
package

Follow up: Compare your list with your partner. Then think of another common job and brainstorm three related words. Say your words to your partner and see if they can guess the job.



- B Now listen to the three conversations and choose the correct answer to each question. After each one, circle the word(s) on the lists in A that helped you find the answer.

- | | | | | |
|---|-----|-----|-----|-----|
| 1 | (A) | (B) | (C) | (D) |
| 2 | (A) | (B) | (C) | (D) |
| 3 | (A) | (B) | (C) | (D) |

2 Test tactic: Identify inference markers

Look at the three common inference questions in **bold**. Read the conversation below, choose the correct answer and underline the words in the tapescript that tell you it is correct.

1. **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.
2. **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.
3. **What is implied** about the woman?
 - (A) She often walks to work.
 - (B) She used to live in another city.
 - (C) She dislikes her job.
 - (D) She is often late.

Test tip

Some questions clearly ask you to infer things about the situation

Look for common inference markers:

What can be said/implied/inferred ...? and listen for related information in the recording.

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!

Follow up: Compare the words that you have underlined with a partner and discuss your answers.

Tactics checklist

- Think of other words related to the answer choices before listening.
- Look for common inference markers and listen for related information.

Understanding natural English

In natural spoken English, sounds are sometimes changed, combined and dropped. Listen to these sentences spoken naturally and write in the missing words.

That's what we were expect.

You've always work overseas.

3 Tactic practice

Use the tactics you have practiced for the next six questions. Before each passage begins, use the time to a) predict the context and b) think of other ways to say the answer choices with a partner.

1. Where are the speakers?
(A) In a library
(B) In a book store
(C) In a music store
(D) In a gift shop
2. What is the woman doing?
(A) Recording a CD
(B) Looking for a present
(C) Taking an order
(D) Paying for something
3. What does the man imply?
(A) The item is in stock.
(B) The item will arrive very soon.
(C) The item is extremely rare.
(D) The item is popular.
4. What are the speakers doing?
(A) Watching the news
(B) Going overseas
(C) Looking at a job ad
(D) Planning a holiday
5. What can be inferred about the speakers' relationship?
(A) They have known each other for a time.
(B) They have just met.
(C) They work together.
(D) They live together.
6. What does the man imply?
(A) He is desperate to work overseas.
(B) He wants to go on holiday.
(C) He has enough money to live for a while.
(D) He would like to get a new place.

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

Understanding natural English

B

Mini-test

Now practice what you have learnt at the actual test speed with questions 1–12.



Use any time available to skim the questions and answer choices before the first listening starts. When you finish answering the questions about one conversation, immediately start previewing the questions for the next conversation.

1. 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.
2. 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.
3. 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
4. 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

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)
7	(A)	(B)	(C)	(D)
8	(A)	(B)	(C)	(D)
9	(A)	(B)	(C)	(D)
10	(A)	(B)	(C)	(D)
11	(A)	(B)	(C)	(D)
12	(A)	(B)	(C)	(D)

5. 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.
6. Until what time was the offer available?
 (A) 1:15
 (B) 1:30
 (C) 2:00
 (D) 2:30
-
7. What are the speakers mainly discussing?
 (A) A sports team
 (B) A business meeting
 (C) A group project
 (D) A building design
8. What is scheduled to happen on Thursday?
 (A) A new project will begin.
 (B) An important game will be played.
 (C) A team will make a presentation.
 (D) A report will be sent out.
9. What is the man's concern?
 (A) His team will not finish on time.
 (B) He does not understand an assignment.
 (C) His team cannot work on other projects.
 (D) He disagrees with his team members.
10. Who most likely is the man?
 (A) A truck driver
 (B) A gardener
 (C) A repairperson
 (D) A car salesperson
11. How much time does the man probably need?
 (A) One hour
 (B) Two hours
 (C) Two and a half hours
 (D) More than three hours
12. Where are the speakers?
 (A) At a factory
 (B) At a garage
 (C) At a gardening store
 (D) At a home

C Learn by doing

Student A: Look at Activity file 17a on page 163.

Student B: Look at Activity file 17b on page 165.

Take turns to read one of the sentences from your file to your partner. They must say the job, location OR activity from the lists that best matches the sentence.

Jobs	Locations	Activities
office worker	restaurant	buying clothes
shoe salesman	art museum	talking about a movie
teacher	supermarket	changing an appointment
train conductor	sports club	asking for directions

Follow up: Now choose a job, location or activity and make up your own sentences to test your partner.

D Further study

Think of a common job, location and an activity and write a short conversation. In the next class read your conversation and see if the other students can guess the job, location and activity you chose.

Go to word list and quiz page 182.

A

Focus: Becoming familiar with re-statements
Being aware of questions involving numbers and quantities

Numbers and quantities are a commonly tested feature in the TOEIC test. The tactics in this section will help you to pick out the correct answers when dealing with Part 4 and other listening parts of the test.

Test tip

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.

Test tip

Specific information questions sometimes appear in the same order they appear in the listening

Focus on the questions in order. When you hear the answer, mark it and move on immediately.

Test tip

Be careful of questions involving number and quantity

Read the question and carefully note what it is asking, then quickly read the answer choices. When you hear one of the numbers in the listening decide whether it answers the question or not.

1 Language building: Re-statements of key vocabulary

A Look at the three questions with just the correct answer choice. Circle the words in the tapescript which repeat the same or a similar meaning to the words in the answer choice.

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

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.



B Now listen to three sets of sentences and mark the answer choice that is closest in meaning.

1. Part of the shipment was damaged.
2. They started the job a month ago.
3. Mr. Holmes has been a huge help to the team.

<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C
<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C
<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C

Follow up: Compare your answers with a partner.

2 Test tactic: Choosing the correct number/quantity answer

A Underline the key words in the question below, then quickly read the answer choices.

1. How many boats will join the event?
(A) 14 (B) 17 (C) 35 (D) 70

Test tip

Be careful of sound distractors in numbers ending in -teen or -ty
Example: 13 sounds like 30.

- B Scan the following tapescript for the numbers in 1 A–D on page 95. When you find one, decide if it answers the question or not. Remember, the words in the question and the tapescript may be different even if the meaning is the same.

Tapescript

The Jamestown boat race starts Saturday afternoon at 14 hundred hours, that's 2 p.m., of course. With 70 racing boats competing this year for 3500 dollars in prizes, this is sure to be one of the sailing events of the season.
Spectators should try ...



- C Underline the key words in the question below. Now listen to the rest of the tapescript and choose the best answer.

2. How many salvaged items are on display?
(A) 19
(B) 90
(C) 150
(D) 200

Tactics checklist

- Listen for words with the same meaning as the answer choices.
- Listen for numbers noted in the answer choices and decide if these answer the question or not.
- Be careful of similar-sounding number sound distractors, e.g. 13/30.
- Expect information questions to come in the same order they appear in the answer choices.

3 Tactic practice

Use the tactics you have practiced for the next three questions. Before the start of each question a) predict the content and b) where possible, think of other ways to say the key words or phrases.

1. How many people are requested to attend the conference?
(A) One
(B) Two
(C) Three
(D) Four
2. How long does the conference last?
(A) A couple of hours
(B) One afternoon
(C) All day Saturday
(D) Two days
3. How much time off can volunteers expect?
(A) About an hour
(B) About four hours
(C) A day
(D) Two days

- | | | | | |
|---|-----|-----|-----|-----|
| 1 | (A) | (B) | (C) | (D) |
| 2 | (A) | (B) | (C) | (D) |
| 3 | (A) | (B) | (C) | (D) |



Understanding natural English

In natural spoken English, sounds are sometimes changed, combined and dropped. Listen to these sentences spoken naturally and write in the missing words.

I won't be able to make both conference.

She's top designers.

B**Mini-test** 

Now practice what you have learnt at the actual test speed with questions 1–12.



Use any time available to skim the questions and answer choices before the first listening starts. When you finish answering the questions about one talk, immediately start previewing the questions for the next talk.

unit
18

1. What type of movie is *Indigo Heart*?
 (A) A romance
 (B) A comedy
 (C) A mystery
 (D) A drama
2. Which movie features Deborah Legg?
 (A) *Monterrey*
 (B) *Long Vacation*
 (C) *Phantom Knight*
 (D) *Indigo Heart*
3. According to the announcement, how can someone reserve a ticket?
 (A) By using an online service
 (B) By calling the ticket office
 (C) By stopping by the theater in advance
 (D) By sending an e-mail
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 this announcement most likely taking place?
 (A) In a university library
 (B) At a department store counter
 (C) In a company meeting room
 (D) In a restaurant dining room
8. What comes in six colors?
 (A) The spring catalog
 (B) The Clam Case
 (C) The Mini-Steamer
 (D) The Kitchen Friend
9. What is stated about the Mini-Steamer?
 (A) It is intended for travelers.
 (B) It is waterproof.
 (C) It is popular with students.
 (D) It is useful in the kitchen.
10. What is being sold?
 (A) Exercise equipment
 (B) A training video
 (C) A fitness club
 (D) An exercise book
11. What is special about this product?
 (A) It adjusts easily.
 (B) It is expensive.
 (C) It can be moved quickly.
 (D) It fits in a small space.
12. What are customers offered if they place an order now?
 (A) An instruction manual
 (B) Free delivery
 (C) A video
 (D) A discount

1	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)
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9	(A)	(B)	(C)	(D)
10	(A)	(B)	(C)	(D)
11	(A)	(B)	(C)	(D)
12	(A)	(B)	(C)	(D)

C

Learn by doing: Introducing people

- A Look at the speech below describing Bill Gates. With a partner write down the questions you would need to ask to get the information that is underlined in the text.

Examples

Bill Gates – May I have your name, please?

famous for being the head of the computer company Microsoft – What are you famous for?

Today I would like to give you some background on Bill Gates. Although he is quite famous for being the head of the computer company Microsoft, that is not what I am going to talk about today.

Born on Oct. 28, 1955, Bill grew up in Seattle, Washington with his two sisters. His father, William H. Gates II, was a Seattle attorney while his late mother, Mary Gates, was a schoolteacher.

In 1973, Gates entered Harvard University, where he developed a computer operating system. This interest in computers continues to this day.

Apart from computers Bill enjoys reading, and playing golf and bridge.

- B Interview your partner using the questions you wrote. Note their answers and make a similar speech, then write two or three questions about it.

Follow up: Test another group of students with your speech and questions.

D

Further study

Write a similar short biography about someone in your family or a famous person.
Write two questions and answer choices to test your classmates in the next lesson.

Go to word list and quiz page 182.