

KAPLAN

TOEIC[®] EXAM

THIRD EDITION

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Full-length practice test

Detailed answer explanations

Test-like practice questions

Proven test-taking strategies

Vocabulary-building tools

Audio CDs for realistic practice

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The material in this book is up to date at the time of publication. However, the Educational Testing Service may have instituted changes in the tests or test registration process after this book was published. Be sure to carefully read the materials you receive when you register for the test.

If there are any important late-breaking developments, or corrections to the Kaplan test-preparation materials in this book, we will post that information online at kaptest.com/publishing.

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Kaplan English Programs

Kaplan's English Language and Test Preparation courses offer a "one-stop-shop" for international students. If you want to improve your English for academic or professional purposes, the following Kaplan courses can help you:

GENERAL INTENSIVE ENGLISH

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can spend your free afternoons sightseeing, visiting universities, or participating in our optional activities program.

TOEFL AND ACADEMIC ENGLISH

Our world-famous TOEFL course prepares you for the TOEFL and also teaches you the academic language needed to succeed in a university. Designed for high-intermediate level English speakers, our course includes TOEFL-focused advanced reading, writing, listening, conversation, and grammar. You will also take simulation TOEFL tests complete with scores that monitor your progress, give feedback in areas that you should work on, and give detailed study suggestions using our computer labs and Kaplan's exclusive proprietary TOEFL software in our language lab. We'll teach you how to get a higher score!

SAT FOR INTERNATIONAL STUDENTS

Do you want to earn a bachelor's degree from a U.S. university? Kaplan's SAT for International Students course prepares you for the SAT test with in-depth review, step-by-step guidance from Kaplan's expert teachers, intensive practice, and our structured self-study materials.

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Do you want to earn a master's degree in engineering, information technology, or architecture from a U.S. university? Kaplan's GRE for International Students course prepares you for the test with in-depth review, step-by-step guidance from Kaplan's expert teachers, intensive practice, and our structured self-study materials.

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Do you want to get an MBA from a top business school? Kaplan's GMAT for International Students course prepares you for the test with in-depth review, step-by-step guidance from Kaplan's expert teachers, intensive practice, and our structured self-study materials.

BUSINESS ENGLISH

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listening strategies. You will get extensive practice with sample questions and full-length exams. Our TOEIC Exam course provides the quickest and most effective method for improving your test score.

APPLYING TO KAPLAN ENGLISH PROGRAMS

To get more information, or to apply for admission to any of Kaplan's programs for international students or professionals, you can contact us at:

Kaplan English Programs
700 S. Flower Street, Suite 2900
Los Angeles, CA 90017
USA

Tel: (213) 452-5800 or 800-818-9128

Fax: (213) 892-1360

Email: world@kaplan.com

URL: www.kaplanenglish.com

How to Use This Book

This book is designed to help you achieve the highest possible score on the TOEIC exam. The text includes easy-to-learn strategies, proven test-taking tips, a weekly study planner, essential vocabulary-building exercises, a CD with accompanying transcripts, and a complete practice test—all to give you the best chance on Test Day. Here's how to use the various components of this book.

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Step Three: Sharpen Your Skills

For each section of the exam, this book provides example questions along with proven strategies for correctly answering these types of questions. It highlights the most important strategies so you can easily refer to them. After the examples, you will find practice questions.

Once you complete the questions, turn to the answer explanations; here you will find an analysis of both correct and incorrect answer choices. Be sure to read all of the explanations for each answer choice so that you understand your mistakes and learn how the test makers try to distract you. On the day of the test, you'll be able to eliminate incorrect choices more efficiently.

Step Four: Use the Audio CD

The first four parts of the TOEIC exam test listening comprehension. The audio CD will build your listening skills while helping you become accustomed to these parts of the test. The transcripts of the CD appear in part 6 of this book.

Step Five: Build Your Vocabulary

The wider your vocabulary, the better you will do on the TOEIC exam. Fortunately, the TOEIC exam tests the same words and phrases over and over again, which is why we have assembled word lists with the most common word families found on the TOEIC exam.

Using these lists and the practice exercises that follow will not only extend your vocabulary, but also teach you to use and understand words in their many forms—verbs, adjectives, or gerunds.

Remember: When you encounter an unfamiliar word or phrase in this book, take the time to look it up in the dictionary, study its meaning, and find a sentence—either in the dictionary or in this book—that uses the word.

Step Six: Take Kaplan's TOEIC Exam Practice Test

After practicing the Kaplan strategies for the TOEIC exam, you should use the Practice Test as a test run for the
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| PART ONE |

The Basics

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Chapter 1: Taking the TOEIC Exam

- Understanding the TOEIC Exam
- How and Where the TOEIC Exam Is Administered

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WHAT IS THE TOEIC EXAM?

The Test of English for International Communication (TOEIC) exam is designed to test your ability to understand English as it is used in international business and other professional situations. The TOEIC exam covers two main areas: your ability to understand real-life conversations and speeches in English (spoken English), and your ability to read and understand materials in English, such as manuals, reports, advertisements, periodicals, correspondence, and technical articles (written English). The language tested on the TOEIC exam is not specialized language. It is the everyday language that people use in the workplace to communicate about their jobs and business, and when they communicate with friends or acquaintances about common subject areas such as health, weekend activities, and travel.

WHO PRODUCES THE TOEIC EXAM?

The TOEIC exam was developed by the Educational Testing Service (ETS), a private, not-for-profit organization located in Princeton, New Jersey, in the United States. ETS is a leading center for educational and psychometric research in the United States and is well known as an organization that prepares and administers a variety of tests for school, college, and graduate program admission as well as occupational and professional certification and licensing.

WHO USES THE TOEIC EXAM?

Corporations and government offices worldwide use the TOEIC exam for many reasons:

- Assessing how well their current employees understand English
- Hiring new employees

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The TOEIC exam was first administered in Japan in 1979. In 1982, it became available in Korea. Since then, the program has expanded its services throughout Asia, Europe, and the Americas. The test makers estimate that the total number of TOEIC exams administered annually is more than 4.5 million.

WHEN DID THE TOEIC EXAM CHANGE?

In 2005, ETS decided to make slight changes to the format of the TOEIC exam. The changes were made to align the exam with current theories about language testing. This book discusses the new TOEIC exam.

HOW DO THE TOEIC EXAM AND THE TOEFL EXAM COMPARE?

The TOEIC exam and the TOEFL (Test of English as a Foreign Language) exam were both developed to test English listening and reading, but they differ in their purpose, content, and design.

Purpose

The TOEFL exam is designed to determine how well a candidate can use English in colleges and universities in the United States. Its purpose is to identify candidates who can perform successfully in an academic setting. The TOEIC exam, on the other hand, tests everyday English used in business settings.

Content

Content for TOEFL exam material is taken from lectures, texts, and other documents found in the academic environment. TOEIC exam materials reflect the needs of people accomplishing work tasks, providing services, communicating with others, traveling, and manufacturing and distributing products.

Design

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HOW AND WHERE THE TOEIC EXAM IS ADMINISTERED

The TOEIC exam is available internationally through two separate programs. Your local representative will help you decide the best way for you to take the exam.

CHOICE 1: TAKING THE EXAM IN AN OPEN PUBLIC SESSION

These sessions are held on selected dates at different locations across the globe. Companies might want to send their employees to an open session exam rather than administering the exam on their own premises. People who wish to take the exam but who are not affiliated with an organization that conducts on-site exam administration must take the exam at an open public session. Because public sessions are not yet available in every country, you should check with the ETS representative in your country regarding the availability of these open sessions.

CHOICE 2: ON-SITE EXAM ADMINISTRATION

The TOEIC exam serves the needs of corporations and government organizations that have a number of people that they want tested at once. On-site exams are administered under secure conditions, supervised by both the client organization's staff and by ETS. Exams that are taken on-site or at an open session are all scored only by ETS or its representatives.

To find out more information about taking the TOEIC exam via either method, be sure to contact your TOEIC representative. Information on contacting your TOEIC representative can be found at www.toEIC.org.

AN OVERVIEW OF THE TOEIC EXAM

The TOEIC exam is a standardized test, meaning that it consists of certain

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Section One—Listening Comprehension

Part I	Photographs	10
Part II	Question-Response	30
Part III	Short Conversations	30
Part IV	Short Talks	30
Total Questions		100
Total Time		45 minutes
Score Range		5–495

Section Two—Reading Comprehension

Part V	Incomplete Sentences	40
Part VI	Text Completion	12
Part VII	Reading Comprehension	48
Total Questions		100
Total Time		75 minutes
Score Range		5–495

SCORING

TOEIC scores are obtained by adding up the total number of correct responses in the Listening

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An important thing to note is that because the exam calculates only the number of correct responses, and because you do not lose points for incorrect responses, you should answer *every* question rather than leave any blank. This book will teach you how to narrow down the possible options for each answer so that you come closest to picking the correct one, but even if you do not know the answer, guess! After all, you may, with luck, score a point; if you leave an answer blank, however, you receive no credit.



ANSWER EVERY QUESTION

On the TOEIC exam, you do not lose points for incorrect responses, so you should try to answer every question. If you do not know the answer, guess!

TOEIC exam writers recommend that a TOEIC score be considered valid for up to two years. However, if you took the TOEIC exam fewer than two years previously, and if you have greatly boosted your language skills during that period, you may find that your previous TOEIC exam score has become outdated.

Your TOEIC exam score is confidential. Information about your performance is available only to you and to the administering institution. Institutions may provide individual candidate information to staff only on a need-to-know basis and are not allowed to post scores on bulletin boards or other public places without the permission of the test takers.

TIMING

As previously described, the TOEIC exam is timed. This means that your score greatly depends on being able to complete the questions within the time allowed.

We will indicate the amount of time you should budget for each part of the exam at the beginning of each chapter. At first, this will seem like an extremely short amount of time to answer all of the questions. However, at Kaplan, we have designed our test-taking strategies to help you eliminate incorrect answers as efficiently as possible. By practicing the strategies, you should be able to get through nearly all of the exam questions. Remember also, that even if you are not able to complete a whole section before the time limit, you should still fill in the answer grid for any unanswered questions. You may choose a correct answer by luck and get additional points; if you leave those answers choices blank, you will receive no points.

When you do the practice questions for each section, pay attention to the amount of time you spend on each question. You do not have to be strict about time at this point, but you do want

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Before you even start the exam you will have to complete a background questionnaire. Practice filling it out before you take the TOEIC exam so that are fully comfortable with it on Test Day.

The next form you will use is the answer grid. On the answer grid, you will first fill in ovals to indicate your name, the center where you are taking the exam, and other identifying information. You will use the rest of the grid to indicate your answer choices.

When taking the exam, it is common to lose track of which question you are on. Check that you are on the right question after every five questions. That way, if you have accidentally skipped an oval, you have to correct only a few of them.



USE THE RIGHT PENCIL

You must use a No. 2 or HB pencil.
The computer that scores the exam
cannot read any other type of pencil
or pen.

It is important that you *fill in the ovals completely*; a check mark or an X will confuse the computer that scores the exam. Also, be sure that you do not go too far outside the oval and that if you erase, you do so completely. The Practice Test in the back of the book includes an answer grid. Practice filling it out so that you are prepared on Test Day.

Chapter 2: Preparing for Test Day

- Study Planner
- Nine Key Strategies for the TOEIC Exam

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about your current level of English; just make sure that you give yourself the amount of time you need to get the most out of this book. Remember to update the schedule as necessary.

Do not forget to schedule vocabulary practice and the Practice Test along with the rest of the chapters of the book. Take the Practice Test after you have reviewed all of the other chapters of the book. Be sure to leave enough time before the exam so you will be able to review your weak areas from the Practice Test. Take the Practice Test as if it were the real thing: Find a quiet place where you will not be interrupted, and take it in one session. Time yourself accurately. In this way, you will be more prepared for your actual Test Day.

On page 10 are some broad guidelines for setting up your schedule. Remember that everyone is different and your pace may be far slower or faster than what is listed here. These are just to give you a general sense of the amount of time you will need. In addition to the hours noted here, you will want to schedule in time for a second or third review of certain chapters, depending on your strengths and weaknesses. Finally, do not schedule too much studying immediately before Test Day. As described later in this chapter, studying up to the last minute will only make you more anxious and will probably not raise your score.

Sharpening Your Listening Comprehension and Reading Comprehension Skills

Part I: Listening Comprehension: Photographs	2 to 4 hours
Part II: Listening Comprehension: Question-Response	2 to 4 hours
Part III: Listening Comprehension: Short Conversations	2 to 4 hours
Part IV: Listening Comprehension: Short Talks	2 to 4 hours
Part V: Reading Comprehension: Incomplete Sentences	2 to 4 hours
Part VI: Reading Comprehension: Text Completion	2 to 4 hours
Part VII: Reading Comprehension: Reading Comprehension	2 to 4 hours

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LIST 2

2.5 to 4 hours

Practice Test

Practice Test 2 hours

Practice Test Review 1 to 3 hours

KAPLAN TOEIC Study Planner

Month: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

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To Do This Month:

KAPLAN TOEIC Study Planner

Month: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

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To Do This Month:

NINE KEY STRATEGIES FOR THE TOEIC EXAM

STRATEGY 1: KNOW THE DIRECTIONS

Each part of the TOEIC exam has its own directions. Knowing what they are before you take the exam will help you manage your time—you will not have to waste valuable test time listening to or reading the directions if you already know what they are. In the Listening Comprehension Section, you will hear the directions for each part before the actual questions begin. (The directions will also be printed in your exam book.) While the directions are playing, you should look ahead at the questions that you will be asked to answer. Knowing what the questions are in advance will help you focus on what to listen for.

In the Reading Comprehension Section, the directions are printed at the beginning of each part. Again, by knowing what the directions are in advance, you will be able to begin answering the questions immediately instead of wasting time reading the directions.

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STRATEGY 3: PREDICT THE ANSWER

After you are clear on what you are required to do, try to predict the answer in your own words—before looking at the answer choices. The questions on the exam are very straightforward—there are no trick questions or any questions that require you to calculate or come to a logical conclusion. Information is provided in the listening and reading materials, and the questions try to determine whether you understood that information. If you understand the question, you should be able to answer it in your own words. Your predicted answer should be among the answer choices.

STRATEGY 4: EVALUATE THE ANSWER CHOICES

After you have predicted the answer in your own words, check to see if your answer is among the choices. If the choices do not match your predicted answer exactly, select the choice that best matches. Reread the question to make sure it is a good match, and mark your answer choice on the answer sheet.

STRATEGY 5: ELIMINATE WRONG ANSWER CHOICES

If the answer you have predicted is not among the answer choices, eliminate any answer choices that you know are wrong and choose the best answer from the remaining choices. If you can eliminate even one wrong choice, you will increase your chances of guessing the correct answer. When there are four answer choices, you have a one-in-four chance of guessing the correct one. By eliminating one choice, you have improved your chances to one in three. If you can eliminate two wrong choices, your chances are even better.

STRATEGY 6: ANSWER EASY QUESTIONS FIRST

The Listening Comprehension Section of the exam is controlled by the recording. You will not be able to skip ahead, nor can you go back to review your answers. You must answer the questions in the Listening Comprehension Section in the order they are presented. In the Reading

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In Part VII of the Reading Comprehension Section, the reading passages have between two and five questions each. Generally, passages with fewer questions are shorter and easier than passages with more questions. Tackle the short passages first. The passages are usually grouped by the number of questions—the passages with two questions come before the passages with three questions, which come before the passages with four questions, and so on. However, this is not always the case. Try to answer all the two-question passages first, then the three-question passages, then the four-question passages, and so on. For some of the reading passages, there will be a question that asks about how a particular word is used in the passage. These are generally easy questions, and you should try to answer these first. If you are running out of time, look for these questions, find the word in the passage, and try to answer the question. Often, if you know the word being tested, you can eliminate one or two answer choices without even reading the passage.

STRATEGY 7: ANSWER EVERY QUESTION

Do not leave any questions unanswered. There is no scoring penalty for an incorrect answer on the TOEIC exam. Your score is the total of all questions answered correctly. If you really do not know the

answer to a question, guess. Choose one letter—(A, B, C, or D)—to use as a “guessing letter.” Using the same letter for every guessed question ensures that, on average, 25 percent of your guesses will be correct. The TOEIC exam is designed so that in each part, the number of times each letter is correct is about equal. This means there are approximately the same numbers of As, Bs, Cs, and Ds in each part. For example, if you choose answer choice D to guess at ten questions in Part VII, you should expect at least two or three of your guesses to be correct. However, if you guess randomly—picking a different letter for every question—you might not get any correct!

STRATEGY 8: MANAGE YOUR TIME

The TOEIC exam is a timed test; you are given 45 minutes to complete the Listening Comprehension Section and 75 minutes to complete the Reading Comprehension Section. As aforementioned, in the Listening Comprehension Section, the timing is controlled by the recording. After each question, there will be a pause of between five and eight seconds, during which you must choose and mark your answer (five seconds for Part I and eight seconds for Parts II–IV). After the pause, the next

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answer choice for each question. Be sure that you have answered every question and that there are no unanswered questions. If time is running out and you will not be able to finish the test, pick one letter (A, B, C, or D) and fill in the remaining questions on your answer sheet. It is much better to guess at the remaining questions than to leave them unanswered. Your guesses might be correct, which would earn you score points.

STRATEGY SUMMARY

1. Know the directions.
2. Read each question carefully before you look at the answer choices.
3. Predict the answer before looking at the choices.
4. Evaluate the answer choices and mark the answer if you know it.
5. Eliminate wrong answer choices and choose the best answer from the answer choices that remain.
6. Answer easy questions before the hard ones. Usually, Part V is easier than Part VI, which is easier than Part VII.

7. Answer every question, and choose one letter for every wild-guess answer.
8. Manage your time.
9. Check your answer sheet for mistakes or unanswered questions before you turn it in.

TIPS FOR THE FINAL WEEK

The tendency among test takers is to study too hard during the last few days before the exam and then to forget the important practical matters until the last minute.



TEST KIT

The night before the exam, collect the

THE WEEK BEFORE TEST DAY

Do not try to study too hard on the days immediately before the exam.

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Evaluate thoroughly where you stand. Use the last week before Test Day to focus on your weaker points, and reread those chapters of this book. Do not neglect your strong areas, however; after all, this is where you will score most of your points.

- Practice using a timing routine that you will follow during the real exam. For instance, some students set their watch at 12:00 at the beginning of every section so they know how much time they have. Whatever your method, make sure it does not distract you from valuable exam time.

THE DAY BEFORE TEST DAY

Try to avoid doing intensive studying the day before the exam. There is little you can do to help yourself at this late date, and you will probably exhaust yourself. Instead, review key strategies, get together everything you will need for Test Day, and then do something relaxing.

TEST DAY

Plan to arrive early to your exam center; the administrators will not admit latecomers. Make sure you have your test kit with you (see page 16), especially your admission ticket and photo ID. Most centers have a clock, but you may still want to bring a watch, just in case.

After the exam booklets are handed out and you have filled out all the necessary forms, the TOEIC exam will begin. The administrator will either write or call out the starting time for each section and will also usually announce the time at specified intervals.

The exam begins with the Listening Comprehension Section, followed by the Reading Comprehension Section. Between the two sections, the administrator will tell you that the time has expired and it is time to go on to the next section. You must immediately go from the Listening Comprehension Section to the Reading Comprehension Section. Use this time to take a deep breath and refocus your concentration. Remember, if you finish the Reading Comprehension Section early, you will not be able to go back to the Listening Comprehension Section. Use this time to review your work on the

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STRESS BUSTERS

If you are like most people preparing for the TOEIC exam, you may be feeling anxious about it. You may be worried about your listening comprehension skills, for example, or all those new words you just learned, or what will happen if you do not get a certain score. All those stressful thoughts and fears can make you nervous, sleepless, and ultimately less able to perform well on the exam.

At Kaplan, we believe that learning to control stress and anxiety is a key part to boosting your TOEIC exam score. That is why we have included the following stress-busting techniques. By practicing them—no matter how silly they may seem—you will lessen your exam anxiety, and let all the hard studying you have done pay off.

BEFORE THE TEST

Just as an athlete needs to train to perform well in a sports event, you can train to do your best on the TOEIC exam. Here are some tips for getting into peak condition, both mentally and physically.

Make English a Part of Every Day

Surround yourself with the English language in the weeks and months leading up to your exam. Get in the habit of reading or listening to something in English every day, separate from your study time. Even if it is just ten or fifteen minutes a day, listening to something in English and trying to figure out who is talking, why they are talking, and what they are talking about will help you improve your listening comprehension. You can do the same thing with reading. By reading anything you see written in English, such as advertisements, signs, or directions, and by asking yourself what their meaning is, you will be working on your reading comprehension. Even more importantly, you will become more and more familiar, and therefore more comfortable, with English. The level of comfort you have with English—whether it is listening or reading—will help reduce stress and nervousness.

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this exam," rather than "I have to"; "I will do well," rather than "I hope things go well"; "I can," rather than "I cannot." Any time a negative thought occurs, conquer it with a positive one. This builds your self-esteem and confidence.

This technique is especially useful at night when you are just about to fall asleep. Because your mind is very open to suggestion then, think about all your positive accomplishments and skills (*I performed well at work today; I like where I'm living; I relate well to my friends; etc.*). You will wake up feeling a lot more positive in the morning.

Eat

Try to eat healthy foods before the exam: fruits and vegetables, low-fat foods, proteins, and whole grains. Do not fill up on sugary or high-fat snacks. Sugar makes stress worse and fatty foods are not healthy. Steer clear of heavily salted foods, too; they can deplete potassium, which you need for nerve function.

Exercise

Whether it is walking, jogging, biking, swimming, skating, or aerobics, physical exercise is a proven way to stimulate your mind and body and to improve your ability to concentrate. After all, exercise pumps more oxygen into the blood, which helps you think better. Even if you do not regularly exercise, take a five- to ten-minute activity break for every hour that you study. This will help keep your body and mind in balance.

One warning about exercise: It is not a good idea to exercise vigorously immediately before bedtime.

Take a Break

Do not study up to the moment you go to sleep. You need some time for your mind to relax; otherwise, you will lie awake worrying about your studies.

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few minutes, as previously described. Fill your diaphragm and lungs as fully as you can and then exhale the air completely. While you're doing this, imagine yourself in a relaxing situation. It might be a special place you have visited—a garden or beach, for example—or one you have read about. Imagine the smells, the sounds, and the way things feel in that place. Stay in that place for as long as you feel comfortable. Then, take a moment to check how you are feeling. Focus on staying relaxed and then imagine you are taking the TOEIC exam with this same calm feeling.

Practice this exercise often, especially when you are starting to feel anxious. The more you practice it, the more effective the exercise will be for you.

DURING THE TEST

The TOEIC exam requires a high level of concentration and quick responses. Your state of mind as you take the exam will affect your score. Here are some tips for performing your best as you take the TOEIC exam.

Keep Moving

Do not get stuck on a difficult question or passage. You do not have to get everything right to achieve a good score, so do not spend an excessive amount of time on a question that is too difficult for you. Select the best possible choice, and then move on! While you cannot go back to review the listening items after the recording has played, in the Reading Comprehension Section you can always go back to the more difficult questions later.

Concentrate

Other test takers may seem to be working more busily than you are, but do not pay attention to them! Other people's activity levels are not necessarily signs of progress or higher scores. Continue to work carefully and thoroughly, especially on the Reading Comprehension Section of the exam.

Breathe

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other test takers are.

- You are probably doing better than you realize. Think to yourself: "I can do well on this exam!"

| PART TWO |

The Listening Comprehension Section

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Chapter 3: Exam Part I—Photograph Questions

- Test-Taking Strategies
- Photograph Practice Set

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TEST-TAKING STRATEGIES

STRATEGY 1: KNOW THE DIRECTIONS

It is important to understand what you are being asked to do before you take the test. The directions will look something like this:

LISTENING COMPREHENSION SECTION

In the Listening Comprehension Section, you will have the chance to demonstrate how well you understand spoken English. The Listening Comprehension Section will take approximately 45 minutes. There are four parts, and directions are given for each part. You must mark your answers on the separate answer sheet. Do not write them in the test book.

Directions: For each question, you will hear four statements about the photograph in your test book. When you hear the statements, choose the one statement that best describes what you see in the photograph. Then, find the number of the question on your answer sheet and mark your answer. The statements will not be written in your test book and will be spoken just once.



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Narrator:

C.

Woman:

They're eating at a restaurant.

Choice (C), *They're gathered around the table*, best describes what you see in the photograph.

STRATEGY 2: LOOK AT THE FIRST FEW PHOTOGRAPHS

Because you already know the directions, look at the first few photographs in your test book while the directions are playing. This will let you know what to expect and what you will need to listen for.

As you look at the photographs, think about what they are showing and how that might be described in English.

STRATEGY 3: FOCUS ON THE PHOTOGRAPH

As you look at each photograph, decide what the main action or idea is. The correct statement about the photograph will almost always deal with the most important element in the photograph.

The correct answer will not usually be a minor detail; it will be the answer to this question: "What is this a photograph of?"

In the sample photograph, for example, the man who is standing is also holding a tea cup. TOEIC exam writers would not make the correct answer, "*The man is holding a tea cup.*" While this statement is true, it is not the main action or element shown in the photograph. Ask yourself, "What is this a photograph of?" It is a photograph of four people around a table.

When there are people in the photographs, it can be easy to decide what the main action is. The people are usually doing something. The correct statement will probably be about whatever it is

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in front of, on top of, or behind another.

Look at each photograph quickly and decide in your own words what it shows. Each photograph shows one main action or idea; the answer for each photograph is the statement that best describes what is happening, which almost always refers to the most obvious action or object in the photograph.

Look again at the example photograph in the directions. What is it a photograph of? Your answer is probably something very close to this: "Four people are around a table." The correct statement is choice (C) *They're gathered around the table.*

Most of the time, your first answer to the question of what the photograph is of will be the correct answer.

STRATEGY 4: EVALUATE THE STATEMENTS

Once you have formulated in your own words what the photograph is showing and have decided on the main action, you must listen to and evaluate the statements you hear. Because each statement will be spoken only once, you must listen carefully.

Listen for a statement that is a close match to what you decided the photograph was of. Be sure to listen to all four statements before you mark your answer sheet. If one of the statements is a close match to the answer you have been expecting, find the number for the question on your answer sheet and mark the oval for the letter that matches your answer.

STRATEGY 5: ELIMINATE FALSE STATEMENTS

If none of the statements match your expected answer very well, then you must start eliminating any choices that are false. The best way to do that is to repeat each statement to yourself and ask

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Statement (C) *They're gathered around the table.*

This is true; they are around the table. Therefore, you should keep this choice.

Statement (D) *They're eating at a restaurant.*

This is false. The people are at a table, but it is in an office, not a restaurant. You can eliminate this choice.

In this example, only choice (C), *They're gathered around the table*, is true. Choices (A), (B), and (D) can be eliminated because they are false.

In the directions example, the main action was very clear, and it was easy to identify the statements that were false. If only one or two choices seem false to you or if you cannot eliminate all the wrong answers, then you must select the best match from what is left.

You have already decided what the answer should be in your own words. Consider whether any of the answer choices contain words that are similar to what you expected the correct answer to use. In the directions example, you might expect the word *table*. The only choice that contains this word is (C), which is the correct answer. If you are unable to eliminate answer choices, select the choice that uses words or phrases that are similar to your expected answer.

STRATEGY 6: ANSWER THE CURRENT QUESTION BEFORE THE NEXT ONE BEGINS

You should answer every question as quickly as you can. You have only about five seconds to choose your answer for each photograph. You should be finished with the current question before the next set of statements begins. If you are still answering a question when the next one begins, you might not hear the first statement.

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- Irrelevant statements
- Hybrids

More than one type of distractor may be used in a photograph. Not all distractors fit neatly into these categories; some may seem to belong to more than one category. Note also that each of these distractor types is similar because, in the end, they are false and do not describe what is happening in the photograph. However, it is useful to look at *why* they are false and to understand what it is you must listen for.

Wrong Word Usage

This type of distractor essentially asks you to identify the correct vocabulary word, or the correct form of a word. Each of the choices might, for example, use the same form of a verb but change the nouns they refer to. Alternatively, they might use the correct noun throughout, but change the verbs. Prepositions can also be tested this way. This distractor type is often easy to eliminate.

Example 1



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Narrator: D.

Woman: They're emailing the documents.

The correct statement is choice (A), *They're examining the documents*. Choices (B), (C), and (D) all use the wrong verb to describe what is happening. This is essentially a vocabulary item.

Similar-Sounding Words

This type of distractor uses words that sound similar to the correct answer.

Example 2



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- Woman: *The man is putting out a tire.*
Narrator: *C.*
Woman: *The man is changing a tire.*
Narrator: *D.*
Woman: *The man is going to retire.*

The correct statement is choice (C), *The man is changing a tire*. Choices (A), (B), and (D) all use words that sound similar to *tire* (e.g., *tie*, *fire*, *retire*). Sometimes the similar-sounding words will be nouns—as in choices (A) and (B). At other times, the similar-sounding words may be verbs—as in choice (D)—or other parts of speech.

Reasonable Statements/Assumptions

This type of distractor may refer to objects or actions in the photograph and, therefore, may seem reasonable, but the statement does not correctly describe what you see. It may also make assumptions about what may (or may not) be happening in the photograph. When a statement makes an assumption, it is usually wrong.

Example 3

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- Woman: *The man is installing software on his computer.*
 Narrator: *D.*
 Woman: *The man is deleting email.*

The correct statement is choice (A), *The man is working at his desk*. Choice (B) uses the words *sat down* and *chair* because the man is, in fact, sitting in a chair; however, we do not know whether or not he *just sat down*—meaning he sat down very recently. He may have been sitting there for several hours. This is an example of a reasonable statement that also makes an assumption. Choice (C) uses the word *computer* because we can see a computer in the photograph; however, we do not know whether or not the man is *installing software*. Again, this is an example of a reasonable statement that also makes an assumption. Choice (D) uses the phrase *deleting email*, because that is an activity that can be associated with using a computer; however, we do not know whether or not he is deleting email, writing email, opening a document, or performing some other activity.

Irrelevant Statements

This type of distractor uses statements that do not describe anything in the photograph. It often uses words or phrases that may seem like they should go with the objects or main action in the photograph.

Example 4



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- Narrator: B.
Man: *The spoons are next to the forks.*
Narrator: C.
Man: *The food is in the refrigerator.*
Narrator: D.
Man: *The dishes are stacked on shelves.*

The correct statement is choice (D), *The dishes are stacked on shelves*. Choice (A) refers to a *waiter* and *setting the table*, which can both be associated with *dishes*; however, this statement does not describe anything that can be seen in the photograph. Choice (B) refers to *spoons* and *forks*, which again are both associated with *dishes*; however, this statement does not describe anything that can be seen in the photograph. Choice (C) refers to *food* and a *refrigerator*, which can both be associated with *dishes*; however, this statement does not describe anything that can be seen in the photograph.

Hybrids

This type of distractor combines similar-sounding words, references to objects that may be seen in the photograph, or words and phrases that seem like they should go with the objects or main action in the photograph. These distractors are working to distract you on several levels at once. They are very common, and they are usually the most difficult to eliminate.

Example 5

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- Woman: *He's getting some water.*
 Narrator: *D.*
 Woman: *He's spilling water from a cup.*

The correct statement is choice (C), *He's getting some water*. Choice (A) uses the word *watering*, which is similar to the expected word, *water*. It is also an irrelevant statement because there are no *plants* in the photograph, and the statement does not describe what is happening. This hybrid distractor is a combination of similar-sounding words and an irrelevant statement. Choice (B) uses the word *glasses*. We might expect the correct answer to use the word *cup* or *glass*. The word *glasses* sounds similar to the word *glass*, but *glasses* refers in this case to *eyeglasses*. There are no *glasses* in the photograph, so the statement does not describe what is happening. This hybrid distractor is a combination of similar-sounding words and an irrelevant statement. Choice (D) uses the word *spilling*, which sounds similar to the expected word *filling*. It also uses the expected words *water* and *cup*; however, the statement does not describe what is happening. This hybrid distractor is a combination of similar-sounding words and a reasonable statement.

STRATEGY SUMMARY

1. Know the directions.
2. Look ahead at the photographs while the directions are playing.
3. Focus on the main action and ask, "What is this a photograph of?"
4. Evaluate the answer choices.
5. Eliminate as many answer choices as you can.
6. Answer each question before the next one starts.
7. Understand the common distractor types.

PHOTOGRAPH PRACTICE SET

Now you are ready to play your audio CD and practice some Photograph questions on your own. You may turn the CD player on and off at any point, but try playing the statements for at least two

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Play track 1 of Audio CD 1 to hear the statements for the Photograph practice questions.



Time Budget: 24 minutes for 24 photographs

1.



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(A) (B) (C) (D)

3.



(A) (B) (C) (D)

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(A) (B) (C) (D)

5.



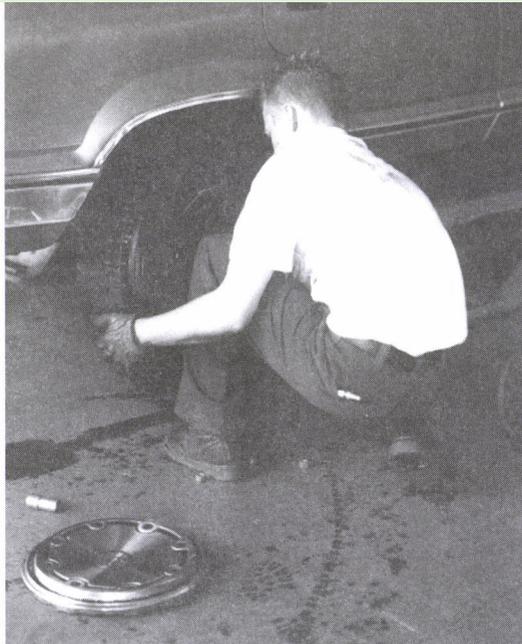
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(A) (B) (C) (D)

7.



(A) (B) (C) (D)

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(A) (B) (C) (D)

9.



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(A) (B) (C) (D)

11.



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(A) (B) (C) (D)

13.



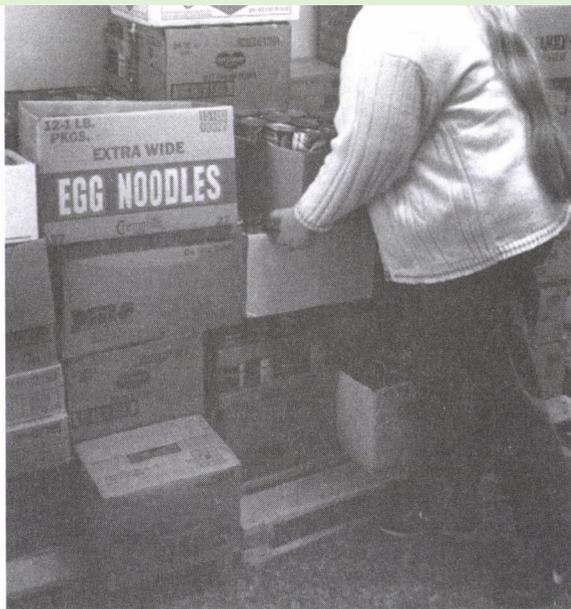
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(A) (B) (C) (D)

15.



(A) (B) (C) (D)

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(A) (B) (C) (D)

17.



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18.



A B C D

19.



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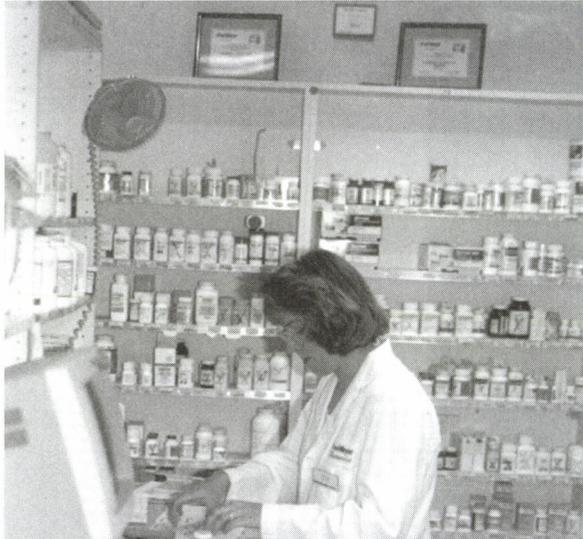
Please ask them to send the complete version of this material before the lesson.

20.



(A) (B) (C) (D)

21.



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(A) (B) (C) (D)

ANSWER KEY

- | | |
|-------|-------|
| 1. A | 13. B |
| 2. C | 14. A |
| 3. A | 15. D |
| 4. C | 16. D |
| 5. B | 17. B |
| 6. B) | 18. B |
| 7. A | 19. D |
| 8. D | 20. A |
| 9. C | 21. D |
| 10. D | 22. C |
| 11. C | 23. C |

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ANSWERS AND EXPLANATIONS SECTION

- (A) He is sorting envelopes into the boxes. CORRECT

(B) All of the boxes are filled to capacity. (Most of the boxes are filled, but not to capacity.)

(C) He is writing letters to his colleagues. (He is sorting letters, not writing them.)

(D) The squares are stacked on top of each other. (The boxes are not squares.)
- (A) The cable is old and rusty. (The cable is not rusty in the photograph.)

(B) The wire is in front of the school. (The photograph is of a spool, not a school.)

(C) The cable is coiled on spools. CORRECT

(D) The spools are being delivered by truck. (We do not know from looking at the photograph whether they are being delivered, or how they might be delivered.)

3. (A) Several parking spots are available. CORRECT
(B) A parking attendant is counting the cars. (There is no attendant in the photograph.)
(C) The people are getting into their cars. (There are no people in the photograph.)
(D) The parking lot is completely filled. (You can see empty spaces in the parking lot.)
4. (A) The woman is watching television. (There is no television.)
(B) The printer is out of paper. (The photograph is of a typewriter, not a printer.)
(C) The typewriter is being used. CORRECT
(D) The coffee machine is plugged in. (There is no coffee machine in the photograph.)
5. (A) He is taking inventory at the store. (There is no paperwork to suggest inventory.)
(B) He is putting pants on the hanger. CORRECT
(C) He is hanging the pictures on the wall. (He is hanging something, but not pictures.)

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- (C) The sheets need changing. _____
- (D) The maid is folding towels. _____
8. (A) The equipment is full of dirt. _____
(B) The vehicle is being driven on the highway. _____
(C) He's working under the trees. _____
(D) The man is operating construction equipment. CORRECT
9. (A) The man is leaving the store with the boards. (The exit is not in the photograph.)
(B) The boards are being sawed in the back room. (Nothing is being sawed.)
(C) The store sells lumber. CORRECT
(D) The store is filled with many customers. (Only one customer is in the photograph.)

10. (A) The women are being shown to their table. (The women have already been seated at their table.)
 (B) The waitress has spilled soup on her sleeve. (We do not know what happened in the past.)
 (C) The women are getting ready to leave. (The women are being served dessert, not getting ready to leave.)
 (D) The waitress is serving dessert to her customers. CORRECT
11. (A) He is looking at his watch. (This is the noun form of *watch*.)
 (B) He watches his step while he walks. (He is not walking.)
 (C) He is watching something below. CORRECT
 (D) He is washing the glass under the railing. (Washing is the wrong action.)
12. (A) The nurse is entering patient information into the computer. (She is entering

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- (D) The chef is chopping the meat into small pieces. (He is packing meat that is already chopped.)
14. (A) She is stacking boxes on top of each other. CORRECT
 (B) She is putting groceries on the shelf. (She is stacking boxes, not putting groceries on the shelf.)
 (C) She is getting a refund at the store. (It is not clear that she is in a store or is getting a refund.)
 (D) She is purchasing office supplies. (There are no office supplies in the photograph.)
15. (A) The man is buying a new tennis racquet. _____
 (B) The woman is writing a check for the merchandise. _____
 (C) The woman is helping a couple move furniture. _____
 (D) The woman is assisting the customers with a purchase. CORRECT

16. (A) He is driving his car to the construction site. _____
(B) The truck is leaving the construction area. _____
(C) He is burning garbage at the construction site. _____
(D) The construction debris is being loaded into the trash container. CORRECT
17. (A) The shoes are stacked on the floor. (The shoes are stacked on racks and shelves.)
(B) She is trying the shoes on for size. CORRECT
(C) The shoes are all on sale. (We do not know whether they are on sale.)
(D) She is walking into the shoe store. (She is already in the shoe store.)
18. (A) The material is displayed on racks. (There are no racks.)
(B) The material is stacked on pallets. CORRECT
(C) The stack of materials is wet. (We cannot see if it is wet in the photograph.)

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- (C) He is using a remote to change the channel. (He is adjusting a knob, on a control panel, not changing a channel.)
(D) He is speaking into a telephone. (He is speaking into a microphone, not a telephone.)
21. (A) The pharmacist is taking an order for a prescription. (She is not taking an order.)
(B) The farmer is buying fertilizer for her crops. (There is no farmer, fertilizer, or crops.)
(C) The woman is reaching for a bottle from the shelf. (She is not reaching for the shelf.)
(D) The pharmacist is filling a customer's prescription. CORRECT
22. (A) The camera crew is carrying the equipment. (They are not carrying anything.)
(B) The camera man is talking on the phone. (There are several people, and none is on the phone.)
(C) The camera crew is taking a break. CORRECT
(D) The camera man is loading film into the camera. (No one is loading film.)

23. (A) They are balancing the company's books. _____
 (B) The woman waits while the man looks. _____
 (C) The man and woman are reviewing a document. CORRECT
 (D) The woman watches the man prepare the invoice. _____
24. (A) The boys are ignoring the speaker.
 (B) The boys listen and watch while the man speaks. CORRECT
 (C) He's teaching the boys how to paint the fence. _____
 (D) The man is coaching a football team. _____

RESPONSES FOR THE IDENTIFY THE ERROR QUESTIONS

7. (A) The housekeeper is making the bed. CORRECT

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- (B) The woman is writing a check for the merchandise. (*The woman writing is a clerk, not a buyer.*)
 (C) The woman is helping a couple move furniture. (*There is no furniture being moved.*)
 (D) The woman is assisting the customers with a purchase. CORRECT
16. (A) He is driving his car to the construction site. (*The vehicle is not a car and it is already at the site.*)
 (B) The truck is leaving the construction area. (*It is not a truck and it is not leaving.*)
 (C) He is burning the garbage at the construction site. (*There is no burning garbage seen.*)
 (D) The construction debris is being loaded into the trash container. CORRECT
23. (A) They are balancing the company's books. (*They are not doing accounting.*)
 (B) The woman waits while the man looks. (*They are interacting.*)
 (C) The man and woman are reviewing a document. CORRECT
 (D) The woman watches the man prepare the invoice. (*They are working together.*)

24. (A) The boys are ignoring the speaker. (*They are listening to him.*)
(B) They listen and watch while the man speaks. CORRECT
(C) He's teaching the boys how to paint the fence. (*There is a fence, but it is a minor detail in the photograph.*)
(D) The man is coaching the football team. (*A learning activity is not necessarily a sporting activity.*)

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Chapter 4: Exam Part II—Question-Response

- Test-Taking Strategies
- Question-Response Practice Set

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TEST-TAKING STRATEGIES

STRATEGY 1: KNOW THE DIRECTIONS

It is important to understand what you are being asked to do *before* you take the test. The directions will look something like this:

Directions: You will hear a question or statement and three responses spoken in English. They will be spoken only once and will not be printed in your test book. Choose the best response to the question or statement and mark the letter on your answer sheet.

Listen to a sample question:

Man: *Where is the meeting room?*

Narrator: A.

Woman: To meet the new supervisor.
 Narrator: B.
 Woman: It's the second room on the left.
 Narrator: C.
 Woman: No, at three o'clock.

Choice (B), *It's the second room on the left*, best answers the question.

STRATEGY 2: KNOW THE QUESTION TYPES

The question types for Part II can be divided into four broad categories:

1. *What*-information

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provide specific information. The correct answers are usually *not* simply "yes" or "no."

Question Word	Examples
<i>What + verb</i>	
Common verbs for <i>What</i> questions are:	
do	<i>What does Technoline Inc. charge for its services?</i>
be	<i>What aren't we supposed to delete?</i>
have	<i>What have you told Sarah regarding the mix-up?</i>
will	<i>What will George say about the cost overruns?</i>
can	<i>What can't they ship by today?</i>
could	<i>What could we do to improve office morale?</i>
should	<i>What should have been done differently?</i>
would	<i>What wouldn't you want to change in the contract?</i>
might	<i>What might be causing the delay in shipping?</i>

Question Word	Examples
<p>The verbs that follow the word <i>what</i> can occur in all tenses, and they can be positive or negative.</p> <p><i>What + verb</i> questions cover a large number of topics. There is no “formula” for predicting the correct answers. The answers will depend on the specific verbs used in the questions.</p>	
<p><i>What + noun/noun phrase</i></p> <p>The word <i>what</i> can be followed by singular or plural nouns or noun phrases.</p> <p><i>What + noun/noun phrase</i> questions cover a large number of topics. There is</p>	<p><i>What reason did they give for not paying on time?</i></p> <p><i>What time is the meeting?</i></p> <p><i>What day would be best for you?</i></p>

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<p>with the suggestion, plus a reason for agreeing or disagreeing (e.g., <i>That's a good idea, but . . .</i>). The words <i>what about</i> can also be used to ask the status of something.</p>	<p>(Asking about status)</p>
<p>The words <i>what if</i> asks about a possibility—a situation that has not happened but that is possible.</p>	<p><i>What if we hired temporary workers over the holidays?</i></p> <p><i>What if nobody likes the new advertisement?</i></p>

Where + verb

Common verbs for *Where* questions are:

do	<i>Where did you put the Johnson project folder?</i>
be	<i>Where's the best place in town to go for sushi?</i>
have	<i>Where have you decided to open your next store?</i>
will	<i>Where will the new secretary's desk go?</i>
can	<i>Where can I find more information on this?</i>
could	<i>Where could we go to get a better price?</i>

Question Word	Examples
should	<i>Where should I send the invoice?</i>
would	<i>Where would you like me to put these boxes?</i>
The verbs that follow the word <i>where</i> can occur in all tenses, and they can be positive or negative.	
The answer to a <i>Where</i> question will be a location, often with a preposition (e.g., <i>On Smith Street; On my desk; Over there; At the post office; To the warehouse; etc.</i>).	

Who + verb

Common verbs for *Who* questions are:

do

Who didn't respond to our questionnaire?

is

Who is in charge of production at Procture Inc.?

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positive or negative.

The answer to a *Who* question can be a person's or a company's name (e.g., *John Wilson; Mrs. Smith; Glaxon Industries*), a group (e.g., *Our customers; The board of directors*), or a person's title or rank (e.g., *The accountant, President Kim*).

Why + verb

Common verbs for *Why* questions are:

do

Why don't all your stores carry the full product line?

be

Why were the paychecks sent out late this week?

have

Why hasn't more been done to increase production?

will

Why won't Rebecca be at the meeting?

can

Why can they make the same product for less money?

could

Why couldn't we have gotten a better discount?

Question Word	Examples
should	<i>Why should we wait another month?</i>
would	<i>Why wouldn't they send the parts right away?</i>
might	<i>Why might Tom not like the plan?</i>
The verbs that follow the word <i>why</i> can occur in all tenses, and they can be positive or negative.	
The answer to a <i>Why</i> question will be a reason or explanation. Often, answers will begin with <i>Because . . .</i> or <i>To . . .</i>	

When + verb

Common verbs for *When* questions are:

do *When did they sign the agreement?*

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positive or negative; however, negative questions are uncommon.

The answer to a *When* question will usually indicate a time (e.g., *On Friday*; *Tomorrow*; *At five o'clock*; *In six months*).

How + verb

Common verbs for *How* questions are:

do *How did SymTech get its start?*
 be *How were you planning to advertise the products?*
 have *How have the new tax laws affected us?*
 will *How will we measure the plan's success?*
 can *How can customers contact us?*
 could *How could we better invest our profits?*
 should *How should the president have responded?*
 would *How would you improve our website?*
 might *How might we get more data about our customers?*

Question Word	Examples
<p>The verbs that follow the word <i>how</i> can occur in all tenses, and they can be positive or negative.</p> <p>The answer to a <i>How + verb</i> question will indicate the way in which something is done, or it will indicate an action that can or should be taken. Often, the answer will begin with the word <i>by</i> (e.g., <i>By sending a fax; By filling out a form; By bus</i>).</p>	

How + adjective

Common adjectives for *How* questions are:

many

How many employees does your company have?

much

How much are these?

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far

How far is the warehouse from here?

close

How close are they to being finished?

The answer to a *How + adjective* question will indicate a degree or an amount (e.g., *Very large; Not far; Ten minutes; Six hours*).

How + adverb

Common adverbs for *How* questions are:

often

How often is website content updated?

quickly

How quickly can the project be finished?

swiftly

How swiftly can we get it done?

slowly

How slowly does the machine need to run?

cheaply

How cheaply can we make them?

The answer to a *How + adverb* question will indicate a degree or an amount (e.g., *Fairly often; In two days; For five dollars each*).

Question Word	Examples
<i>How idioms</i>	
How come . . .	<i>How come nobody's ever on time to meetings?</i> <i>How come I'm always the one who has to stay late?</i> <i>How come the copier's always out of toner?</i>
How is it that . . .	<i>How is it that Randy did all the work, but Jared got all the credit?</i> <i>How is it that our competitors are doing so well?</i> <i>How is it that profits are down when sales are up?</i>
How about . . .	<i>How about offering employees more overtime opportunities?</i> <i>How about taking a break?</i> <i>How about getting John's input on this?</i>

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a good idea, but . . .).

Choice Questions

Choice questions ask about choices and preferences. They require answers that provide specific information. Choice questions often use the initial question word *which*.

Which suit do you like better?

The expected answer should indicate a specific choice or preference:

The blue one.

Often, Choice questions present the choices using the word *or*:

Would you like coffee or tea?

The expected answer should indicate a specific choice or preference:

Coffee, please, with a little cream.

Common phrases used in Choice questions include:

Which one/ones . . .

Which of these/those . . .

Which kind of/kinds of . . .

Which do you prefer . . .

Which do you like better . . .

Which would you choose . . .

Would you like A or B . . .

Common verbs used in Choice questions include the following. These all indicate that a choice or preference is being asked about.

like

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don't know or I'm not sure.

Are you going to the conference in San Francisco?

This question requires a yes/no response—either “yes,” “no,” or an expression of uncertainty:

Yes, I am.

No, I'm not.

I'm not sure.

Of course, other information can be added to the response:

Yes, in fact, I'll be making a presentation.

No, they're sending John instead.

I'm not sure; they might send John.

Note that the yes/no can be implied—not stated directly:

I'll be making a presentation.
They're sending John instead.
They might send John.

Some common ways to say or imply “yes” include:

Okay
Sure
No problem
I'd be glad to

Some common ways to say or imply “no” include:

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I don't think so
Maybe

There are many kinds of Yes/No questions. Following are the most common kinds that appear on the exam.

Verb	Examples
<i>Do + subject pronoun + infinitive</i>	
The verb <i>do</i> can occur in the present or past tense, and it can be positive or negative.	<i>Do I need to work this Saturday?</i> <i>Do you go to the gym every day?</i> <i>Doesn't she work in the accounting department?</i> <i>Does it require special training to use?</i> <i>Didn't they guarantee payment within 90 days?</i> <i>Didn't we ship their order on Monday?</i>

Verb	Examples
<i>Do + possessive adjective + noun</i>	
The verb <i>do</i> can occur in the present or past tense, and it can be positive or negative.	<i>Does my staff need to attend the meeting?</i> <i>Do your records match ours?</i> <i>Does his boss know what he's been doing?</i> <i>Don't its parts need to be serviced soon?</i> <i>Didn't our order get sent out on time?</i> <i>Did their payment clear?</i>
The nouns can be singular or plural.	

<i>Do + -ing</i>	
The verb <i>do</i> can occur in the present or past tense, and it can be positive or negative.	<i>Does paying in cash mean we'll get a discount?</i> <i>Did hiring more workers help your production problem?</i>

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<i>Be + subject pronouns + -ing</i>	
The verb <i>be</i> can occur in the present or past tense, and it can be positive or negative.	<i>Am I doing this correctly?</i> <i>Are you waiting to speak to Mr. Crawford?</i> <i>Isn't Julie Reiss running the department these days?</i> <i>Is it operating more efficiently since it was upgraded?</i> <i>Are they coming to the party?</i> <i>Weren't we expecting a delivery from QualComp today?</i>

<i>Have + subject pronoun + past participle</i>	
The verb <i>have</i> can occur in the present or past tense, and it can be positive or negative.	<i>Have I worked here long enough to qualify for benefits?</i> <i>Haven't you finished the Scottsdale report yet?</i> <i>Has she called you about the cost estimate?</i> <i>Hasn't it cost too much money already?</i> <i>Hadn't they asked us to bill their client directly?</i> <i>Haven't we changed vendors?</i>

Verb	Examples
Can/Could + subject pronoun + infinitive	
The verbs <i>can/could</i> can be positive or negative.	<p><i>Can I send the documents to your home instead of your office?</i></p> <p><i>Could you come to work a little early tomorrow?</i></p> <p><i>Couldn't she find a cheaper apartment?</i></p> <p><i>Can it go any faster than that?</i></p> <p><i>Couldn't they hire you on a temporary basis?</i></p> <p><i>Can't we return it if it's damaged?</i></p>
Could + subject pronoun + have + past participle	
The verb <i>could</i> can be positive or	<i>Couldn't I have gone with him?</i>

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Will they have enough time to finish everything?
Won't we pay in cash?

Will + possessive adjective + noun

The verb *will* can be positive or negative.

Will my paycheck be ready by this afternoon?
Will your company be adding any more staff?
Will his plan get approval from the board?
Won't its sales just continue to decline?
Will our software work on their system?
Won't their website be updated daily?

Will + -ing

The verb *will* can be positive or negative.

Will repairing the computer be cheaper than buying a new one?
Won't making reservations online be faster?
Will taking this medicine on an empty stomach make me feel nauseated?
Won't traveling by yourself be lonely?

Verb	Examples
<p><i>Would + subject pronoun + infinitive</i></p> <p>The verb <i>would</i> can be positive or negative.</p>	<p><i>Would I need to get approval first?</i></p> <p><i>Would you buy more if we lowered our price?</i></p> <p><i>Would he charge extra for overnight delivery?</i></p> <p><i>Would it look better if we painted it blue?</i></p> <p><i>Wouldn't they prefer to stay at the Wexler Hotel?</i></p> <p><i>Wouldn't we make more money by investing in high-risk bonds?</i></p>
<p><i>Would + possessive adjective + noun</i></p> <p>The verb <i>would</i> can be positive or</p>	<p><i>Would my salary go up if I take the new position?</i></p>

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	<i>Wouldn't flying be quicker than driving?</i>
<p><i>Should + subject pronoun + infinitive</i></p> <p>The verb <i>should</i> can be positive or negative.</p>	<p><i>Should I arrange a meeting with John?</i></p> <p><i>Shouldn't you make your presentation first?</i></p> <p><i>Should Lisa call to make the reservations?</i></p> <p><i>Shouldn't it be held in the conference room, instead?</i></p> <p><i>Should they upgrade their entire manufacturing system?</i></p> <p><i>Should we go to a later show?</i></p>
<p><i>Should + possessive adjective + noun</i></p> <p>The verb <i>should</i> can be positive or negative.</p>	<p><i>Should my accountant call you back to discuss the details?</i></p> <p><i>Shouldn't your order have been delivered by now?</i></p> <p><i>Should his file be updated?</i></p> <p><i>Shouldn't its parts be oiled every day?</i></p> <p><i>Should their offer be accepted?</i></p> <p><i>Shouldn't our department handle matters like that?</i></p>

Verb	Examples
Should + -ing	
The verb <i>should</i> can be positive or negative.	<i>Should smoking be banned in public places?</i> <i>Shouldn't training be required for all new employees?</i> <i>Should billing be quarterly?</i> <i>Shouldn't buying online be cheaper?</i>

Tag Questions

Tag questions come at the end of sentences. They are used to check information, ask for agreement, or find out whether something is true. They are more common in spoken English than they are in written English.

Chris works in the accounting department, doesn't he?

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You haven't seen my glasses anywhere, have you?

Notice that the tag is negative when the sentence verb is positive, and it is positive when the sentence verb is negative:

John Mayer is the CEO of Exitron, isn't he?

[+]

[-]

John Mayer isn't the CEO of Exitron, is he?

[-]

[+]

If the sentence does not have an auxiliary verb, the question tag always uses a form of *do*:

You remembered to send the invoices, didn't you?

Sarah made the reservations, didn't she?

Mr. Lee likes to play golf, doesn't he?

Mark goes on vacation next week, doesn't he?

STRATEGY 3: KNOW THE DISTRACTORS

There are four basic types of distractors for Part II questions:

1. **Similar-sounding words**—This type of distractor uses words and phrases that sound similar to the expected correct response.
2. **Repetition of question words**—This type of distractor repeats words and phrases used in the question or statement.
3. **Irrelevant responses**—This type of distractor responds to a common misunderstanding of the question or statement. Also included in this category are yes/no answers to *Wh-* information questions and *Wh-* information answers to *Yes/No* questions.
4. **Hybrid distractors**—This type of distractor uses combinations of the first three distractor types.

Look at the Part II directions example again. You will hear:

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an example of a repetition distractor. Choice (C) does not answer the question; however, if you misunderstood the question as "When is the meeting?" this would be an appropriate response. This is an example of an irrelevant response distractor.

Here is another example.

Woman:	<i>How many cups of coffee do you usually drink each day?</i>
Narrator:	A.
Man:	<i>No more than two.</i>
Narrator:	B.
Man:	<i>I have two copies.</i>
Narrator:	C.
Man:	<i>I think that's too many.</i>

The correct response is (A), *No more than two*. Choice (B) uses the word *copies*, which sounds similar to *coffee* or *coffees*. This is an example of a similar-sounding distractor. Choice (C) repeats the question word *many*, and it uses the word *too*, which sounds like the expected word *two*. This is an example of a hybrid distractor using repetition of a question word and a similar-sounding word.

A set of responses may use more than one type of distractor at a time. Not all distractors fit neatly into the categories we have outlined; some may seem to belong to more than one category. Note also that each of these distractor types is similar because, in the end, they are inappropriate responses to the question or statement. However, it is useful to look at *why* they are inappropriate and to understand what it is you must listen for.

Similar-Sounding Words

This type of distractor uses words and phrases that sound similar to the expected correct response. For example, you will hear:

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little like *need*, and *chicken*, which sounds a little like *ticket*. This is an example of a similar-sounding distractor. Choice (C) uses the word *pears*, which sounds like the word *pairs*. This is another example of a similar-sounding distractor.

Repetition of Question Words

This type of distractor repeats words and phrases used in the question or statement.

- Man: *Are there any more copies of the annual report left?*
- Narrator: *A.*
- Woman: *Yes, there should be a few left on the shelf in the library.*
- Narrator: *B.*
- Woman: *No, I'm afraid he left early this afternoon.*
- Narrator: *C.*
- Woman: *Yes, turn left at the next traffic light.*

The correct response is (A), *Yes, there should be a few left on the shelf in the library.* Choice (B) repeats the question word *left*, but here it has a different meaning. This is an example of a repetition distractor. Choice (C) repeats the question word *left*, but again, it has a different meaning. This is another example of a repetition distractor.

Irrelevant Responses

This type of distractor responds to a common misunderstanding of the question or statement.

You will hear:

Woman: *Where will you stay when you go to London?*

Narrator: A.

Man: *I'm leaving on the tenth.*

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This type of distractor uses combinations of the first three distractor types.

You will hear:

Man: *When's the deadline for submitting contract bids?*

Narrator: A.

Woman: *They need to be in by five P.M. on Friday.*

Narrator: B.

Woman: *No, not until all the contract bids are in.*

Narrator: C.

Woman: *You can submit your contact information by email.*

The correct response is (A), *They need to be in by five P.M. on Friday.* Choice (B) repeats the question words *contract bids*, and it uses the word *until*, which might be expected in a response to a *When* question. The response is also a Yes/No answer to an *Wh*-information question. This distractor

is a hybrid distractor combining repetition and an irrelevant response. Choice (C) repeats the question word *submit*, and it uses the word *contact*, which sounds similar to *contract*. It also uses the phrase *by email*, because an expected response to a *When* question often takes the form of *by + time* word. This is an example of a hybrid distractor using repetition and similar-sounding words.

STRATEGY 4: FOCUS ON THE PURPOSE

Listen carefully to the question or statement that the first speaker makes. Ask yourself what the intent of the first speaker is. Examine what kind of response the speaker expects. Determine whether the response should be “yes” or “no,” provide new information, or indicate an opinion or offer advice.

Listen especially to the first word for clues as to whether the question is *Yes/No* or *Wh-* information. Knowing the intent of the first speaker is a key step in the process of choosing the correct

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answer sheet and mark the oval for the letter that matches your answer. Be sure to listen to all three responses before you mark your answer sheet.

STRATEGY 6: ELIMINATE STATEMENTS THAT DO NOT FIT

If none of the responses match your expected answer very well, then you must eliminate any choices that do not fit the situation. Listen carefully to the first word to determine what kind of question it is. Eliminate any answers that are inappropriate. For example, eliminate a yes/no answer to a *Wh-* information question.

Listen carefully to the tense used in the question and in the responses. Eliminate any answer choices that use the wrong tense; for example, a past tense response to a question about a future action.

If you must guess, eliminate the answer choices that repeat words from the question. Very often, these are distractors. Not always, but often.

STRATEGY 7: ANSWER THE CURRENT QUESTION BEFORE THE NEXT ONE BEGINS

Make sure you answer every question as quickly as you can. You have only about eight seconds to choose your answer for each question or statement. You should be finished with the current question before the next one begins. If you are still answering a question when the next one begins, you might not hear the beginning of the question.

As soon as you have finished with a question, get ready to listen for the next one.

STRATEGY SUMMARY

1. Know the directions.
2. Know the different kinds of question types.

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QUESTION-RESPONSE PRACTICE SET



Play track 2 on Audio CD 1 to hear the questions.



Time Budget: 8 minutes for 24 questions

1. Mark your answer on your sheet.
2. Mark your answer on your sheet.
3. Mark your answer on your sheet.
4. Mark your answer on your sheet.
5. Mark your answer on your sheet.
6. Mark your answer on your sheet.
7. Mark your answer on your sheet.
8. Mark your answer on your sheet.

(A) (B) (C)

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19. Mark your answer on your sheet.

20. Mark your answer on your sheet.

21. Mark your answer on your sheet.

22. Mark your answer on your sheet.

23. Mark your answer on your sheet.

24. Mark your answer on your sheet.

(A) (B) (C)

ANSWER KEY

- | | |
|-------|-------|
| 1. A | 13. C |
| 2. C | 14. A |
| 3. C | 15. C |
| 4. B | 16. B |
| 5. C | 17. A |
| 6. C | 18. C |
| 7. C | 19. C |
| 8. C | 20. B |
| 9. B | 21. B |
| 10. A | 22. C |
| 11. A | 23. A |

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Sample responses for these Identify the Error answer explanations are included at the end of the Answers and Explanations section.

- Is there anything good on TV tonight? (*Yes/No*)
 - The news comes on in about an hour. CORRECT
 - Yes, the plant is on top of the television. (Double repetition of the words *on* and *TV/television*)
 - Please find a different station. (Does not relate to the question)
- Why did they cancel the reception for Mr. Chang? (*Why*)
 - Her secretary did. (Answers a *Who* question)
 - He received the invitation. (Does not answer the question)
 - He got sick. CORRECT

3. Where can I buy a magazine? (*Where*)
(A) A cab just went by. (Plays on the words *by* and *buy*)
(B) The store takes credit cards, I think. (Irrelevant)
(C) The newsstand on the corner. CORRECT
4. What type of business are you in? (*What*)
(A) Because I sold the house. (Irrelevant)
(B) I'm a banker. CORRECT
(C) I'll type it tomorrow. (Uses the verb form of the word *type*)
5. Would you like to work overtime tonight? (*Yes/No*)
(A) No thanks, I have one. (Answers a question offering something)

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- (A) She tripped on the stairs, yes. _____
(B) No, I leave next week. _____
(C) Yes, about four weeks. CORRECT
8. Why don't we take a short break? _____
(A) My car got new brakes last summer. _____
(B) Yes, Lisa broke the plate by accident. _____
(C) Good idea, I'm getting tired. CORRECT
9. When will the earnings report be issued? (*When*)
(A) It will be published in the newspaper. (Does not include a time reference; answers a *Where* question)
(B) At the end of the first quarter. CORRECT
(C) Because the stock went up last week. (Wrong subject; wrong tense)

10. You subscribe to *Business Monthly Magazine*, don't you? (Tag)
 (A) No, but my office does. CORRECT
 (B) Yes, I heard the news on the radio. (Irrelevant)
 (C) The mail is late today. (Wrong subject)
11. How are the contract negotiations coming along? (*How*)
 (A) Our attorneys are reviewing the proposed changes. CORRECT
 (B) We're almost finished with the progress report. (Irrelevant)
 (C) They returned the rental car last night. (Answers a *When* question; irrelevant)
12. Who should we send to Buenos Aires? (*Who*)
 (A) I'd recommend next week. (Answers a *When* question)

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14. Has Ms. Matala finished with the samples? (*Yes/No*)
 (A) Yes, she was right on schedule. CORRECT
 (B) No, she was born in Finland. (Plays on the words *finished* and *Finland*)
 (C) She felt his action was justified. (Irrelevant)
15. What's the training workshop about? _____
 (A) Sometime tomorrow afternoon. _____
 (B) Somewhere in the new building. _____
 (C) Something to do with team building. CORRECT
16. Why don't you apply for that new job posting? _____
 (A) I worked on the second shift. _____
 (B) I don't think I'm qualified. CORRECT
 (C) I'm walking to the post office. _____

17. Is that pollution or just morning haze? (*Choice*)
(A) The latter; it should be gone by noon. CORRECT
(B) The industrial zone is located in the valley. (Answers a *Where* question)
(C) The afternoon rain keeps the air clean. (Wrong subject)
18. Why don't we take a cruise for vacation? (*Why*)
(A) Because the food is so good. (Does not make sense because the question is formed negatively)
(B) So that we can get a free ticket. (Does not answer a negative question)
(C) That might be a nice change. CORRECT
19. Will Mr. Yoon write the report, or does he want me to do it? (*Choice*)

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21. Why don't you think about taking early retirement? (*Why*)
(A) I thought you retired. (Repeats part of *retirement*)
(B) Actually, I've been considering it. CORRECT
(C) I've worked for over thirty years. (Irrelevant)
22. Who's your favorite author? (*Who*)
(A) I prefer short stories over novels. (Answers a *What* question)
(B) Her favorite books are usually fiction. (Repeats the word *favorite*; wrong subject)
(C) It's hard for me to pick just one. CORRECT

23. Don't you think interest rates will continue to go up? _____
 (A) In the short term, I suppose so. CORRECT
 (B) No, I am very interested. _____
 (C) I had to drive up the hill. _____
24. What should we do with these files for the Wallrock lease? _____
 (A) Leave them until Tuesday. CORRECT
 (B) Your secretary has them. _____
 (C) No, I sent them to Mr. Wallrock. _____

RESPONSES FOR IDENTIFY THE ERROR QUESTIONS

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- (C) Good idea, I'm getting tired. CORRECT
15. What's the training workshop about? (*What*)
 (A) Sometime tomorrow afternoon. (*Answers When question*)
 (B) Somewhere in the new building. (*Answers Where question*)
 (C) Something to do with team building. CORRECT
16. Why don't you apply for that new job posting? (*Why*)
 (A) I worked on the second shift. (*Irrelevant; wrong verb and tense*)
 (B) I don't think I'm qualified. CORRECT
 (C) I'm walking to the post office. (*Play on the words posting and post office*)

23. Don't you think interest rates will continue to go up? (*Yes/No*)
(A) In the short term, I suppose so. CORRECT
(B) No, I am very interested. (*Play on the words interest and interested*)
(C) I had to drive up the hill. (*Play on the words go up and drive up*)
24. What should we do with these files for the Wallrock lease? (*What*)
(A) Leave them until Tuesday. CORRECT
(B) Your secretary has them. (*Answers a Who question*)
(C) No, I sent them to Mr. Wallrock. (*Repeats the word Wallrock; answers a Where question*)

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Chapter 5: Exam Part III—Short Conversations

- Test-Taking Strategies
- Short Conversations Practice Set

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TEST-TAKING STRATEGIES

STRATEGY 1: KNOW THE DIRECTIONS

It is important to understand what you are being asked to do, and to be sure you know the directions before you take the test. The directions will look something like this:

Directions: You will now hear a number of conversations between two people. You will be asked to answer three questions about what the speakers say. Select the best response to each question and mark the letter on your answer sheet. The conversations will be spoken only once and will not be printed in your test book.

Please note that for this part of the TOEIC exam, the test maker will not provide sample questions, as it does in Parts I and II.

However, here is an example illustrating the format of a typical Short Conversation, so you can start becoming familiar with it.

- Narrator: *Questions 41 through 43 refer to the following conversation.*
- Woman: *Something smells delicious in here . . . what is it?*
- Man: *It's vegetable lasagna. I made it for dinner last night. I made too much, and there's a lot left over, so I brought some for today's lunch.*
- Woman: *Well, it really does smell wonderful. How did you learn to make this?*
- Man: *It's my mother's family recipe—she got it from her grandmother. I'd be happy to bring the recipe to work tomorrow, if you'd like.*

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There will be an eight-second pause after the first question. Then you will hear:

Narrator: *Number 42: What does the man offer to do for the woman?*

You will be able to read the second question and the four answer choices in your test book:

42. What does the man offer to do for the woman?

- (A) Take her to lunch.
- (B) Bring her his recipe.
- (C) Introduce her to his family.
- (D) Drive her to work the next day.

There will be an eight-second pause after the second question. Then you will hear:

Narrator: *Number 43: What is probably true about the speakers?*

You will be able to read the third question and the four answer choices in your test book:

43. What is probably true about the speakers?

- (A) They are neighbors.
- (B) They are coworkers.
- (C) They are in a restaurant.
- (D) They are talking on the telephone.

Each question is spoken once, followed by an eight-second pause. This means for each question you have only eight seconds to read the question and answer choices and mark your answer sheet.

Usually, there are two speakers, and each speaker has two turns at speaking. This is the four-line format. Occasionally, however, you will hear the second speaker only once; this is the three-line format.

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are followed by three questions.

STRATEGY 2: READ THE FIRST FEW QUESTIONS

Because you already know what the directions are, look at the first few questions in your test book while the directions are playing. This will let you know what to expect and what you will need to listen for.

Because the directions for Part III are short, there is not much time to read ahead. However, try to read as many questions as you can.

STRATEGY 3: KNOW THE QUESTION TYPES AND ORDER

In Part III, the questions usually ask for information in the order in which it was presented in the conversation. This means that the first question will usually ask about something mentioned near

the beginning, the second question will ask about something that was mentioned in the middle, and the third question will ask about something mentioned near the end.

There are three basic categories of questions for Part III:

1. **Gist**—Gist questions will ask what the main topic is, where the conversation takes place, or who the speakers are. They ask about the overall situation, rather than about specific details. Common Gist questions include:

What are the speakers mainly discussing?

Where does this conversation probably take place?

Where do the speakers probably work?

Who are the speakers?

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3. **Implication/Inference**—Implication/Inference questions ask about things that are not stated directly by either of the speakers. They can ask about the speaker's intentions, emotions, expectations, or probable future actions. Common Implication/Inference questions include:

What does the woman intend to do next week?

Why is the man disappointed?

What does the woman expect the man to do?

What will the man probably do next?

Some Implication/Inference and Gist questions may seem to be similar. For example, a Gist question that asks about where the conversation takes place requires an inference, in that the conversation will provide enough information to make the location or setting of the conversation obvious, but this information will not be stated directly. However, while some Gist questions require you to understand an implication or make an inference, Gist questions focus on the larger picture or the overall situation. Implication/Inference questions deal with details about the speakers or the situation.

Common Part III Question Patterns

The most common patterns for Part III questions are:

A	B	C
Gist	Gist	Detail
Detail	Detail	Detail
Implication/Inference	Detail	Detail

Other patterns are possible, but these are the three most common.

STRATEGY 4: KNOW THE DISTRACTORS

To understand the kinds of Part III distractors, and how they work, you first need to understand how

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(C) He ate lunch at his desk.

(D) He replied to John's email.

Without hearing the conversation, none of the answer choices can be eliminated. Each choice is a plausible answer to the question, and there are no "impossible" answer choices. All Part III items are written in this way.

Another feature of Part III items is that none of the questions is linked in any way. That is, the information contained in a set of question and answer choices will not help you to answer any other questions.

There are four basic types of distractors for Part III questions:

1. **Not mentioned**—This type of distractor uses words, phrases, and ideas that are not mentioned in the conversation. There is no connection to the language used in the conversation. The distractor answers the question plausibly but does not relate to the conversation.

2. **Repeated words**—This type of distractor uses words, phrases, and ideas that are mentioned in the conversation but changes them so that they are not true. The distractor answers the question plausibly but is incorrect.
3. **New words**—This type of distractor introduces new words, phrases, or ideas that may be associated with or implied by language and ideas expressed in the conversation but that are untrue. The distractor answers the question plausibly but is incorrect.
4. **Rephrase/paraphrase**—This type of distractor takes the original language used in the conversation and rephrases or paraphrases it in a way that makes it untrue. The distractor answers the questions plausibly, but incorrectly.

Note that a set of answer choices may use more than one type of distractor at a time. Not all distractors fit neatly into the categories outlined here; some may seem to belong to more than one category. Note also that each of these distractor types is similar because, in the end, they are incorrect answers to the question. However, it is useful to look at *why* they are incorrect and to understand what you must listen for.

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MAKE THIS:

Man: *It's my mother's family recipe—she got it from her grandmother. I'd be happy to bring the recipe to work tomorrow, if you'd like.*

Narrator: *Number 41: What are the speakers mainly discussing?*

41. What are the speakers mainly discussing?

- (A) The man's family
- (B) A problem the woman has
- (C) The food the man has made
- (D) The restaurants in the area

This is a Gist question. The correct answer is choice (C). Choice (A) uses words, phrases, and ideas mentioned in the conversation (*mother, family, grandmother*), but the main topic of discussion is not the man's family. This is an example of a repeated words distractor. Choice (B)

is not mentioned or implied. This is an example of a not mentioned distractor. Choice (D) is not mentioned, but it uses the word *restaurant*, which is associated with food and cooking. This is an example of a new words distractor.

Narrator: *Number 42: What does the man offer to do for the woman?*

42. What does the man offer to do for the woman?

- (A) Take her to lunch.
- (B) Bring her his recipe.
- (C) Introduce her to his family.
- (D) Drive her to work the next day.

This is a Detail question. The correct answer is (B). Choice (A) repeats the conversation word

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43. What is probably true about the speakers?

- (A) They are neighbors.
- (B) They are coworkers.
- (C) They are in a restaurant.
- (D) They are talking on the telephone.

This is an Inference/Implication question. The correct answer is choice (B). Choice (A) is not mentioned or implied and is an example of a not mentioned distractor. Choice (C) is not mentioned, but it uses the word *restaurant*, which is associated with the topics of food and cooking. This is an example of a new words distractor. Choice (D) is not mentioned or implied. Because the woman can smell the food, they must be in the same room at the same time. This is an example of a not mentioned distractor.

Notice that for each question, all the distractors are plausible answers, and that none of the questions or answer choices are of any help in answering other questions.

STRATEGY 5: LISTEN FOR THE INFORMATION

By reading the questions in your test book, you will know what information to listen for in the conversation. For example, if the first question is a Detail question asking about what one of the speakers has done, you should listen carefully for words and phrases that indicate what that speaker has done.

The conversations will often contain a lot of information that is *not* tested. However, because you have the questions in front of you in your test book, you will know what information to be listening for.

Note that the questions for Part III are all *Wh-* questions. There are no *Yes/No* questions. Review the *Wh-* question material in chapter 4 to help you focus on the kinds of information the questions ask for and on the format of the expected answers. You should know, for example, that a *When* question deals with time and that you will need to listen for time words (e.g., *today, yesterday, this afternoon, at 10 o'clock*).

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STRATEGY 6: ANSWER EACH QUESTION IN YOUR OWN WORDS

Read each question and predict the answer in your own words *before* reading the answer choices. If you understand the conversation, you should be able to answer all the questions in your own words. For each question, your predicted answer—or one very closely matching it—should be among the answer choices. Remember, there are no trick questions on the TOEIC exam. All the information needed to answer the questions is presented in the conversation.

If you read the answer choices first without answering the question in your own words, you will be tempted to choose one of the distractors. It is much better to have your own idea about the correct answer first, *before* looking at the answer choices.

STRATEGY 7: EVALUATE THE ANSWER CHOICES

If one of the answer choices is a close match to the answer you expect, mark the oval for that letter. If none of the responses matches your expected answer very well, you must eliminate as many choices as you can. Remember, one question and answer choice set will not help you answer another, so do not look at answer choices from one question for clues to answer another question.

Often, each answer choice uses words and phrases as they were spoken in the conversation. However, if only one of the answer choices uses words and phrases from the conversation, this is likely to be the correct one.

STRATEGY 8: ELIMINATE ANSWER CHOICES

If none of the answer choices matches your expected answer very well, then you must eliminate as many wrong choices as you can. If you must guess, eliminate any choices that do not use words

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yourself to fall behind.

If you find yourself running out of time, mark your answer sheet with your wild-guess letter (see strategy 7 from chapter 2). Do not leave any questions unanswered.

STRATEGY 10: READ THE QUESTIONS FOR THE NEXT CONVERSATION

For each conversation, there is a brief introduction. For example, you will hear: "Questions 44 through 46 refer to the following conversation." Ideally, you should have answered all three questions for the current conversation before you hear the introduction for the next conversation. You should then immediately begin to read as many of the next set of questions as you can before the conversation begins. This will help you focus on the information you need to listen for.

STRATEGY SUMMARY

1. Know the directions.
2. Read the first few questions while the directions are playing.
3. Understand the question types and how questions are ordered.
4. Understand the basic types of distractors.
5. Listen for the information in the questions.
6. Answer each question in your own words before reading the choices.
7. Evaluate the answer choices and mark the answer if you know it.
8. Eliminate answer choices that are wrong and select the best match from what is left.
9. Manage your time and be sure to answer all three questions before the next conversation begins.
10. Read the questions for the next conversation before it starts.

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- (A) Where they go on vacation
(B) When they take time off work
(C) What they do every weekend
(D) How many hours they work each week
2. What about the woman surprised the man?
(A) She seems to have a lot of vacation.
(B) She never works on Mondays.
(C) She never takes days off work.
(D) She works a lot of hours.

3. How is the man's job different from the woman's?
- (A) He has less vacation.
 - (B) He has more vacation.
 - (C) He can work on weekends.
 - (D) He cannot work on weekends.

Practice 2

4. Who is the man?
- (A) An employer
 - (B) A job applicant
 - (C) A recruitment officer
 - (D) A personnel manager

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- (B) IT project manager
- (C) Computer programmer
- (D) University lecturer

Practice 3

7. Why is the man annoyed?
- (A) A filing cabinet has been moved.
 - (B) He cannot find a document.
 - (C) He cannot understand a document.
 - (D) There is a mistake in the contract.

8. What has the woman changed?
- (A) The text of a contract
 - (B) The furniture
 - (C) The finance files
 - (D) The filing system
9. Where is the JDK contract file?
- (A) In the top drawer of a cabinet
 - (B) In the third drawer from the top
 - (C) In the filing cabinet near the window
 - (D) In the filing cabinet near Mike's desk

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- (B) It puts the machine on standby.
 - (C) It switches on the equipment.
 - (D) It changes the brightness.
12. How can users change the size of the image?
- (A) By pressing the "resize" button
 - (B) By pressing the blue arrows
 - (C) By pressing the red button
 - (D) By turning the wheel

Practice 5

13. What do the speakers want to reserve?
- (A) A room for an office party
 - (B) A conference room
 - (C) A car
 - (D) A table at a restaurant
14. When was the reservation made?
- (A) Monday
 - (B) Tuesday
 - (C) Thursday
 - (D) Friday

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- (A) A policeman
 - (B) A bus driver
 - (C) A passenger
 - (D) A travel agent
17. Where does the woman want to go?
- (A) A train station
 - (B) The airport
 - (C) The bus station
 - (D) A subway station

18. How many minutes will the woman need to wait for the next bus?
- (A) 3
 - (B) 5
 - (C) 8
 - (D) 15

Practice 7

19. What are the speakers mainly discussing?
- (A) New safety rules
 - (B) Rescheduling a meeting
 - (C) Preparing for an inspection
 - (D) Ordering plastic

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- (B) By phone
- (C) By email
- (D) By text message

Practice 8

22. Where does Tony work?
- (A) In the maintenance department
 - (B) On the shop floor
 - (C) In the product training department
 - (D) In the service supplies department

23. What is Tony's problem?
- (A) He does not know what to order.
 - (B) He does not know how to order.
 - (C) He is not sure if he should order.
 - (D) He does not know where Mr. Logan's order is.
24. Why are Mr. Logan and Tony not together?
- (A) Mr. Logan is ill.
 - (B) Mr. Logan is in another city.
 - (C) Tony is on the shop floor.
 - (D) Tony is in a meeting.

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ANSWER KEY

- | | |
|-------|-------|
| 1. B | 13. D |
| 2. A | 14. D |
| 3. D | 15. A |
| 4. B | 16. A |
| 5. B | 17. A |
| 6. C | 18. A |
| 7. B | 19. B |
| 8. D | 20. A |
| 9. C | 21. C |
| 10. B | 22. D |
| 11. B | 23. C |

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Sample responses for these Identify the Error answer explanations are included at the end of the Answers and Explanations section.

Practice 1

1. What are the speakers mainly discussing?
 - (A) Where they go on vacation. (This repeats the word *vacation*.)
 - (B) When they take time off work. CORRECT
 - (C) What they do every weekend. (The woman says she works some weekends, but we do not hear what the speakers do every weekend.)
 - (D) How many hours they work each week. (They talk about work, but do not mention this detail.)

2. What about the woman surprised the man?
- (A) She seems to have a lot of vacation. CORRECT
 - (B) She never works on Mondays. (She does not take only Mondays off.)
 - (C) She never takes days off work. (In fact, she seems to take more time off than he does.)
 - (D) She works a lot of hours. (They talk about work, but do not mention this detail.)
3. How is the man's job different from the woman's?
- (A) He has less vacation. (This is what he thinks at first, but then we learn that she has the same number of vacation days as he does.)
 - (B) He has more vacation. (The topic of the conversation is vacation time, but this is not a true statement.)
 - (C) He can work on weekends. (Working on weekends is mentioned, but this is not a true statement.)

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5. What kind of experience are the speakers talking about?
- (A) Public speaking (This repeats the word *speaking*.)
 - (B) Project management CORRECT
 - (C) Organizing events (This repeats the word *organizational*.)
 - (D) Computer repairs (They are talking about programming, not making repairs.)
6. What kind of job is being offered?
- (A) Computer repair technician (They are talking about programming, not repairs.)
 - (B) IT project manager (The woman would prefer someone with management potential, but the current job is for a programmer.)
 - (C) Computer programmer CORRECT
 - (D) University lecturer (This repeats the word *university*.)

Practice 3

7. Why is the man annoyed?
- (A) A filing cabinet has been moved. (The files have been moved, but not the cabinet.)
 - (B) He cannot find a document. CORRECT
 - (C) He cannot understand a document. (He says “I can’t understand it,” but he is not referring to the document.)
 - (D) There is a mistake in the contract. (This repeats the word *contract*.)
8. What has the woman changed?
- (A) The text of a contract (This repeats the word *contract*.)
 - (B) The furniture (The files have been moved but not the cabinet.)
 - (C) The finance files (This repeats the word *files*.)

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10. What is the woman learning about?
- (A) A camera (This repeats the word *camera*.)
 - (B) A projector CORRECT
 - (C) A printer (This is clearly a related technology, but it is not mentioned.)
 - (D) A photocopier (This plays on the words *photo* and *copy*.)
11. What does the green button do?
- (A) It switches off the equipment. (The red button does this.)
 - (B) It puts the equipment on standby. CORRECT
 - (C) It switches on the equipment. (The red button does this.)
 - (D) It changes the brightness. (The blue button does this.)

12. How can users change the size of the image?
- (A) By pressing the “resize” button (This is not mentioned.)
 - (B) By pressing the blue arrows (These control brightness and color.)
 - (C) By pressing the red button (The red button switches the machine on and off.)
 - (D) By turning the wheel CORRECT

Practice 5

13. What do the speakers want to reserve?
- (A) A room for an office party (This repeats the word *party*.)
 - (B) A conference room (This is not mentioned.)
 - (C) A car (This repeats the word *car*.)
 - (D) A table at a restaurant CORRECT

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- (B) Forty-five minutes (This is not mentioned.)
- (C) An hour (This is not mentioned.)
- (D) More than an hour (This is not mentioned.)

Practice 6

16. Whom is the woman speaking to?
- (A) A policeman CORRECT
 - (B) A bus driver (Buses are mentioned, but we do not address a driver as “officer.”)
 - (C) A passenger (She is traveling, but we would not address another passenger as “officer.”)
 - (D) A travel agent (The topic is travel, but she is clearly in the middle of her journey, not arranging it.)

17. Where does the woman want to go?
- (A) A train station CORRECT
 - (B) The airport (She has just come from the airport.)
 - (C) The bus station (This repeats the word *bus*.)
 - (D) A subway station (This repeats the words *subway station*.)
18. How many minutes will the woman need to wait for the next bus?
- (A) 3 CORRECT
 - (B) 5 (This repeats the word *five*.)
 - (C) 8 (This repeats the word *eight*.)
 - (D) 15 (This repeats the word *fifteen*.)

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- (B) The rest of their team _____
 - (C) The safety inspector _____
 - (D) The consultant _____
21. How will Rory contact their team?
- (A) By memo _____
 - (B) By phone _____
 - (C) By email CORRECT
 - (D) By text message _____

Practice 8

22. Where does Tony work?
- (A) In the maintenance department _____
 - (B) On the shop floor _____
 - (C) In the product training department _____
 - (D) In the service supplies department CORRECT
23. What is Tony's problem?
- (A) He does not know what to order. _____
 - (B) He does not know how to order. _____
 - (C) He is not sure if he should order. CORRECT
 - (D) He does not know where Mr. Logan's order is.

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Practice 7

19. What are the speakers mainly discussing?
- (A) New safety rules (*This repeats the word safety.*)
 - (B) Rescheduling a meeting CORRECT
 - (C) Preparing for an inspection (*This repeats the word inspection.*)
 - (D) Ordering plastic (*This repeats the word plastic.*)
20. Who will Rory call?
- (A) The client CORRECT
 - (B) The rest of their team (*He will contact them, but not by phone.*)
 - (C) The safety inspector (*This repeats the words safety inspection.*)
 - (D) The consultant (*She is mentioned, but the man is not asked to contact her.*)

21. How will Rory contact their team?

- (A) By memo (*This is a common method to contact people, but this is not mentioned.*)
- (B) By phone (*He will contact the client by phone, not the team.*)
- (C) By email CORRECT
- (D) By text message (*This repeats the word message.*)

Practice 8

22. Where does Tony work?

- (A) In the maintenance department (*This repeats the words maintenance department.*)
- (B) On the shop floor (*This repeats the words shop floor.*)
- (C) In the product training department (*This repeats the words product training department.*)
- (D) In the service supplies department CORRECT

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- (A) Mr. Logan is ill. (*This is not mentioned.*)
- (B) Mr. Logan is in another city. CORRECT
- (C) Tony is on the shop floor. (*This is true, but that is not the reason why they are not together.*)
- (D) Tony is in a meeting. (*This is not mentioned.*)