

30
DAYS
TO
THE

TOEIC® TEST

Part 1

BOOST YOUR LISTENING
COMPREHENSION SKILLS
WITH 2 BONUS AUDIO CDs
TO ACCOMPANY EXERCISES



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ETS Educational Testing Service

Day 1

Get to Know the TOEIC Test

Before you start practicing for the TOEIC test, it is important to get to know the test. Let's look at the purpose of the TOEIC test as well as its content and format.

WHAT IS THE TOEIC TEST?

The Test of English for International Communication (TOEIC®) is an English language proficiency test for people whose native language is not English. TOEIC test scores indicate how well people can communicate in English with others in the global workplace. The test does not require specialized knowledge or vocabulary; it measures only the kind of English used in everyday activities.

What is the content of the TOEIC test?

The TOEIC test was designed to meet the needs of the working world. The test questions are developed from samples of spoken and written language collected from various countries around the world where English is used in the workplace. Test questions include many different settings and situations, such as:

General business—contracts, negotiations, marketing, sales, business planning, and conferences

Manufacturing—plant management, assembly lines, quality control

Finance and budgeting—banking, investments, taxes, accounting, billing

Corporate development—research, product development

Offices—board meetings, committees, letters, memoranda, telephone, fax and e-mail messages, office equipment and furniture, office procedures

Personnel—recruiting, hiring, retiring, salaries, promotions, job applications and advertisements

Purchasing—shopping, ordering supplies, shipping, invoices

Technical areas—electronics, technology, computers, laboratories and related equipment, technical specifications

Housing/corporate property—construction, specifications, buying and renting, electric and gas services

Travel—trains, airplanes, taxis, buses, ships, ferries, tickets, schedules, station and airport announcements, car rentals, hotels, reservations, delays and cancellations

Dining out—business and informal lunches, banquets, receptions, restaurant reservations

Entertainment—cinema, theater, music, art, media

Health—medical insurance, visiting doctors, dentists, clinics, hospitals

Becoming familiar with the language used in these settings will help you in the test, but please note:

- You do not need to know **specialized** business and technical vocabulary for the test.
- Your **skills and knowledge** in specialized areas will not be tested.

What is the format of the test?

- The TOEIC test itself takes 2 hours to complete. Some extra time is needed to complete the biographical questions on the answer sheet and to respond to a short questionnaire about your educational and work history.
- It is a paper-and-pencil test.
- It is a multiple-choice test. For each question, you choose the answer that you think is correct and mark it with a pencil on your answer sheet.
- There are 200 questions in the test.
- The questions are divided into two main sections: Listening Comprehension and Reading. Each of these sections is timed separately. The Listening Comprehension section takes approximately 45 minutes. The Reading section takes 75 minutes.

Now you have a general idea about the test, its content, and its format. In the next part of the lesson, you will get to know the test in more detail by answering questions from the different parts of the test. The answers are printed at the end of the section.

GET TO KNOW THE DIFFERENT TYPES OF QUESTIONS IN THE TEST

Section 1: Listening Comprehension

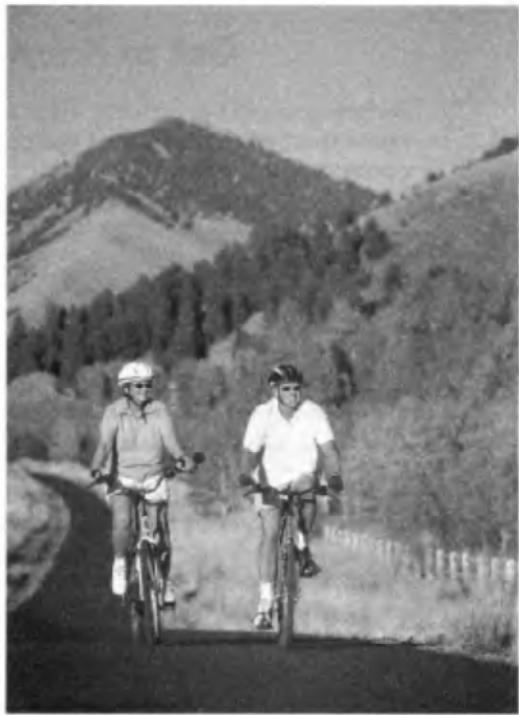
In this section, there are 100 questions. During the test, you will listen to a recording of a variety of statements, questions, short conversations, and short talks and then answer questions based on the listening segments. There are four parts to this section.

Part I: Photographs

There are 20 questions in this part. For each question, you will see a picture in your test book, and you will hear four short statements on the recording. You have to choose the statement that best describes what you see in the picture.

Here are some for you to try. Listen to the recording, look at the picture, and choose the correct answer.

Begin the recordings with Track 1 on CD I; the audio is then consecutive with the exercises in this book.



1. A B C D



2. A B C D



3. A B C D



4. A B C D

■ Now, STOP the recording

Part II: Question-Response

There are 30 questions in this part. You will hear a question asked by one speaker, followed by three responses from another speaker. You have to choose the most appropriate response to the question.

Here are some for you to try. Listen to the recording and choose the correct answer.



5. A B C
 6. A B C
 7. A B C
 8. A B C
 9. A B C

■ Now, STOP the recording.

Part III: Short Conversations

There are 30 questions in this part. For each question, you will hear a short conversation between two people. In the test book, you will see a question about the conversation and four choices. You have to choose the correct answer to the question.

Here are some for you to try. Listen to the recording, read the question, and choose the correct answer.



10. Where do the speakers work?

(A) In a clothing store.
 (B) At a newspaper office.
 (C) At a law office.
 (D) In a bookstore.

A B C D

11. How do the speakers think the problem should be addressed?

(A) By admitting fewer patients.
 (B) By hiring more doctors.
 (C) By enlarging the waiting room.
 (D) By changing the hours of operation.

A B C D

12. When will the package arrive in London?
 (A) Tuesday morning.
 (B) Tuesday afternoon.
 (C) Wednesday morning.
 (D) Wednesday afternoon.

Ⓐ Ⓑ Ⓒ Ⓓ

13. What is the man asking about?
 (A) The cause of increased sales.
 (B) Some overdue accounts.
 (C) Reductions in sales staff.
 (D) The results of a marketing survey.

Ⓐ Ⓑ Ⓒ Ⓓ

14. Why will the speakers eat in the cafeteria today?
 (A) They can meet colleagues there.
 (B) The food is cheap there.
 (C) The seafood is fresh there.
 (D) They can eat quickly there.

Ⓐ Ⓑ Ⓒ Ⓓ

■ Now, STOP the recording.

Part IV: Short Talks

There are 20 questions in this part. You will hear several short talks. In your test book, you will read two or more questions about each short talk. Each question is followed by four choices, printed in the test book. You have to choose the best answer to each question.

Here are some for you to try. Listen to the recording and choose the correct answer.



15. Where is this talk most likely taking place?
 (A) At a post office.
 (B) At a factory.
 (C) On an airplane.
 (D) In a hospital.

Ⓐ Ⓑ Ⓒ Ⓓ

16. What is being described?
 (A) Flight schedules.
 (B) Building repairs.
 (C) Exit procedures.
 (D) Work assignments.

Ⓐ Ⓑ Ⓒ Ⓓ

17. In what area is Ms. Lee employed?
 (A) Human resources.
 (B) Telephone sales.
 (C) Customer service.
 (D) Product development.

Ⓐ Ⓑ Ⓒ Ⓓ

18. What does Mr. Grieg want Ms. Lee to do?
 (A) Update a map.
 (B) Forward a list of names.
 (C) Attend a board meeting.
 (D) Accept a position.

Ⓐ Ⓑ Ⓒ Ⓓ

■ Now, STOP the recording.

This is the end of the Listening Comprehension section.

Section 2: Reading

In this section, there are 100 questions, printed in the test book. You will read a variety of materials and answer questions based on the reading materials. There are three parts to this section.

Part V: Incomplete Sentences

There are 40 questions in this part. Each question consists of a sentence with a word or phrase deleted from it. Four words or phrases, marked (A), (B), (C), and (D), are given beneath each sentence. You have to decide which choice best completes the sentence.

The following are some for you to try:

19. Lyon Brothers, Inc., had a very small budget for advertising, so they decided to produce brochures -----.

- (A) itself
- (B) oneself
- (C) ourselves
- (D) themselves

Ⓐ Ⓑ Ⓒ Ⓓ

20. Bianca Brunelli hopes to be ----- to government office in the spring.

- (A) chosen
- (B) elected
- (C) preferred
- (D) considered

Ⓐ Ⓑ Ⓒ Ⓓ

21. City College is now offering programs designed for students ----- to pursue a two-year certificate in information technology.

- (A) intending
- (B) intended
- (C) is intending
- (D) has intended

Ⓐ Ⓑ Ⓒ Ⓓ

22. All department supervisors are required to attend the ----- on the new employee time-keeping policy.

- (A) delegation
- (B) summary
- (C) commission
- (D) seminar

Ⓐ Ⓑ Ⓒ Ⓓ

23. ----- the latest census, the population of the province has increased by eighteen percent in the last decade.

- (A) In compliance with
- (B) Depending on
- (C) According to
- (D) Along with

Ⓐ Ⓑ Ⓒ Ⓓ

Part VI: Error Recognition

There are 20 questions in this part. For each question, you will read a sentence that has four words or phrases underlined. The four underlined parts of the sentence are marked (A), (B), (C), and (D). You have to identify the one underlined word or phrase that is incorrect.

Here are some for you to try:

24. There are several hotels in this area that

A B

provides discounts on tours of historical sites.

C D

Ⓐ Ⓑ Ⓒ Ⓓ

25. Information collection from shoppers through

A B

surveys is stored in secure files and is used to

C

tailor direct mailings.

D

Ⓐ Ⓑ Ⓒ Ⓓ

26. Even though Ms. Herbert has been director

A B

for six months, she has not already visited the

C D

branch offices.

Ⓐ Ⓑ Ⓒ Ⓓ

27. For personal reasons, Mr. Chun has decided
 A not to apply for a transference at this time.
 B C D
 Ⓐ Ⓑ Ⓒ Ⓓ

28. All household chemicals they should
 A B
 be stored well out of the reach of children.
 C D
 Ⓐ Ⓑ Ⓒ Ⓓ

Part VII: Reading Comprehension

There are 40 questions in this section. These questions are based on a selection of reading materials, such as notices, letters, forms, newspaper and magazine articles, and advertisements. Each text is followed by two or more questions.

Here are some for you to try:

Questions 29–30 refer to the following letter.

Kendar Office Supplies

Kemapriatarum Road
 Bangkok 10110
 Thailand

Ms. Pranee Udomsak
 Director
 Beni & Beni, Inc.
 426 Silom Road
 Bangkok 10110
 Thailand

Dear Ms. Udomsak:

In checking our records, I noticed that you are no longer listed as a current customer of Kendar Office Supplies. When I called and spoke to your office manager, Peri Davis, I was informed that your company is now using one of our competitors for your office needs. Ms. Davis referred me to you as the individual who makes all purchasing decisions at Beni & Beni.

Ms. Davis kindly described some of the problems that led you to select another supplier. I'm pleased to tell you that Kendar has made many improvements to its product line and services, and we are certain Beni & Beni will find these attractive. We have introduced a whole new line of office and computer supplies, many of which are not available from any other supplier. In addition, Kendar now has the largest warehouse facility in the region.

If you need any additional information, please feel free to contact me. We welcome the opportunity to serve your company once again.

Sincerely,

Manee Chamchoy

29. For whom is this letter intended?
 (A) The director of Beni & Beni
 (B) The manager of Kendar Office Supplies
 (C) Peri Davis
 (D) Manee Chamchoy

30. What is the purpose of the letter?
 (A) To verify customer data
 (B) To register a formal complaint
 (C) To inquire about warehouse space
 (D) To restore a business relationship

Questions 31–32 refer to the following information.

Electrical Safety Requirements and Procedures

An Up-to-Date, Intensive Two-Day Seminar

First Day

1. Introduction to Safety Standards
2. Conducting Electrical Inspections
3. Electrical Hazards
4. Training Requirements
5. Working on Energized Circuits or Parts
6. Installation of Electrical Equipment

Second Day

1. Personal Protection
2. Servicing of Electrical Equipment
3. Clearance Distance Guidelines
4. Electrical Hazards in Confined Spaces
5. Portable Electrical Equipment
6. Test Equipment
7. Protective Equipment

This course presents electrical safety information based on national industry regulations and is designed to meet and exceed national safety training for the field. We have no affiliation with any supplier or manufacturer. We are therefore able to present a completely neutral view of the industry, without the sales bias inherent in many supplier-sponsored programs. To generate free and open exchange of information, tape recording of course sessions will not be permitted.

For registration and fees call: (416) 555-1424 or visit our Web site at www.att.com

*The Association for Technological Training
3917 Stone St.*

TORONTO ON M5A 1N1

31. Which topic will be covered on the second day?
 (A) Machinery installation guidelines
 (B) Equipment maintenance and repair
 (C) Hazardous waste disposal
 (D) Personnel management techniques
32. What is a stated advantage of the seminar?
 (A) The training is offered free of charge.
 (B) Recordings of the sessions can be ordered.
 (C) The course has no commercial sponsorship.
 (D) Participants will receive training certificates.

YOUR FIRST IMPRESSIONS OF THE DIFFERENT TYPES OF QUESTIONS

Before you check your answers, think about the different types of questions in the TOEIC test. Which did you find the easiest? Which did you find the most difficult? Rank the seven different question types from 1 (easiest for you) to 7 (hardest for you). You could also make a note about why you think some types of question were harder for you than others.

Question Type	Level of Difficulty (1 to 7)
Photographs	
Question-Response	
Short Conversations	
Short Talks	
Incomplete Sentences	
Error Recognition	
Reading Comprehension	

Now, check your answers to the questions:

Part I: Photographs

- 1. C
- 2. D
- 3. A
- 4. B

Part II: Question-Response

- 5. B
- 6. A
- 7. B
- 8. C
- 9. A

Part III: Short Conversations

- 10. B
- 11. C
- 12. C
- 13. A
- 14. D

Part IV: Short Talks

- 15. B
- 16. C
- 17. A
- 18. D

Part V: Incomplete Sentences

- 19. D
- 20. B
- 21. A
- 22. D
- 23. C

Part VI: Error Recognition

- 24. C
- 25. A
- 26. D
- 27. C
- 28. B

Part VII: Reading Comprehension

- 29. A
- 30. D
- 31. B
- 32. C

Now that you have checked your answers, would you change the way you ranked the types of questions in the test?

HOW TO USE THIS BOOK

At the beginning of the book, you will find a table of contents that acts as an outline of the lessons in *30 Days to the TOEIC Test*. The 30 lessons follow the sequence of the different question types as they appear in the TOEIC test. Days 2 to 14 give tips, strategies, practice activities, and practice questions for the Listening Comprehension section of the test. Days 15 to 24 deal with the Reading section. Days 25 to 29 give you the opportunity to practice questions from both sections. Day 30 gives some general tips that relate to the whole test.

You can work through all the units in the order they appear, which mirrors the order of the actual test.

Alternatively, you can think about which types of questions you found most difficult when you tried the sample questions, and start by working on those first. For example, some people find listening comprehension harder than answering questions based on written material. If that is the case, you may want to spend more time working on Days 2 to 14. If you found one particular type of question in the Listening Comprehension section very difficult, the Question-Response type, for example, you might turn to Day 5 first, and work through Days 5, 6, and 7.

You may want to go straight to the set of practice questions for a particular type of question, see how you do on those, and then decide whether to work through the tips, strategies, and practice activities for that type of question. For example, if you want to work on Error Recognition questions, you will find a set of practice Error Recognition questions on Day 20. You can then go back to Days 18 and 19 to do more work on Error Recognition questions if you feel you need to.

CHECK YOUR KNOWLEDGE OF THE TOEIC TEST

This lesson has given you an introduction to the TOEIC test and an opportunity to try some sample questions. Without looking back at the information given, find out how much you know about the test.

Directions: Read the statements below. If you think the statement is a true statement about the TOEIC test, put a T next to it. If you think it is false, put an F next to it. When you have finished, check your answers below.

To the teacher: Students should work together in pairs for this exercise. Ask them to discuss each statement and decide whether it is true or false. If they think it is false, they should correct the statement.

True or False?

1. There are 200 questions in the TOEIC test.
2. "TOEIC" stands for "Test of English for International Commerce."
3. TOEIC questions test the type of English used in academic research papers.
4. The Listening Comprehension section comes before the Reading section.
5. The TOEIC test has multiple-choice questions; candidates choose the answer they think is correct for each question.

6. The TOEIC test is a computer-adaptive test.
7. All of the questions in the TOEIC test have four choices.
8. The TOEIC test is designed to test candidates' knowledge of the specialized vocabulary used in business and commerce.
9. In the Listening Comprehension section, the recording for each question is played once.
10. There is a separate writing assignment as part of the TOEIC test.

10. F There is no separate paper or writing assignment required as part of the test.

9. T

8. F You do not need to know specialized vocabulary for the TOEIC test.

7. F The Question-Response questions in Part II have only three choices.

6. F The TOEIC test is a pencil-and-paper test.

5. T

4. T

3. F TOEIC questions test the type of English used in everyday activities.

2. F "TOEIC" stands for "Test of English for International Communication."

1. T

ANSWERS:



Day 2

An Introduction to the Listening Comprehension Section and Tips and Exercises for Part I: Photographs

The lessons for Days 2 to 14 deal with the four different question types in Section 1 of the test, the Listening Comprehension section.

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LISTENING COMPREHENSION SECTION OVERVIEW

The Listening Comprehension section consists of questions 1–100 of the TOEIC test. It is divided into four parts:

Part I: Photographs

Part II: Question-Response

Part III: Short Conversations

Part IV: Short Talks

In the Listening Comprehension section, you will hear an audio recording for each of the parts of the section. You will listen to a variety of statements, questions, short conversations, and short talks recorded in English, then you will answer the questions. For Parts I and II, you will hear only a recording. For Parts III and IV, you will also see questions and options written in your test book. In order to answer the questions in this section, you will use your ability to listen in English: for particular sounds, for details, and for the overall meaning of a statement or ques-

tion. You will have about 45 minutes to complete the Listening Comprehension section of the test.

Today's lesson starts with a tip to help you improve your listening skills in general and to help you select the correct answer in the Listening Comprehension section of the test.

TIP Pay attention to words that are stressed.

In spoken English, certain words in a sentence are stressed. That is, some words in a spoken sentence are pronounced more loudly, or with more emphasis, than other words. These are the words that the speaker thinks are important. Paying attention to the stressed words in speech can help you identify the main ideas. The stressed words are usually the words that give clues to meaning, such as nouns, verbs, and adjectives. Other words in a sentence are pronounced with little or no distinction. Very often, these are words that contain less information but contribute to the grammar of the sentence, such as the articles *a* and *the*, pronouns, prepositions, conjunctions, and auxiliary verbs.

Listen to this sentence:



Example 1

The doctor and a nurse are talking with a patient.

■ Now, STOP the recording.

In spoken English, the sentence above would most likely be stressed in four places: on the nouns *doctor*, *nurse*, and *patient*, and on the verb *talking*. The underlines indicate the syllables that are stressed when the sentence is spoken.

The doctor and a nurse are talking with a patient.

The words that have little or no stress are the articles *the* and *a*, the conjunction *and*, the auxiliary verb *are*, and the preposition *with*. If you hear only the stressed words in this sentence, you can probably still understand what the sentence is about. The stressed words give you the main ideas.

Example 2

In this short passage, the words that convey grammatical information have been left out. These are the words that would not be stressed if the passage were spoken. The remaining words are those that convey content information. Read the passage through once. You should find that you can understand the main ideas of the passage even though the grammatical words have been left out.

If _____ have _____ PC _____ Internet access, _____ no better way _____ make _____ most _____ _____ than _____ use _____ bank _____ us. Open _____ Lamberts Current Account _____ you _____ manage _____ money just how _____ want. _____ Current Account let _____ manage _____ money _____ _____ Internet any time _____ day _____ night, _____ wherever _____ are _____ _____ world.

See the answer key at the end of this section for the completed version of this text.

EXERCISE A: IDENTIFYING STRESS

On the recording, you will hear twelve sentences. The sentences are printed below. Read each sentence as you are listening to it, and underline the stressed words, or most important information. Each sentence will be read only once, as in the TOEIC test. They are typical of sentences you might hear on the recording for the Listening Comprehension section of the test. You will find the answers at the end of Day 2. If you find the exercise difficult, play the recording again while you are looking at the answers.

To the teacher: Start by giving some examples of simple statements in which the stress patterns can be easily identified. Write the sentences down and ask the students to identify the stressed words. Practice saying the sentences together, clapping your hands on each stressed syllable. Then play the recording, without stopping it, and ask the students to underline the stressed words. At the end of the recording, arrange the students in pairs and ask them to practice saying each sentence aloud together with the stress pattern heard on the tape.



1. The woman is carrying a tray of food.
2. When will you be leaving Jakarta?
3. I'd like to make an appointment with Dr. Simpson.
4. He said he would meet us at Delano's restaurant.
5. They're waiting to buy tickets from the box office.
6. Ms. Tanaka is coming to the budget meeting, isn't she?
7. I seem to have lost my umbrella somewhere.
8. The two men are shaking hands.
9. Have you met our new supervisor yet?

10. Welcome to Flight 346 to Los Angeles.
11. There's a table over there by the window.
12. It's expected to rain this afternoon.

■ Now, STOP the recording.

TIPS AND EXERCISES FOR PART I: PHOTOGRAPHS

In the lesson for Day 1, you tried some sample questions from Part I of the test. This is the part of the test in which you see photographs of actions, objects, places, and people in your test book. On the recording, you will hear a speaker make four statements about each photograph. All four of the choices may sound like correct descriptions of the photograph, but only one describes accurately what you can see in the photograph. The following are important points to remember about this part:

There are 20 questions in the Photographs section.

The four choices are not printed in the test book. You will see only the photograph.

You hear the recording only once. This is the case throughout the Listening Comprehension section of the test.

In the Photographs section, there is a pause of 5 seconds between questions on the recording.

TIP Take a quick look at the photograph before you hear the four statements.

Listening to spoken English is much easier when you have some idea about what you are going to hear. While you are waiting to hear the choices, look at the photograph and think about it. Ask yourself these questions about each picture:



Where was it taken?

What is the main subject?

What is happening?

Who are the people?

EXERCISE B: THINKING ABOUT THE PHOTOGRAPH

There are four photographs below. Look at each one for 5 seconds and ask yourself these questions:

Where was it taken?

What is the main subject?

What is happening?

Who are the people?

To the teacher: Ask the students to do this exercise individually at first. You can ensure that they keep to the 5-second time limit. When they have finished, arrange the students in pairs to discuss and write down the answers to the questions.

1.



2.



3.



4.



EXERCISE C: PRACTICE WRITING YOUR OWN DESCRIPTIONS OF PHOTOGRAPHS

Write down as many words and sentences as you can about the two photographs on the following page.

Follow the examples provided. Some possible answers are printed in the answer key at the end of the lesson.

To the teacher: Encourage the students to work together in pairs or small groups to "brainstorm" on this practice exercise. The exercise can easily be extended with other pictures cut from magazines, brochures, or newspapers. This could be developed into a "picture dictation" activity: students work together in groups of three or four and together discuss and draw the picture they are going to "dictate" to the rest of the class. One group is selected to begin the activity. Each member of the group says one sentence describing their group's picture. The other students have to draw the picture, without asking any questions. The results can be quite fun.

1.



What is in the picture?

Sentences about the picture:

2.



What is in the picture?

Sentences about the picture:

EXERCISE D: LISTENING PRACTICE

Exercise C illustrated the fact that there may be many different ways to describe a photograph. In this exercise, you will look at some photographs and hear a number of different statements about each one. Some of these statements are correct descriptions of the photograph; some are not. Circle the letters of all the correct statements for each photograph. The answers are printed at the bottom of the page.



1.



- A. They're putting the violins away.
- B. The performance has begun.
- C. They're standing on a stage.
- D. The concert is taking place outdoors.
- E. The curtain is beginning to rise.
- F. They're drawing bows across the strings.
- G. They're giving a concert.

2.



- A. There are buildings near a lake.
- B. The land in this area is very flat.
- C. Buildings are reflected in the water.
- D. There are houses on the hillside.
- E. The water is very calm.
- F. Factory chimneys rise above the village.
- G. People are boating on the river.

3.



- A. The men are wiring an appliance.
- B. The men are all wearing hats.
- C. Wiring is being placed underground.
- D. A man is opening a window.
- E. The men are setting a table.
- F. The men are laying wheels on the ground.
- G. A man is pulling a cable.

■ Now, STOP the recording.

TIP Prepare yourself for authentic speech.

In the Listening Comprehension section of the TOEIC test, you will hear authentic English speech. The statements about the photographs in Part I will be spoken as a native speaker would say them. Thus, the speakers will use contractions as native speakers do.

Contractions

Informal English	Formal English
he's	he is or he has
they're	they are
it's	it is or it has
there's	there is

EXERCISE E: LISTENING TO STATEMENTS CONTAINING CONTRACTIONS

You will hear eight sentences on the tape, spoken in natural English with contractions. The second part of the sentence has been written down for you. Listen to the recording and complete the sentence, first in an informal style, as you hear on the tape, and then in a formal style.



1. A. Informal: _____ the fish on the scales.
B. Formal: _____ the fish on the scales.
2. A. Informal: Next to the bench, _____ a bicycle.
B. Formal: Next to the bench, _____ a bicycle.

3. A. Informal: _____ just finished.
B. Formal: _____ just finished.
4. A. Informal: _____ cut the tree down.
B. Formal: _____ cut the tree down.
5. A. Informal: _____ the envelope.
B. Formal: _____ the envelope.
6. A. Informal: _____ land shortly.
B. Formal: _____ land shortly.
7. A. Informal: _____ very crowded.
B. Formal: _____ very crowded.
8. A. Informal: It looks as if _____.
B. Formal: It looks as if _____.

■ Now, STOP the recording.

ANSWER KEY FOR DAY 2**Example 2**

If you have a PC with Internet access, there's no better way to make the most of it than to use it to bank with us. Open a Lamberts Current Account and you can manage your money just how you want. Our Current Account lets you manage your money over the Internet any time of the day or night, from wherever you are in the world.

Exercise A

1. The woman is carrying a tray of food.
2. When will you be leaving Jakarta?
3. I'd like to make an appointment with Doctor Simpson.
4. He said he would meet us at Delano's restaurant.
5. They're waiting to buy tickets from the box office.
6. Ms. Tanaka is coming to the budget meeting, isn't she?
7. I seem to have lost my umbrella somewhere.
8. The two men are shaking hands.
9. Have you met our new supervisor yet?
10. Welcome to Flight three four six to Los Angeles.
11. There's a table over there by the window.
12. It's expected to rain this afternoon.

Exercise C**First photograph****What is in the picture?**

Men
Glasses of water
Women
Papers and folders
Business people
People wearing suits
A large table
Some people sitting/standing
Lights hanging from the ceiling
People talking together

Sentences about the picture:

The people are having a meeting.
People are gathered around a large table.
Men and women are working together.
This is a formal business place.
There are lights in the center of the room.
People are on both sides of a long table.

Second photograph**What is in the picture?**

A tractor
Tools
A workshop
A large wheel
A mechanic
A window
A man

Sentences about the picture:

He's trying to fix the tractor.
The man's busy in the workshop.
He's repairing a tractor part.
It's quite dark in the workshop.

Exercise D

1. B, F, and G
2. A, C, D, and E
3. B, C, and G

Exercise E

This is what you heard on the tape:

1. He's putting the fish on the scales.
2. Next to the bench, there's a bicycle.
3. The concert's just finished.
4. They're about to cut the tree down.
5. She's sealing the envelope.
6. The plane's going to land shortly.
7. The restaurant isn't very crowded.
8. It looks as if it's going to rain.

These are the formal versions of the sentences you heard:

1. He is putting the fish on the scales.
2. Next to the bench, there is a bicycle.
3. The concert has just finished.
4. They are about to cut the tree down.
5. She is sealing the envelope.
6. The plane is going to land shortly.
7. The restaurant is not very crowded.
8. It looks as if it is going to rain.

Day 3

Further Exercises for Part I: Photographs

In this lesson, you will learn further strategies to help you make the correct choice in Part I of the test.

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TIP Prepare yourself for the language of descriptions.

Think about the type of English used by a native speaker when describing a picture. Look at these four photographs and some sentences that could describe them:

To the teacher: This section is intended as a brief grammar review for the students. In Exercise B, an opportunity will be given for them to practice using these structures. You may want to supplement this with extra explanations and exercises as you think necessary.

Photograph 1



1. Some people are listening to the musicians.
2. A crowd of people has gathered to listen to the musicians.
3. The concert is taking place outdoors.
4. Some of the performers are seated.
5. A man is playing the violin.

Photograph 2



1. A towel has been hung on the rack.
2. There's a telephone on the bathroom wall.
3. He's looking at his reflection.
4. There's a large mirror in front of the man.
5. The man is wearing a patterned tie.

Photograph 4



1. The lid of the copying machine is open.
2. He's going to make a copy of a document.
3. He's about to close the lid.
4. The man is wearing a shirt and tie.
5. There are several people in the office.

Photograph 3



1. The path winds through the trees.
2. Nobody is walking along the path.
3. The trees are growing beside the path.
4. It is dark in the woods.
5. The area seems deserted.

**EXERCISE A: IDENTIFYING
GRAMMATICAL FORMS**

In the sentences above, can you identify the following verb tenses that are often used in descriptions?

- **Present continuous**—to describe what is happening in a picture
- **Present simple**—to mention the existence of someone or something in a picture (used with the impersonal subject "there"), to describe a state that exists in the picture, to describe the location of something in the picture
- **Present perfect**—to describe something that has happened or has been done. In the picture, you can see the result of that action.
- **Future**—to indicate what is likely to happen soon. When describing pictures, "going to" and the infinitive of the verb are often used when there is evidence in the picture of a future action. "About to" and the infinitive may also be used.

Now, identify the verb tense used in the descriptions of each photograph:

Photograph 1:

1. Some people are listening to the musicians.
Verb tense: present continuous ("are listening")
2. A crowd of people has gathered to listen to the musicians.
Verb tense:
3. The concert is taking place outdoors.
Verb tense:
4. Some of the performers are seated.
Verb tense:
5. A man is playing the violin.
Verb tense:

Photograph 2:

1. A towel has been hung on the rack.
Verb tense:
2. There's a telephone on the bathroom wall.
Verb tense:
3. He's looking at his reflection.
Verb tense:
4. There's a large mirror in front of the man.
Verb tense:
5. The man is wearing a patterned tie.
Verb tense:

Photograph 3:

1. The path winds through the trees.
Verb tense:
2. Nobody is walking along the path.
Verb tense:
3. The trees are growing beside the path.
Verb tense:
4. It is dark in the woods.
Verb tense:
5. The area seems deserted.
Verb tense:

Photograph 4:

1. The lid of the copying machine is open.
Verb tense:
2. He's going to make a copy of a document.
Verb tense:
3. He's about to close the lid.
Verb tense:
4. The man is wearing a shirt and tie.
Verb tense:
5. There are several people in the office.
Verb tense:

In descriptions, the following parts of speech are also often used:

- **Adjectives** are used to describe nouns.
- **Prepositions** are used before a noun to describe relationships in space (location, movement) and time as well as other relationships.

Now, look at the sentences again. For each group of sentences describing a photograph, identify the adjectives and prepositions:

Photograph 1:

Adjectives: _____

Prepositions: _____

1.

**Photograph 2:**

Adjectives: _____

Prepositions: _____

Photograph 3:

Adjectives: _____

Prepositions: _____

Photograph 4:

Adjectives: _____

Prepositions: _____

These are just some of the tenses and parts of speech that might be used in descriptions. In the next exercise, you will have the opportunity to describe some pictures yourself. As you do so, think about the grammatical forms and parts of speech you are using.

**EXERCISE B: PRACTICE WRITING
DESCRIPTIONS**

For each of the three pictures on pages 24 and 25, write down words related to the image and some statements that describe what you see. Your statements might look very similar to the choices on the TOEIC test!

2.





What is in the picture?

1. _____
2. _____
3. _____

Sentences about the picture:

1. _____
2. _____
3. _____

EXERCISE C: FURTHER PRACTICE IN WRITING DESCRIPTIONS

Now, look through the pictures in a book, magazine, or newspaper. Try to find a variety of settings and situations. Look back at Day 1: "What is the content of the test?" for a list of the types of settings used in the TOEIC test. For each picture, write down words related to the image and some statements that describe what you see, as you did for the pictures on pages 24 and 25. In your descriptions, you will probably use many of the grammatical forms you identified in Exercise A as well as others.

When you finish, you could trade photographs with a friend or colleague. Have your friend describe the photographs without seeing what you wrote. Then, compare your work and decide which statement describes the picture most accurately.

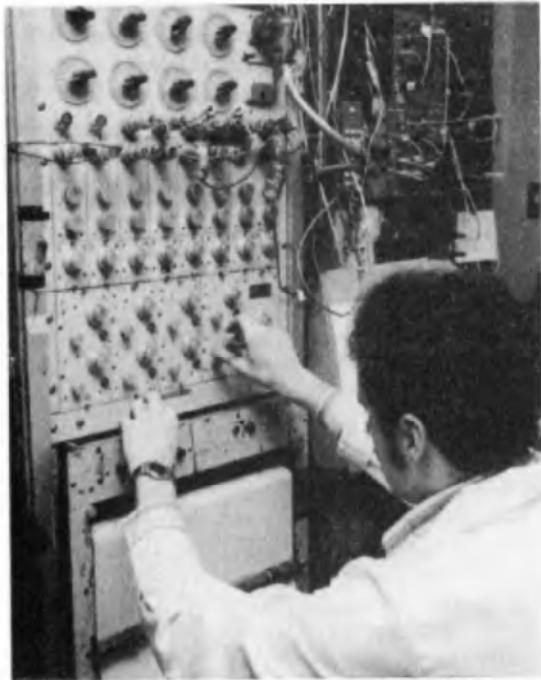
To the teacher: As a homework activity, the students could be given the task of cutting out photographs from newspapers and magazines. Exercise C can then be done in class, with the students working on their own for the first part and then in pairs for the second part. For another class activity, you could cut out sets of five photographs from a magazine. Number each photograph and write a sentence describing each one. Display the photographs so that all the students can see them and read the sentences aloud one by one. Then, have the students identify which picture each sentence describes. Several sets of pictures could be prepared and the activity made more and more difficult. If the pictures in the set are quite different, it will be easy, but if there is some similarity between all the pictures in the set, for example a similar setting or the same people in each picture (you could use family photos), it will be more difficult.

Statements about a photograph may contain parts that are true. Listen carefully to determine if the entire statement, or only part of it, is true.

TIP Listen carefully to each statement about the photograph.



Example



He's adjusting the dials on a television set.

■ Now, STOP the recording.

While it is true that the man is adjusting dials, there is no television set in the picture. Therefore, the sentence in the example is not an entirely accurate description of what you see in the picture.

EXERCISE D: PRACTICE LISTENING CAREFULLY TO EACH STATEMENT

Following are five pictures. On the recording, you will hear two statements for each picture. Part of the first statement is incorrect. Listen to the recording and write in your book the incorrect part of the statement. Then, listen to the second statement, which is entirely correct, and write that down.



Photograph 1



Statement 1: _____

Statement 2: _____

Photograph 2



Statement 1: _____

Statement 2: _____

Photograph 3



Statement 1: _____

Statement 2: _____

Photograph 4



Statement 1: _____

Statement 2: _____

Photograph 5



Statement 1: _____

Statement 2: _____

■ Now, STOP the recording.

To the teacher: It is important to reinforce the fact that part of the first statement about each picture is incorrect, and so the statement does not accurately describe the picture. To extend this activity, you could find some pictures and write the beginning of a sentence about each. Display the pictures one at a time, and read out the beginning of the sentence. Then have the students complete the sentence to make an accurate description of the picture.

TIP Listen to all of the choices.

In Part I of the test, you are asked to choose the statement that best describes what you see in the picture. Be sure to listen carefully to all four statements for each photograph. Choice (B) may sound like the correct answer, but it is important to continue to listen to choices (C) and (D), because one of them might give a better description of the picture.

TIP Get used to the timing and speed of delivery.

The speakers on the recording speak at a normal rate of speech. Take as many opportunities as you can to listen to authentic English speech, spoken at a normal speed. Be ready for the next question. There is a 5-second gap between the questions in this part of the test. If you are not ready for the next question, you will soon fall behind. On Day 4, you will be able to try a real Part I of the TOEIC test and get used to the speed of the speech and the pause between questions.

ANSWER KEY FOR DAY 3

Exercise A (Verb Tenses)

Photograph 1:

1. Present continuous: *are listening*
2. Present perfect: *has gathered*
3. Present continuous: *is taking place*
4. Present simple: *are seated*
5. Present continuous: *is playing*

Photograph 2:

1. Present perfect: *has been hung*
2. Present simple: *is*
3. Present continuous: *is looking at*
4. Present simple: *is*
5. Present continuous: *is wearing*

Photograph 3:

1. Present simple: *winds*
2. Present continuous: *is walking*
3. Present continuous: *are growing*
4. Present simple: *is*
5. Present simple: *seems*

Photograph 4:

1. Present simple: *is*
2. Future: *is going to make*
3. Future: *is about to close*
4. Present continuous: *is wearing*
5. Present simple: *are*

Exercise A (Parts of Speech)**Photograph 1:**

Adjectives: 1. Some 3. outdoors 4. Some

Prepositions: 2. of 4. of

Photograph 2:

Adjectives: 2. bathroom 3. his 4. large 5. patterned

Prepositions: 1. on 2. on 3. at 4. in front of

Photograph 3:

Adjectives: 4. dark 5. deserted

Prepositions: 1. through 2. along 3. beside 4. in

Photograph 4:

Adjectives: 1. copying, open 5. several

Prepositions: 1. of 2. of 3. about 5. in

Exercise D**Photograph 1:**

Statement one: a microphone.

Statement two: She's using a pay phone.

Photograph 2:

Statement one: She's writing in

Statement two: She's reading a book.

Photograph 3:

Statement one: are getting off a bus.

Statement two: The passengers are boarding the bus.

Photograph 4:

Statement one: folding up

Statement two: The man is looking at a newspaper.

Photograph 5:

Statement one: A woman is opening up

Statement two: A woman is pointing to the flip chart.



Day 4

Photographs: Practice Questions and Follow-up Exercises

In this lesson, you will have the opportunity to practice Part I of the TOEIC test. Before you do this, remind yourself of the tips given on Days 2 and 3:

- Pay attention to words that are stressed.
- Take a quick look at the photograph before you hear the four statements.
- Prepare yourself for authentic speech.
- Prepare yourself for the language of descriptions.
- Listen carefully to each statement about the photograph.
- Listen to all of the choices.
- Get used to the timing and speed of delivery.



PRACTICE QUESTIONS

Now, try this practice Part I, working as if you were taking a real TOEIC test. On the recording, you will first hear the directions and an example item, as you would in a real TOEIC test.

Before you start, write the numbers 1–20 on a piece of paper to record your answers. Work straight through the section. Do not stop the recording. If you are not sure which is the correct answer, choose the one you think is closest. Do not leave any questions blank.



Part I

Directions: For each question, you will see a picture in your test book and you will hear four short statements. The statements will be spoken just one time. They will not be printed in your test book, so you must listen carefully to understand what the speaker says.



Sample Answer

Ⓐ Ⓑ Ⓒ Ⓓ

When you hear the four statements, look at the picture in your book and choose the statement that best describes what you see in the picture.

Now, listen to the four statements.

Statement (B), "They're having a meeting," best describes what you see in the picture. Therefore, you should select statement (B). The answers are printed at the end of this section.

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1.



4.



2.



5.



3.



6.



7.



9.



8.



10.



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11.



13.



12.



14.



15.



16.



17.



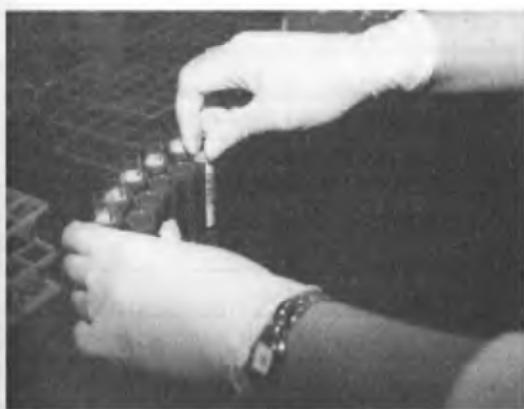
18.



19.



20.



■ Now, STOP the recording.

You can check your answers with the answer key at the end of Day 4.

FOLLOW-UP EXERCISES

EXERCISE A: ANALYZING YOUR ERRORS

After you have checked your answers, go through the photographs and put an X and the letter of the answer you chose next to each photograph for which you chose the wrong answer. Then, listen to the recording again, and do two things:

1. Without looking at the answer key, try the question again.
2. Write a brief note, saying why your first choice was wrong. For example, look at the first photograph. Imagine you had chosen (B), "She's caring for a child," as the correct answer. You might make a note saying: "No child in photo."

When you have finished listening, check your answers again. Did you get more right the second time?

To the teacher: It is best to let the students try the questions at least twice without stopping the recording or referring to the recording script. After trying Exercise A individually, find out which questions caused the most difficulty. Arrange the students in pairs or small groups and let them work on those questions together. Play the recording for the difficult questions one at a time, giving them time to discuss the right answer and the wrong answers and make a short statement about why the distractors (wrong answers) did not accurately describe the picture.

EXERCISE B: THINKING ABOUT THE CHOICES IN DEPTH

In this exercise, you will look at the script for the practice questions that is printed at the end of this section while you look at the photographs and listen to the recording. If possible, make a photocopy of the script to make this easier.

Play the recording for the first question, and make sure you understand why choice (A) was correct. Look at the script. Did you hear this choice correctly? Are there any words in this choice that you do not understand? If so, look them up in the dictionary. Look at the other three choices and think about why they were wrong. On the script, make a note of why you think the other three choices were wrong. For example, for choice (C) in Question 1, you might write: "not planting anything." Again, listen carefully to any words that you did not understand the first time, and look up any new words in the dictionary.

Follow this procedure for all 20 practice questions. This should give you a clear picture of the reasons for any wrong choices you made. Afterward, you might want just to listen to the recording again while looking at the photographs.

To the teacher: For this exercise, you could copy the script onto an overhead transparency and show the script to the students one question at a time as they listen to the recording. You could arrange the students in small groups and ask them to discuss the correct and incorrect choices together.

EXERCISE C: THINKING ABOUT THE PHOTOGRAPHS

Look at the photographs again and think about the variety of locations in which they were taken.

Write the number of the photograph that you think was taken in each location.

Location	Number of photograph
A. laboratory	
B. kitchen	
C. elevator	
D. warehouse	
E. beach	
F. reception area	
G. meeting room	
H. library	
I. field	
J. lakeside	
K. restaurant	
L. workshop	
M. street	
N. construction site	
O. flower shop	
P. balcony	
Q. auditorium	
R. filling station	
S. seminar room	
T. town center	

Some answers are suggested in the answer key at the end of Day 4. Other answers may be possible. You could write your own list of locations.

To the teacher: This exercise is intended to encourage discussion of the locations in which the photographs were taken. Therefore, it is probably best done in groups. You might want to pre-teach phrases that could be used in the discussion, such as: "I think the photo was taken in _____" or "It could have been/must have been taken at _____. You could also pre-teach phrases for agreeing and disagreeing. The different groups could be encouraged to come up with their own list of locations.

EXERCISE D: WRITING DESCRIPTIONS OF THE PHOTOGRAPHS

1. Look at photographs 3, 11, and 15.
 - A. Can you think of anything these photographs have in common?
 - B. Write three statements describing each photograph. Try to use all of these words:

fence	wings
trees	horses
grass	alone
seaweed	fly (verb)
hats	alone
calm	flap (verb)
sand	water
	bridge

2. Look at photographs 1, 2, and 19.
 - A. Can you think of anything these photographs have in common?
 - B. Write three statements describing each photograph. Try to use all of these words:

board	glasses
bend	sit
hair	plant
blinds	television
explain	speak
water	paper
	clock

3. Look at photographs 16, 10, and 8.
 - A. Can you think of anything these photographs have in common?
 - B. Write three statements describing each photograph. Try to use all of these words:

floor	apron
lights	desk
tools	mend
wear	wall
study (verb)	books
tiles	bend
	clean (verb)

See the answer key for some possible answers to the A questions in Exercise D. Other answers may be possible.

To the teacher: The exercise above is well suited to group work. Students can discuss together what the sets of photographs have in common, and together write the three statements. As an extension of this, divide the students into an even number of groups. Each group chooses three photographs from Practice Part I and writes a list of words to be used in descriptions of them. Name the groups A, B, etc. Group A challenges Group B to write three statements about Group A's photographs using all the words. Group B challenges Group A to do the same for the three photographs they chose. To draw the activity together, Group A reads out loud their statements in mixed order to Group B, who have to work out which picture each statement refers to. Group B then does the same.

PRACTICE QUESTIONS SCRIPT

1. (A) She's watering a plant.
(B) She's caring for a child.
(C) She's planting a tree.
(D) She's drinking some water.
2. (A) She's looking for her glasses.
(B) She's picking up a pen.
(C) She's holding a piece of paper.
(D) She has a scarf around her neck.
3. (A) They're riding horses.
(B) They're jumping the fence.
(C) They're feeding the animals.
(D) They're farming the land.
4. (A) She's stepping onto the escalator.
(B) She's closing her handbag.
(C) She's lifting the handle.
(D) She's pushing the button.
5. (A) The land around the building is flat.
(B) The stadium is now full.
(C) Planes have landed on the airfield.
(D) The warehouse is many stories high.
6. (A) A man is withdrawing money.
(B) A man has hung a painting on a wall.
(C) A man is writing in a notebook.
(D) A man is on his hands and knees.
7. (A) They're installing a sliding door.
(B) They're climbing down a ladder.
(C) They're working on the roof.
(D) They're loading the truck.
8. (A) The plates are being stacked.
(B) The silver is being polished.
(C) The shelves are being cleaned.
(D) The floor is being mopped.
9. (A) He's writing a receipt for the customer.
(B) He's oiling the motorcycle engine.
(C) He's pumping up the car's tires.
(D) He's putting fuel in the automobile.
10. (A) The equipment is all being used.
(B) The workspace is being cleaned.
(C) The tools are hanging on the wall.
(D) The workshop has not been organized.
11. (A) Dogs are lying on the riverbank.
(B) Birds are flying over the water.
(C) Birds are landing in the trees.
(D) People are swimming in the lake.
12. (A) The highway is busy with traffic.
(B) Some people are crossing the street at the light.
(C) All the buildings along the street are identical.
(D) There are cars parked on both sides of the road.
13. (A) The waiter is removing the tablecloth.
(B) The waiter is presenting the bill.
(C) The woman is drinking coffee.
(D) The customers are waiting to be served.
14. (A) He's playing some music.
(B) He's laying some pipe.
(C) He's talking to a friend.
(D) He's marching in a band.
15. (A) The area is crowded with people.
(B) People are collecting seaweed.
(C) A person is walking along the water's edge.
(D) A person is selling drinks by the ocean.
16. (A) People are working at the tables.
(B) The librarians are opening the windows.
(C) The library is closed for the day.
(D) Students are leaving the building.

17. (A) The people are seated on a bench.
(B) The woman is leaning on a railing.
(C) The man is taking a picture of the view.
(D) The people are looking for a parking place.

18. (A) Flowers are arranged in buckets.
(B) Vegetables are planted in a garden.
(C) The trees are in full bloom.
(D) Sacks of flour are on the ground.

19. (A) The speaker is facing the audience.
(B) They are changing the channel on the television.
(C) They are closing the blinds.
(D) The man is pointing toward the board.

20. (A) She's wearing gloves.
(B) She's studying for a test.
(C) She's tasting the food.
(D) She's shaking hands.

ANSWER KEY FOR DAY 4

Practice Questions

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

Exercise C

Suggested answers:

- A. 20
- B. 8
- C. 4
- D. 5
- E. 15
- F. 1
- G. 2
- H. 16
- I. 3
- J. 11
- K. 13
- L. 10
- M. 6
- N. 7
- O. 18
- P. 17
- Q. 14
- R. 9
- S. 19
- T. 12

Exercise D

Possible answers:

1. A. The photographs all show outdoor scenes.
2. A. The photographs all have an office setting.
3. A. The photographs all show the interiors of rooms.



Day 5

Tips and Exercises for Part II: Question-Response

In the lesson for Day 1, you tried some sample questions from Part II of the test. Today, you will start to work on Part II, the Question-Response section. This is the part of the test in which you hear a question asked by one speaker, followed by three responses from another speaker. All three of the responses are correct English, but only one is an appropriate response to the question. The following are important points to remember about this part of the exam:

- There are 30 questions in the Question-Response section.
- Neither the questions nor the responses are printed in the test book. You will see only the words "Mark your answer on your answer sheet" in the test book.
- You will hear three choices only.
- You will hear the recording only once, as in the rest of the Listening Comprehension section.
- On the recording, there is a pause of 5 seconds between questions.

Here are some suggestions for improving your ability to select the best response in this part of the test.

TIP Focus on the purpose of the question.

In order to choose the correct response to a question, you should understand what the purpose of the speaker's question is. Ask yourself: Why is the speaker asking that question?

Sometimes the purpose of the question is to ask for specific information, such as time, location, or reason.

For example, look at the following questions:

Question	Information asked for
What time does the bus for Stuttgart leave?	Time
Where did you put the plans for the new office building?	Location
How will you be traveling to the conference?	Method of transportation
Do you have any idea why she's decided to quit her job?	Reason
Has Peter decided who will be arranging the deliveries while you're away?	Person
Which cup of coffee is yours?	Identification

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EXERCISE A: ASKING FOR INFORMATION

Listed above are some types of information that a speaker might ask for.

1. Think of a question to ask for these other types of information. If there are any words in the right-hand column that you do not know, look them up in the dictionary.

Question:	Information asked for:
_____	? Distance
_____	? Duration
_____	? Ownership
_____	? Cost
_____	? Opinion
_____	? Frequency
_____	? Instructions
_____	? Directions

To the teacher: For this exercise, the students could work in groups of four. Ensure that learners' dictionaries of English are available, and ask them first to discuss the meaning of the words in the right-hand column and then to decide on the questions. Compare the questions from the different groups, then rearrange the students in pairs so that the members of each pair are from different groups. In their pairs, the students take turns to read out a question and elicit a suitable response from their partner, as in Exercise B. You could extend the practice of thinking about questions by asking the pairs to think of other types of information they might ask for and make up some examples of questions to elicit that information.

2. Think of a possible response to each of the questions you wrote in 1.

When you have finished, compare the questions you wrote for 1 with those suggested in the answers section at the end of Day 5. There are many possible questions and responses that could be written for this exercise.

We have looked at questions asked in order to gain information, but people do not only ask questions for information. A question may have a different purpose.

Here are some examples:

Question:	Purpose of the question:
You're responsible for quality control, aren't you?	Asking for confirmation (person)
Could you take down the minutes, please?	Requesting (action)
Would you like to come over for dinner one evening?	Inviting
How about moving that bookshelf over there to make more space?	Making a suggestion
Why don't you write and complain about the delay?	Giving advice
Do you mind if I open the window?	Asking for permission
You're not going to stay late again, are you?	Expressing disbelief

EXERCISE B: IDENTIFYING THE PURPOSE OF A QUESTION

Listen to the following questions and then match them with the letter that best corresponds to the purpose of each question. This exercise will help you understand why the speaker is asking the question. The answers are printed at the bottom of the page.



Sample Question: Where is the nearest post office?
Purpose: Asking for information (location)

Question:

1. Who's coming to the reception?
2. When are you taking your vacation?
3. Is it okay if I change the air filter?
4. Do you know why they built the new museum so far from the old one?
5. The play starts at 7:30, doesn't it?
6. You're not really taking a new job, are you?
7. Shouldn't we hire a new designer?
8. Would you like to join us for lunch?

Purpose of the question:

- A. Asking for information (person)
- B. Making a suggestion or request
- C. Asking for confirmation (time)
- D. Asking for information (time)
- E. Extending an invitation
- F. Expressing disbelief
- G. Asking for information (reason)
- H. Asking for permission (action)

■ Now, STOP the recording.

To the teacher: After trying Exercise B on their own, the students could then check their answers with a neighbor. Then each student should write another question for each purpose (without showing it to their partner). They should take turns to ask each other the question and elicit a response.

EXERCISE C: FURTHER PRACTICE IN IDENTIFYING THE PURPOSE OF A QUESTION

As in Exercise B, listen to the following questions and then match them with the letter that best describes the purpose of each question. This time, the questions are not written out for you, so you will need to listen carefully. After you have done the exercise, check your answers below. You can then listen to the tape again, write down the questions and think of a suitable response for each.

**Question:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Purpose of the question:

- A. Asking for information (frequency)
- B. Giving advice
- C. Asking for permission
- D. Inviting
- E. Asking for information (ownership)
- F. Requesting (action)
- G. Asking for information (duration)
- H. Asking for information (cost)

■ Now, STOP the recording.

TIP Listen for question words.

A question word, such as *when*, *where*, *who*, or *how* may be used in a question. The question word helps the listener to identify the purpose of the question.

EXERCISE D: LISTENING FOR THE QUESTION WORD

Listen to these questions and write down the question word used in each one. Be careful—the question word does not always come at the beginning of the question.



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

■ Now, STOP the recording.

There are two points to note from this exercise:

- A question that contains a question word is often asking for information, but not always.
- The question word does not always come at the beginning of the question. In Questions 3, 4, and 5 above, the question word is in the middle of the question. The speaker uses an introductory phrase before asking the actual question, or the question with the main purpose. (These questions are sometimes called *indirect questions*.) It is important to listen to the introductory phrase as well as the actual question, because doing so will help you identify the correct response. Questions 3, 4, and 5 were:

3. Does Tom remember which travel agent he booked the tickets through?

4. Would you mind showing me how to use the copier?

5. You don't know whose coat this is, do you?

The introductory phrases were:

3. Does Tom remember . . .

4. Would you mind showing me . . .

5. You don't know . . .

EXERCISE E: IDENTIFYING PHRASES THAT INTRODUCE INDIRECT QUESTIONS

All of these questions come from the first part of the lesson for Day 5, in which you focused on the purpose of the question. All of these questions contain question words, and all of them are indirect questions. Read them and underline the phrase that introduces the question in each one.

1. Do you have any idea why she's decided to quit her job?
2. Has Peter decided who will be arranging the deliveries while you're away?
3. Could you tell me how far it is to the station, please?
4. Have you got any idea how often we have to replace the printer cartridge?
5. Do you know why they built the new museum so far from the old one?
6. Does anybody know whose umbrella this is?

Now, write some more indirect questions using different introductory phrases.

To the teacher: Elicit further introductory phrases for indirect questions and write them on the board. Think of various situations in which indirect questions might be asked, and write them on cards. Examples:

1. It's your first day at a new job, and there are a lot of things you don't know about the job and the office. Ask a colleague.
2. You're studying in the U.S.A. for three months, staying with an American family. It is the beginning of your stay, and you're not familiar with American home life. Think of some questions you might ask a member of the family.

Arrange the students in groups of four. Hand out a card to each group and ask them to think of some indirect questions for that situation, using the phrase on the board. You could then rearrange the students into pairs, so that each pair is made of students from two different groups, and ask them to role-play the situations. The person asking the questions needs to explain the situation first.

ANSWER KEY FOR DAY 5**Exercise A**

Here are some possible questions for Part 1:

Question:	Information asked for:
Could you tell me how far it is to the station, please?	Distance
How long is the planning meeting expected to last?	Duration
Whose briefcase is this?	Ownership
How much is this tie?	Cost
What do you think about the collapse of the stock market?	Opinion
Have you any idea how often we have to replace the printer cartridge?	Frequency
Can you show me how to use this projector?	Instructions
How can I get to the airport from here?	Directions

Exercise B

1. A
2. D
3. H
4. G
5. C
6. F
7. B
8. E

Exercise C

1. D
2. B
3. G
4. A
5. F
6. C
7. H
8. E

Exercise D

1. How (+ wide)
2. When
3. Which
4. How
5. Whose
6. Why
7. What (+ about)
8. Why

Exercise E

The phrases you should have underlined are

1. Do you have any idea why she's decided to quit her job?
2. Has Peter decided who will be arranging the deliveries while you're away?
3. Could you tell me how far it is to the station, please?
4. Have you got any idea how often we have to replace the printer cartridge?
5. Do you know why they built the new museum so far from the old one?
6. Does anybody know whose umbrella this is?

Eeeeeeeeeeeeeeeeeeeee

Day 6

Further Exercises for Part II: Question-Response

In today's lesson, you will learn further strategies to help you make the correct choice in Part II, as well as tips to improve your understanding of authentic spoken English, which you will be able to apply to all the tasks in the Listening Comprehension section.

Scan by listening

TIP Be prepared for questions without a question word.

Many questions do not contain a question word. One example is questions requiring a "yes" or "no" answer. In the question "Are we going to the party?" the word order, rather than a question word, indicates that this is a question. The answer to this might be "Yes, we are" or "No, we aren't" or even "I'm not sure." Another example is questions in which the speaker is asking for confirmation of information, such as "You're in charge of training new recruits, aren't you?" Here, the question tag "aren't you?" indicates that this is a question. The answer might be "Yes, that's right" or "No, that's Frank's responsibility."

EXERCISE A: UNDERSTANDING QUESTIONS WITHOUT A QUESTION WORD

On the recording, you will hear a number of questions. Part of the question is written out for you. Listen to the recording and complete the question. Then, choose a suitable response to each question from the list below. The answers are given at the end of today's lesson.



1. _____ helping me with this suitcase?
2. _____ buy that car, is he?
3. _____ on Friday, doesn't she?
4. _____ first visit to the United Kingdom?
5. _____ a ride to the theater this evening?

6. _____ stay late today, or finish this in the morning?

7. _____ to confirm that appointment?

8. _____ coffee, or tea?

9. _____ last year's conference, didn't we?

10. _____ that proposal done on time?

■ Now, STOP the recording.

Now, choose one suitable response to each question from this list:

- A. That's right.
- B. No, I've never been there.
- C. That would be a great help.
- D. I just don't see how I can.
- E. No, she didn't.
- F. I certainly hope not.
- G. No, I've been here a couple of times.
- H. No, not at all.
- I. Not as far as I know.
- J. Coffee, please.
- K. Yes, that's an excellent proposal.
- L. I've never seen that suitcase before.
- M. She actually goes on Saturday morning.
- N. We might as well get it done today.

To the teacher: This exercise serves to provide a few examples of questions without a question word. Depending on the ability of your students, you might want to do some grammar practice in forming questions at this point. The exercise could be followed by a discussion of the purpose of each question, a discussion of why one response is correct and another not and then eliciting as many other possible responses as they can think of for each question.

TIP Prepare yourself for authentic English speech.

Throughout the Listening Comprehension section of the TOEIC test you will hear authentic English speech. The questions and responses in Part II will be spoken as a native speaker would say them. In the lesson for Day 2, we looked at the use of contractions in informal English when we described the photographs in Part I of the test. Contractions will also be heard in the questions and responses on the recording for Part II. For example, you will hear "he's" instead of the more formal "he is" or "he has" and "won't" instead of the more formal "will not."

In the Listening Comprehension section, you should also be prepared to hear elisions and phonetic linking:

Elisions

In natural English speech, each word is not spoken as a separate, distinct entity. Some sounds, and in fact whole syllables, may not be pronounced. This omission of a sound is called *elision*. Thus, when saying "last night" a native speaker generally leaves out the "t" so that you hear "las night." In "going to" both the "g" at the end of "going" and the "t" at the beginning of "to" will generally be left out, so that "going to" sounds like "gonna."

Informal Spoken English

wanna

dunno

sanwich

what sis

nex week

gimme

Formal English

want to

do not know

sandwich

what is this

next week

give me

Phonetic Linking

Natural English speech involves a phenomenon called "phonetic linking." It is very common in spoken English to break up syllables and words up so that they begin, if at all possible, with consonants [b, p, d, t, l, k, etc.] instead of with vowels [a, e, i, o, u].

If a syllable does not begin with a consonant in written English, then the speaker takes the last consonant from the preceding syllable and uses it as the first sound of the next syllable. Thus "selling" is pronounced "se-l ling" and "broken" becomes "bro-ken." This happens across word boundaries as well as within words, so that "what is" becomes "wha-tis" and "just a minute" becomes "jus-ta-mi-nute."

Spoken English	Written English
par- <i>kings</i>	parking is
wha- <i>ta-bout</i>	what about
doe- <i>sit-work</i>	does it work

EXERCISE B: PRACTICING USING NATURAL SPEECH

Practice saying the following sentences aloud. Use elisions and linking to make them sound as natural as possible. Some hints are given in the brackets, and you should also look back at the examples above. Being able to speak English naturally yourself will help you to understand natural spoken English.

1. What about having lunch together? (linking: *what + about*)
2. I don't know what his name is. (elision: *don't know*, elision: *what his*, linking: *name is*)
3. I'd like a ham sandwich, please. (linking: *like + a*, elision: *sandwich*)
4. How does it work? (linking: *does + it*)
5. I'll see you next week. (elision: *next week*)
6. I want to finish this as soon as possible. (elision: *want to*, linking: *this + as*, *soon + as*)
7. I'll be with you in a minute. (linking: *in + a*)
8. He left last night. (elision: *left last night*)

To the teacher: First practice the examples from the explanation above with the students. When they seem to have grasped the idea of elisions and linking, ask them to prepare for Exercise B by marking the linked words in the book, using a curved line underneath the end of one word to link it to the next, and indicating sounds that are omitted or changed through elision. They could work in pairs for this. Then ask them to practice saying each sentence aloud. Encourage babbling rather than speaking in chorus. Finally, choose individual students to say the sentences. Work on natural stress and rhythm, which should lead to natural pronunciation.

Vocabulary

In the Listening Comprehension section of the test, you will also hear vocabulary that is used in informal speech. Here are some examples of these words, together with their equivalents in a more formal style of English.

Informal English	Formal English
<i>lots of</i>	<i>many</i>
<i>boss</i>	<i>director or supervisor</i>
<i>get in touch with</i>	<i>contact</i>

EXERCISE C: UNDERSTANDING VOCABULARY USED IN INFORMAL ENGLISH

Informal vocabulary is used in these statements and questions. Underline the informal words, then rewrite the sentences in formal English.

1. When you're through with that journal, can I have it?
2. Could you give me a hand with this?
3. She said she'd be here at six o'clock sharp.
4. Yes, she quit her job last week.

- He was late so many times they finally fired him.
- The boss said he'd get in touch with me early next week.
- I don't have a clue where that file is.
- Your boss called while you were out.

TIP Listen for a natural response to the question.

Listen to the following example:



Example 1

Who's going to be in charge of processing paychecks now?

(A) Yes, I have a credit card.
(B) The assistant accountant.
 (C) It's a complicated process.

■ Now, STOP the recording.

In authentic speech, the response to a question is not always grammatically linked to the question. Based on the grammar of the question here, you might expect the answer to contain the phrase "is going to be in charge." Although choice (B) does not contain this phrase, it is an acceptable and natural response to the question "Who?"



Example 2

Where is the employee cafeteria?

(A) He's out sick today.
 (B) Yes, I'm really hungry.
(C) I'm not sure; I just started here.

■ Now, STOP the recording.

Based on the grammar of the sentence, you might expect the answer to this question to contain the phrase "It is located..." Although choice (C) does not contain this phrase, choice (C) is a realistic response to a request for directions. People don't always know the answer to a question. Remember that TOEIC test questions are examples of authentic English speech. Think of different ways of responding to a question when you don't know the answer, or perhaps don't want to answer the question. For example, look at the following questions and responses:

Question	Response
Would you like a sandwich, or some soup?	I think I'll just have a drink.
When did they send out that order?	They didn't say.
Can you recommend a restaurant around here?	I don't usually eat out.
Is there a shuttle bus to the airport?	Ask the receptionist, over there.

EXERCISE D: LISTENING FOR A NATURAL RESPONSE

Listen to these questions from Exercise B from Day 5. Then, match the question with the appropriate response from the list on the right, thinking about which would be a natural response to the question.



*Sample Question: Where is the nearest post office?
 Answer: There's one across from the city park.*

Question

- Who's coming to the reception?
- When are you taking your vacation?

3. Is it okay if I change the air filter?
4. Do you know why they built the new museum so far from the old one?
5. The play starts at 7:30, doesn't it?
6. You're not really taking a new job, are you?
7. Shouldn't we hire a new designer?
8. Would you like to join us for lunch?

Response

- A. Nothing closer was available.
- B. Yes, I start in two weeks.
- C. The entire department is invited.
- D. Yes, we should.
- E. I thought it was at eight.
- F. I haven't decided yet.
- G. Sorry, but I have a noon meeting.
- H. Only if it's really dirty.

■ Now, STOP the recording.

To the teacher: This exercise is probably best done in pairs. Encourage discussion of which response is the most natural for each question. After the students have finished the exercise, ask them to practice the questions and responses, encouraging natural speech. Then, prepare them to practice making up their own responses to these questions. One person in each pair works with the book closed. The other person asks the first question and the partner responds with a brief, natural response. After the first four questions, they switch roles.

ANSWER KEY FOR DAY 6**Exercise A**

Complete questions:

1. Would you mind helping me with this suitcase?
2. He's not going to buy that car, is he?
3. She leaves on Friday, doesn't she?
4. Is this your first visit to the United Kingdom?
5. Would you like a ride to the theater this evening?
6. Shall we stay late today, or finish this in the morning?
7. Did Mr. Richardson phone to confirm that appointment?
8. Would you prefer coffee, or tea?
9. We met at last year's conference, didn't we?
10. Do you think you will get that proposal done on time?

Suitable responses:

1. H
2. F
3. M
4. G
5. C
6. N
7. I
8. J
9. A
10. D

Exercise C

Possible answers:

1. May I have that journal when you finish reading it?
2. Could you help me with this?
3. She said she would be here at exactly six o'clock.
4. Yes, she resigned from her job last week.
5. He was late to work so often that they finally dismissed him.
6. The manager said he would contact me early next week.
7. I do not know where that file is.
8. Your supervisor telephoned while you were out of the office.

Exercise D

1. C
2. F
3. H
4. A
5. E
6. B
7. D
8. G



Day 7

Question-Response: Practice Questions and Follow-up Exercises

In this lesson, you will have the opportunity to practice Part II of the TOEIC test. Before you do this, remind yourself of the tips given on Days 5 and 6:

- Focus on the purpose of the question.
- Listen for question words.
- Be prepared for questions without a question word.
- Prepare yourself for authentic English speech.
- Listen for a natural response to the question.

As with Part I of the test, be sure to listen to all of the choices. There is a pause of 5 seconds between each Question-Response item. Use this practice Part II to get used to the timing and speed of delivery.

PRACTICE QUESTIONS

Now try this practice Part II, working as if you were taking a real TOEIC test. On the recording, you will first hear the directions and an example item, as you would in a real TOEIC test. Before you start, write the numbers 21–50 on a piece of paper to record your answers. Work straight through the section. Do not stop the recording. If you are not sure which is the correct answer, choose the one you think is closest. As in all multiple-choice tests, never leave a blank.



Part II

Directions: In this part of the test, you will hear a question or statement spoken in English, followed by three responses, also spoken in English. The question or statement and the responses will be spoken just one time. They will not be printed in your test book, so you must listen carefully to understand what the speakers say. You are to choose the best response to each question or statement.

Now, listen to a sample question.

You will hear:



You will also hear:

The best response to the question "How are you?" is choice (A), "I am fine, thank you." Therefore, you should choose answer (A). The answers are printed at the end of this section.

21. Mark your answer on your answer sheet.
22. Mark your answer on your answer sheet.
23. Mark your answer on your answer sheet.
24. Mark your answer on your answer sheet.
25. Mark your answer on your answer sheet.
26. Mark your answer on your answer sheet.
27. Mark your answer on your answer sheet.
28. Mark your answer on your answer sheet.
29. Mark your answer on your answer sheet.
30. Mark your answer on your answer sheet.
31. Mark your answer on your answer sheet.
32. Mark your answer on your answer sheet.
33. Mark your answer on your answer sheet.
34. Mark your answer on your answer sheet.
35. Mark your answer on your answer sheet.
36. Mark your answer on your answer sheet.
37. Mark your answer on your answer sheet.
38. Mark your answer on your answer sheet.
39. Mark your answer on your answer sheet.
40. Mark your answer on your answer sheet.
41. Mark your answer on your answer sheet.
42. Mark your answer on your answer sheet.
43. Mark your answer on your answer sheet.
44. Mark your answer on your answer sheet.
45. Mark your answer on your answer sheet.
46. Mark your answer on your answer sheet.
47. Mark your answer on your answer sheet.
48. Mark your answer on your answer sheet.
49. Mark your answer on your answer sheet.
50. Mark your answer on your answer sheet.

■ Now, STOP the recording.

FOLLOW-UP EXERCISES

EXERCISE A: GENERAL PROBLEMS WITH PART II

Think about any problems you had. Here are some typical comments from students, with some suggestions that might help them. Read through the problems and suggestions. Did you have any of these difficulties? Are there any other general problems that you had? Would any of the suggestions given here help with your problems?

Problem: "There were quite a few words I didn't understand."

Suggestion: *Don't worry if you don't understand all the words. Try to get the main idea, and focus on the words you do know.*

Problem: "I was sure I had chosen the right answer, but it turned out to be wrong."

Suggestion: *Always listen to all of the choices. Choice (A) or (B) may seem to be right, but keep listening and you may feel that choice (C) is definitely the correct one.*

Problem: "The speakers spoke too quickly. I got completely left behind."

Suggestion: *Don't spend too long thinking about each one. After you have listened to the 3 choices, there are 5 seconds before you hear the next question. If you cannot decide on the answer, pick the one that seems closest. There's a chance that it's right!*

Problem: "I understood the question, but I didn't understand all the responses."

Suggestion: *Take a guess. Never leave a blank!*

Problem: "The first speaker asked about something called 'laundry.' I don't know what that is, so I couldn't answer that one."

Suggestion: *But you may have understood some other words in the question. Use them to help you make a choice.*

To the teacher: For this activity, it would be best to put the students into groups of four, seated in small circles. At this point, the discussion should be about general difficulties with this part of the test, not about particular items. You could type the problems on cards. Each group discusses the problems and decides on suggestions for each problem. Students add any other general problems they had and discuss suggestions for those problems. At the end, the groups could compare their results with each other or with the suggestions in the book.

Now try Part II again. Cover the answer key. Play the recording straight through once more, and try the questions you got wrong again. Afterward, check your answers. How did you do the second time?

EXERCISE B: LOOKING AT THE CHOICES IN DEPTH

These are the answers that a student chose for the first ten questions:

- 21. A
- 22. A
- 23. B
- 24. B
- 25. C
- 26. B
- 27. C
- 28. A
- 29. B
- 30. B

Look at the practice questions script that begins on page 59 and listen to the recording for these questions. After each one, stop the recording and think about these points:

- * Did the student choose the right answer?
- * Why do you think the student chose this answer?
- * Look at the question and the correct answer. Think about why it is correct.

For example, look at number 21. This is what you heard on the recording:

(Woman) Have they delivered our lunch yet?

(Man) (A) I like chicken.
(B) On Monday.
(C) Yes, it's here.

Here's a possible explanation:

The student chose (A). The correct answer is (C). The student probably chose (A) because the question was about "lunch" and (A) mentions "chicken," something you might eat for lunch. The word order in the question shows that a "yes" or "no" answer is expected. "It" in (C) could be "lunch."

Check your explanations of the student's answers for numbers 22–30 against the explanations here. Did you have similar explanations?

22. The student chose (A). The correct answer is (B). The student probably chose (A) because the question asks "when" and (A) states a time. However, the question asks when something happened in the past, and (A) tells about the time when something happens in the present, every day. "Ago" in (B) shows that this choice is about something in the past, which fits with the question. "Three weeks ago" answers the "when" question.
23. The student chose (B), the correct answer. The woman cannot identify what the noise was, so "I don't know" is an appropriate answer.
24. The student chose (B). The correct answer is (A). The student probably chose (B) because it mentions "a shirt," which could be "laundry." (B) cannot be the answer because it does not answer the "when" question. (A) gives a suitable answer to a question about something happening in the future, because "in about two hours" means two hours from now.
25. The student chose (C), the correct answer. The question asks "who" and (C) gives the name of a person. Neither (A) nor (B) supplies that information.

26. The student chose (A), the correct answer. The word order of the question suggests a “yes” or “no” answer is expected. (A) answers “yes,” using the past tense, which would be appropriate for answering a question in the present perfect tense. (C) also gives a “yes” answer, but it answers with a future time, which is not appropriate for the question.

27. The student chose (C). The correct answer is (A). The student might have chosen (C) because the question asks about a “staff meeting” and (C) mentions “staff.” (C) could be a response to “Who will attend the staff meeting?” (A) answers the question “how long” by giving a period of time.

28. The student chose (A). The correct answer is (B). The student probably heard “time” and “play” in the question as well as in (A) and decided to choose that answer. The question asks “What time?” The woman does not have that information, so (B) is an appropriate answer.

29. The student chose (B). The correct answer is (A). The question is about a “briefcase,” which is a kind of bag. (B) contains the word “case,” but it would probably mean a legal case, not a bag. (A) provides an appropriate answer to the question about the briefcase, because “it” could refer to a briefcase.

30. The student chose (B), the correct answer. The question is about a train that is delayed, and asks “why” that is so. (B) gives a possible reason.

You can now look at your answers to the rest of the practice questions in the same way that we just looked at questions 22–30. Analyzing your answers in this way will help you to understand how to make the correct choice.

To the teacher: If possible, it would be helpful to do this exercise in groups of three or four, each group having the recorded version to listen to, so that the groups can work at their own pace. After working on the answers chosen by the sample student for the first ten questions, the students could work individually on their own answers for the questions. This could be set as a homework assignment.

EXERCISE C: THINKING ABOUT THE INCORRECT CHOICES

This exercise will help you understand why the two incorrect choices would not be appropriate answers to the question the first speaker asks.

Look at the recording script for questions 31–40. Read through and circle the correct answer for each question. Make sure you understand why that is the correct answer by thinking about the purpose of the question and what type of response is expected.

Now look at the other two choices. They are both possible utterances in English. For each one, write a question that would produce that response.

For example, look at number 31:

(Man) You want me to retype this document, don't you?

(Woman) (A) That type would be best.

(B) I would appreciate it.

(C) I can't document that.

There are many possible questions that could be written. For choice (A), you might write, “Is this the type of camera you want?” and for (C), you might write, “Do you have any proof that you bought the vacuum cleaner here?” Both of these questions are quite different from the one asked by the first speaker. This should help you to understand why (A) and (C) are incorrect.

To the teacher: The students may find it quite difficult to think of suitable questions, so it would be best for them to work in pairs or small groups. As they are working, listen to the discussion in the groups and note down ten correct questions that apply to different distractors (incorrect choices). When they have finished working in groups, discuss some of the questions as a class. Then ask them to close their books and try this oral exercise: one by one, ask the questions that you gathered as they were working, and elicit a quick response.

EXERCISE D: IF YOU HAVE MORE TIME

This exercise shows that there are many possible responses to a question in English.

- Make a set of question cards. On one side of the card (or small piece of paper), write a question in English. Underneath the question, write the purpose of the question. See the examples below.
- Write down as many possible responses to the question as you can think of on the other side of the card. Take examples of real speech that you have heard in your place of work, on TV or the radio, or in films.
- Make several of these cards and practice with a friend or colleague. Read the questions out loud and ask your friend to give some appropriate answers. Compare your friend's answers with the answers you prepared on the back of the card.

Your cards may be like these examples:

Card 1: front

Question: Where is Mr. Davidson going?

Purpose: Asking for information (location)

Card 1: back

Possible responses:

- He's going to a café.
- He's going to go home.
- He's starting a new job at Bailey Incorporated.

Card 2: front

Question: Do you know what time the plant opens?

Purpose: Asking for information (time)

Card 2: back

Possible responses:

- It's open 24 hours.
- I'm not sure.
- Ask Ms. Chang.

To the teacher: This activity could lead into a game. Seat the students in a large circle and provide a ball or bean bag to throw. Give it to one student, who asks one of these questions and throws the object to someone in the circle, who has to respond. If a suitable response is given, this person asks the next question and throws the object to another person in the circle, who gives a response. If they cannot give an appropriate response, they are out of the game, and the object goes back to the first person, who asks another question. The game continues until everybody has asked a question, or until all players but one are out.

PRACTICE QUESTIONS SCRIPT

21. (Woman) Have they delivered our lunch yet?
 (Man) (A) I like chicken.
 (B) On Monday.
 (C) Yes, it's here.

22. (Man) When did you begin your new job?
 (Woman) (A) At nine o'clock every morning.
 (B) Three weeks ago.
 (C) A sales associate.

23. (Man) What was that loud noise I just heard?
 (Woman) (A) Yes, I think it was.
 (B) I don't know.
 (C) No, cameras are not allowed.

24. (Woman) When will my laundry be ready?
 (Man) (A) In about two hours.
 (B) Two dollars a shirt.
 (C) I've already cut it.

25. (Woman) Who will go with you on the business trip?
(Man) (A) By train.
(B) The Excalibur Hotel.
(C) Ms. Preston.

26. (Woman) Has the director already left?
(Man) (A) Yes, he had an appointment.
(B) It's on the right, actually.
(C) Yes, in three months.

27. (Woman 1) How long do you think the staff meeting will last?
(Woman 2) (A) An hour at the most.
(B) In the conference room.
(C) All the staff in our department.

28. (Man) What time does the play begin?
(Woman) (A) This is the first time I've played.
(B) I'll call the theater to find out.
(C) I couldn't really hear the music.

29. (Woman 1) Don't you want to take your briefcase with you?
(Woman 2) (A) No, it's too heavy.
(B) Because we're starting a new case.
(C) No, she's in a hurry.

30. (Man 1) Why is this train running late?
(Man 2) (A) We met them two hours ago.
(B) I think there are mechanical problems.
(C) It's scheduled for Platform 7.

31. (Man) You want me to retype this document, don't you?
(Woman) (A) That type would be best.
(B) I would appreciate it.
(C) I can't document that.

32. (Woman) Would you like to order a calendar for next year?
(Man) (A) Yes, they can.
(B) Thanks, but I already have one.
(C) Except for December.

33. (Man 1) What do you think I should wear to the party?
(Man 2) (A) A suit and tie.
(B) A nice gift.
(C) On Main Street.

34. (Woman 1) Shall we send you a reminder for your next dental appointment?
(Woman 2) (A) No, I can't remember.
(B) Yes, that would be helpful.
(C) No, I'd like a complete set.

35. (Woman) Where should I put these lab materials when I've finished using them?
(Man) (A) I've had them since last week.
(B) You can get them from any supervisor.
(C) Take them to Dr. Reynold's office.

36. (Man) Whose coffee cup is this on my desk?
(Woman) (A) It's not his desk.
(B) I was wondering where I left it!
(C) Cream and sugar, please.

37. (Woman) Why didn't you let us know you'd be late?
(Man) (A) I couldn't find a phone.
(B) I'll try again tomorrow.
(C) You do have permission.

38. (Man 1) Who's the new chef at Fontaine's bakery?
(Man 2) (A) They now open at seven in the morning.
(B) The bakery has been there for five years.
(C) A man who worked at Central Pastry Shop.

39. (Man) Why don't we go out this evening?
(Woman) (A) David and Caroline.
(B) Sorry, I've already made plans.
(C) I didn't enjoy that movie either.

40. (Man) What is the fine for overdue books?
(Woman) (A) You can borrow videos, too.
(B) Yes, it's an excellent book.
(C) It's ten cents a day.

41. (Man) You don't really want to start a new project this late in the day, do you?
(Woman) (A) In the beginning.
(B) I still have time.
(C) Yes, it really is.

42. (Man) Should I wait here at the counter or follow you back to the warehouse?
(Woman) (A) I put the scale on the counter.
(B) My house is not far from here.
(C) Oh, come with me please.

43. (Man 1) Your managing director resigned yesterday, didn't he?
(Man 2) (A) Yes, it was quite a surprise.
(B) The letter is ready for you to sign.
(C) Yes, I can give you directions.

44. (Woman) How will you get to work tomorrow?
(Man) (A) I'll get my car back from the mechanic tonight.
(B) I go home early on Fridays.
(C) I applied for several jobs.

45. (Man 1) Is Ms. Liu from the payroll department here today, or is she still on vacation?
(Man 2) (A) She works in payroll.
(B) She'll be back on Monday.
(C) I haven't been on vacation.

46. (Woman 1) Where should we meet so we can all go to the game together?
(Woman 2) (A) The team is very good this year.
(B) Let's meet at the stadium entrance.
(C) It should be over by ten o'clock.

47. (Man 1) How can we be sure that the order will arrive on time?
(Man 2) (A) Express service is very reliable.
(B) At about five in the afternoon.
(C) To buy some.

48. (Woman) Didn't anyone train the new employee to use the copier?
(Man) (A) John takes the bus to work.
(B) The copier's in the staff room.
(C) Mike showed him how everything works.

49. (Woman 1) What do you think, plain or patterned carpet in the waiting room?
(Woman 2) (A) Not much longer, I hope.
(B) There's no room on the plane.
(C) Either one is fine with me.

50. (Man) Wilma gets reimbursed for the cost of driving her car to the meeting, doesn't she?
(Woman) (A) I'll have a look in my purse.
(B) Yes, but she has to submit a claim form.
(C) No, we've already met, several times.

ANSWER KEY FOR DAY 7

21. C	36. B
22. B	37. A
23. B	38. C
24. A	39. B
25. C	40. C
26. A	41. B
27. A	42. C
28. B	43. A
29. A	44. A
30. B	45. B
31. B	46. B
32. B	47. A
33. A	48. C
34. B	49. C
35. C	50. B