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LONGMAN PREPARATION
SERIES FOR THE NEW
TOEIC TEST
Introductory Course

新托业官方 考试指南(1)

难度级别⁺

Lin Loughheed / 编著

TOEIC



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LONGMAN PREPARATION SERIES FOR THE
NEW TOEIC TEST: Introductory Course

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江苏工业学院图书馆
藏书章

科学出版社

北京

图字：01-2007-4600 号

Original edition, entitled LONGMAN PREPARATION SERIES FOR THE NEW TOEIC® TEST: INTRODUCTORY COURSE (WITH ANSWER KEY AND AUDIOSCRIPT), 4th Edition, 0131993194 by LOUGHEED, published by Pearson Education, Inc. publishing as Pearson Education ESL, Copyright © 2006 by Pearson Education, Inc.

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China edition published by PEARSON EDUCATION ASIA Ltd., and SCIENCE PRESS Copyright © 2008.

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图书在版编目(CIP)数据

新托业官方考试指南(1) = Longman Preparation Series for the NEW TOEIC Test: Introductory Course / (美) 拉菲德 (Lougheed, L.) 编著.
—北京: 科学出版社, 2008

ISBN 978-7-03-020270-3

I. 新… II. 拉… III. 英语-水平考试-自学参考资料 IV. H310.41

中国版本图书馆 CIP 数据核字(2007)第 148936 号

责任编辑: 郝建华 朱琳 张迪
责任印制: 钱玉芬 / 封面设计: 无极书装

科学出版社出版

北京东黄城根北街 16 号

邮政编码: 100717

<http://www.sciencep.com>

源海印刷有限责任公司印刷

科学出版社发行 各地新华书店经销

*

2008 年 1 月第 一 版 开本: 890 × 1240 1/16

2008 年 1 月第一次印刷 印张: 25

印数: 1—6 000 字数: 838 000

定价: 48.00 元 (含 1 张光盘)

(如有印装质量问题, 我社负责调换〈环伟〉)

PHOTO CREDITS

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page 98 (top); page 99 (bottom); page 212 (bottom); page 214 (bottom); page 252 (bottom); page 253 (top); page 254 (bottom)

Educational Testing Service

pages 2; 94; 210; 250

Getty Images

cover (center) © Triangle Images

Instructional Design International, Inc.; Washington, D.C.

page 4; page 10; page 13; page 17; page 20; page 26; page 30; page 31; page 33 (both); page 34 (both); page 35 (both); page 36 (both); page 95 (both); page 96 (both); page 97 (top); page 98 (bottom); page 99 (top); page 211 (both); page 212 (top); page 213 (both); page 214 (top); page 215 (both); page 247 (both); page 251 (both); page 252 (top); page 254 (top); page 255 (both)

O'Toole, Steve

page 7; page 23; page 32 (both); page 97 (bottom); page 253 (bottom)

INTRODUCTION

TO THE STUDENT

The new TOEIC® (Test of English for International Communication) test measures your ability to understand English. It also measures your ability to take a standardized, multiple-choice test. In order to score well on the new TOEIC test, you must have two goals: improve your proficiency in English and improve your test-taking skills. The *Longman Preparation Series for the new TOEIC® Test* will help you do both.

Goal 1: Improving your proficiency in English

The *Longman Preparation Series for the New TOEIC® Test* will help you build your vocabulary. It will introduce you to words that are often used on the new TOEIC test. These are words that are used frequently in general English and also in business English contexts. You will learn words used by businesspeople involved in making contracts, marketing, planning conferences, using computers, writing letters, and hiring personnel. You will learn the words to use when shopping, ordering supplies, examining financial statements, and making investments. You will also learn general English terms often found in business contexts. This includes words used for travel and entertainment and for eating out and taking care of one's health.

The *Longman Preparation Series for the New TOEIC® Test* will help you review English grammar. The grammar items commonly tested on the new TOEIC test are reviewed here. You will learn grammar structures in TOEIC contexts.

Goal 2: Improving your test-taking skills

The *Longman Preparation Series for the New TOEIC® Test* will teach you to take the new TOEIC test efficiently. It will help you understand what a question asks. It will help you analyze the test items so you will know what tricks and traps are hidden in the answer choices. It will familiarize you with the format of the test so you will feel comfortable when taking the test. You will know what to expect. You will know what to do. You will do well on the new TOEIC test.

TO THE TEACHER

As a teacher, you want your students to become proficient in English, but you know your student's first goal is to score well on the new TOEIC® test. Fortunately, with the *Longman Preparation Series for the New TOEIC® Test*, both your goals and the students' goals can be met. All activities in the Longman Preparation Series match those on the actual new TOEIC test. Every practice exercise a student does prepares him or her for a similar question on the test. You do not, however, have to limit yourself to this structure. You can take the context of an item and adapt it to your own needs. I call this teaching technique "LIPP service": Look at; Identify; Paraphrase; Personalize. LIPP service makes the students repeat the target words and ideas in a variety of ways. Repetition helps students learn English. Variety keeps them awake. Here are some examples on how LIPP service can "serve" you in your classroom for each of the seven parts of the new TOEIC test.

Part 1: Photos

- L** Have the students look at the photo.
- I** Have the students identify all the words in the photo. Have them determine who is in the photo, what they are doing, and where they are standing. If there are no people, have them determine what is in the photo and describe it.
- P** Have the students paraphrase the sentences they used when identifying the people or objects in the photo. This can be very simple, but it teaches the versatility and adaptability of language. For example, the students identify in the picture a man getting on the bus. Paraphrase: *A passenger is boarding the bus.* The students can also enrich the sentence by adding modifiers: *A young man is about to get on the city bus.*
- P** Have the students personalize their statements. Start with simple sentences such as *I am getting on the bus* and expand to short stories: *Every morning, I wait for the bus on the corner. The bus stop is between Fifth and Sixth Street on the west side of the street. There are often many people waiting for the bus, so we form a line.*

Part 2: Question-Response

- L** Have the students listen to the question and three responses.
- I** Have the students identify all the words in the question and three responses. They can take dictation from the audio program or from you.
- P** Have the students paraphrase the question or statement they hear. *You're coming, aren't you?* can be paraphrased as *I hope you plan to come.* Options such as, *Yes, of course.* can be paraphrased as *Sure.*

- P** Have the students personalize their statements. The students can work in pairs and develop small dialogues: *You're coming to my house tonight, aren't you? No, I'm sorry. I have to study.*

Part 3: Conversations

- L** Have the students listen to the conversations and look at the three questions and answer options in the book.
- I** Have the students identify all the words in the short conversations, the three written questions, and possible answers.
- P** Have the students paraphrase the sentences. The method is the same as for Parts 1 and 2. The students will demonstrate their understanding of the individual sentences by providing a paraphrase.
- P** Have the students personalize their statements. If the conversation is about dining out, the students can make up their own short conversation about a dining experience that they had. They should work in pairs or small groups for this exercise.

Part 4: Talks

- L** Have the students listen to the talks and look at the question(s) and answer options in the book.
- I** Have the students identify all the words in the talks, the written question(s), and possible answers.
- P** Have the students paraphrase the sentences.
- P** Have the students personalize their statements. Have them work in pairs or groups to create a similar talk. Have different individuals from the same group stand and give the talk. It will be interesting to see which vocabulary and grammar patterns they choose to share.

Part 5: Incomplete Sentences

- L** Have the students look at the statement and four responses.
- I** Have the students identify all the words in the statement and four responses.
- P** Have the students paraphrase the statement. They can also create sentences with the answer options that did not complete the blank in the original statement.

- P** Have the students personalize their statements. The students may find it difficult to find something in common with the whole statement, but they might be able to isolate one word and create some personal attachment. For example, in *Our clients are satisfied with their computer system*, your students may not have clients, but they will probably have a computer: *I am satisfied with my personal computer*.

Part 6: Text Completion

- L** Have the students look at the statement and four answer options.
- I** Have the students identify all the words in the statement and the four answer options.
- P** Have the students paraphrase the statement. They can also create sentences with the answer options that did not complete the blank in the original statement.
- P** Have the students personalize their statements. For example, in *Our offices are modern and spacious*, your students may not work in offices, but they probably live in apartments: *My apartment is modern, but it's not very spacious*.

Part 7: Reading Comprehension

- L** Have the students look at the passage.
- I** Have the students identify all the words in the passage.
- P** Have the students paraphrase the passage. If the passage is an advertisement, have them create a new advertisement for the same product. If the passage is a timetable, have them put the timetable in a different format.
- P** Have the students personalize the passage. Advertisements can be turned into a student's personal classified ad. A diary can be turned into a student's own schedule. A report can be turned into a student's essay on the same subject. With a little imagination, you can find a way to personalize almost any reading passage.

ABOUT THE NEW TOEIC® TEST

The new Test of English for International Communication (TOEIC) is a multiple-choice test of English for adult, nonnative speakers of the language. The test uses the language of international business. It has two sections: Listening Comprehension and Reading.

Listening Comprehension	Part 1 Photos	10	45 minutes
	Part 2 Question-Response	30	
	Part 3 Conversations	30	
	Part 4 Talks	30	
	TOTAL	100	
Reading	Part 5 Incomplete Sentences	40	75 minutes
	Part 6 Text Completion	12	
	Part 7 Reading Comprehension		
	• Single Passages	28	
	• Double Passages	20	
	TOTAL	100	

The TOEIC test is scored on a scale of 10 to 990. Only correct responses count toward your score. These correct responses are added and converted to a TOEIC score.

Tips for Taking the New TOEIC Test

■ **Be familiar with the directions before you take the exam.**

The directions are the same on every exam. If you study the directions in this book, which are identical to those on the actual new TOEIC, you don't need to read them on the day of the exam. Instead you can study the photos, read the answer options, and take more time to answer the questions themselves.

■ **Work rapidly, but carefully.**

Train yourself to work quickly. Train yourself to be thorough.

■ **Guess.**

If you do not know the answer, guess. You are not penalized for wrong answers, and you may get it right.

■ **Mark only one answer per question.**

Any question with more than one answer blackened will be counted as wrong.

■ **Use the strategies and tips that you learned in this book.**

This book was written so you can score higher on the new TOEIC test. Use these strategies and tips for success.

NEW TOEIC® TEST DIRECTIONS

General Directions

These directions are provided by the Educational Testing Service (ETS) and are reprinted here with their permission. Read them and make sure you understand them. These directions are the same on every test.



Test of English for International Communication

General Directions

This test is designed to measure your English language ability. The test is divided into two sections: Listening and Reading.

You must mark all of your answers on the separate answer sheet. For each question, you should select the best answer from the answer choices given. Then, on your answer sheet, you should find the number of the question and fill in the space that corresponds to the letter of the answer that you have selected. If you decide to change an answer, completely erase your old answer and then mark your new answer.

Specific Directions

Each part of the new TOEIC test begins with specific directions for that part. In this book, you will find these directions at the beginning of each study section and in the Practice Tests. Read them and be sure you understand them.

NEW TOEIC® TEST ANSWER SHEETS

The Answer Sheets used in this book are similar to those used in the new TOEIC test. The precise format of the Answer Sheets varies from test site to test site.

To record a response to a test question, examinees should find the number on the answer sheet that corresponds to the test question and make a solid mark with a pencil, filling in the space that corresponds to the letter of the answer they have chosen.

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LISTENING

COMPREHENSION

In the first section of the new TOEIC® test, you will be tested on how well you understand spoken English. There are four parts to this section with special directions for each part:

- Part 1 Photos
- Part 2 Question-Response
- Part 3 Conversations
- Part 4 Talks

Each part contains activities to help you practice these strategies. Each part ends with a Strategy Review consisting of questions similar to those on the new TOEIC test. In this part of the **Introductory Course** for the new TOEIC Test, you will learn strategies to help you on the Listening Comprehension section.

PART 1—PHOTOS

These are the directions for Part 1 of the new TOEIC® test. Study them now. If you understand these directions now, you will not have to read them during the test.

LISTENING TEST

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

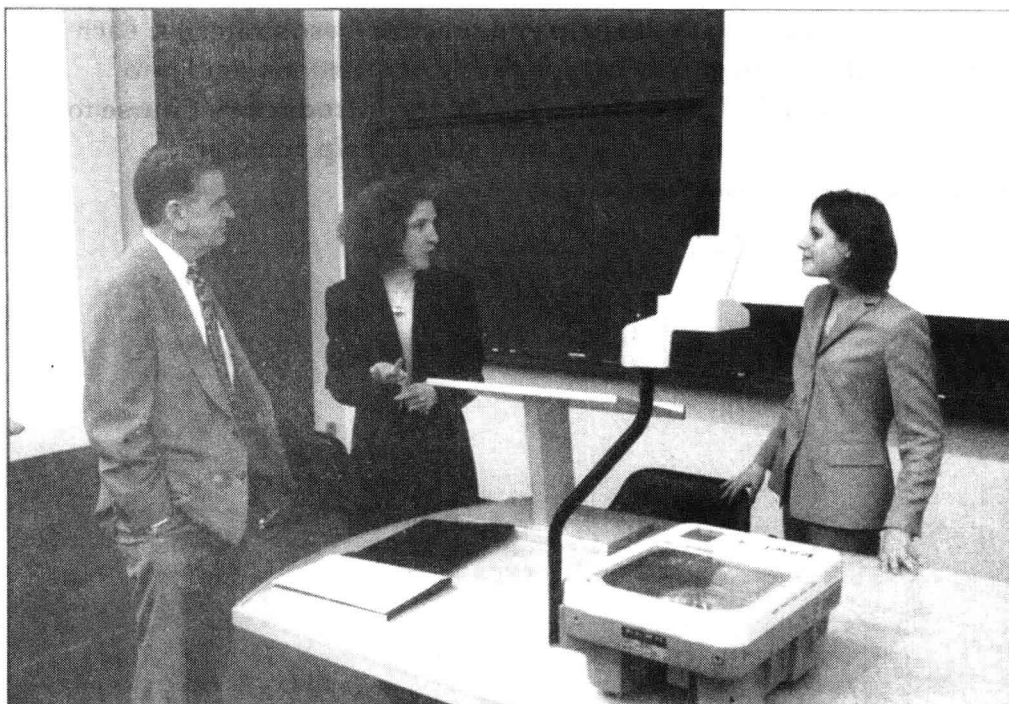
PART 1

Directions: For each question in this part, you will hear four statements about a picture in your test book. When you hear the statements, you must select the one statement that best describes what you see in the picture. Then find the number of the question on your answer sheet and mark your answer. The statements will not be printed in your test book and will be spoken only one time.

Example

Sample Answer

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



Statement (C), "They're standing near the table," is the best description of the picture, so you should select answer (C) and mark it on your answer sheet.