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Tactics for TOEIC® Listening and Reading Test
新托业考试官方指南
听力·阅读

[加拿大] Grant Trew

外语教学与研究出版社
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Introduction

The TOEIC test

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

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

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

Test format

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

Listening Comprehension (45 minutes) 100 items

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

Reading Comprehension (75 minutes)

100 items

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

TOEIC test preparation

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

Tactics for TOEIC Listening and Reading Test

About this course

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

Student's Book

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

A Focus (25–40 minutes)

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

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

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

2. Test tactic These activities relate directly to one or more of the unit's "Test tips" and give immediate practice and reinforcement of test-taking skills, such as time management and dealing with the listening tasks more efficiently and effectively.
(Note: Part 7 features an additional Test tactic instead of a Language building activity.)

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

Understanding natural English

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

B Mini-test (10–20 minutes)

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

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

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

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

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

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

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

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

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

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

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

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

D Further practice (Homework for Parts 1–4)

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

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

Word list and quizzes

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

TOEIC practice tests

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

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

Tapescripts and answer key

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

How to use this book

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

Approach 1: Fixed courses

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

Approach 2: Short/Flexible courses

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

TOEIC test general strategies

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

Overall test strategies

Plan your time carefully

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

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

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

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

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

Use the order of the questions as a guide

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

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

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

Listening strategies

Answer the questions as quickly as you can

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

Prepare for the next question

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

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

Reading strategies

Check the time regularly

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

Read the questions first

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

Answer the easy questions first

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

Study strategies

Build your vocabulary

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

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

Study outside of class

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

Learn to use English

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

A

Focus: Using the photo to predict what you will hear

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

Test tip

Focus on nouns and verbs

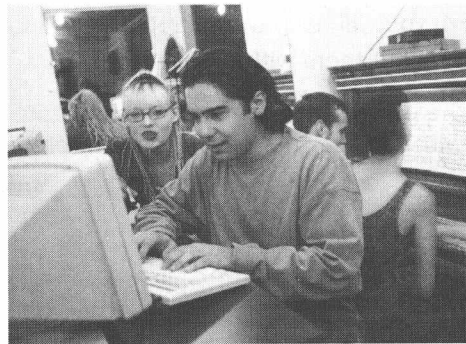
Most distractors in the TOEIC test Part 1 involve the wrong noun or verb. Brainstorm nouns and verbs related to the picture before you listen. Focus on them while listening.

1 Language building: Brainstorm vocabulary for the focus

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

Nouns			Verbs		
people	briefcase	meal	eat	sit	type
screen	family	keyboard	hold	look	discuss

1



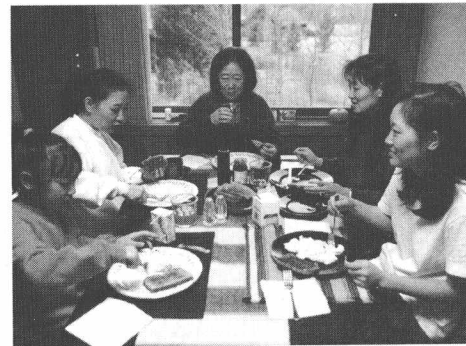
Nouns	Verbs

2



Nouns	Verbs

3



Nouns	Verbs

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

Test tip

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

2 Test tactic: Predict possible statements before you listen

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

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


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

Test tip

Predict the statement type

Most statements are about:

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

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

3 Tactic practice

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

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

Tactics checklist

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

Understanding natural English

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

The discussing something.

The at the table.

1



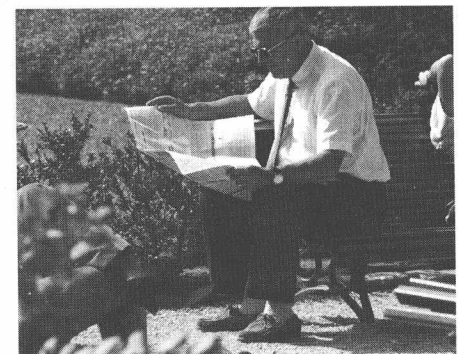
2



3



4



 Understanding natural English

B Mini-test

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



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

unit
1

1



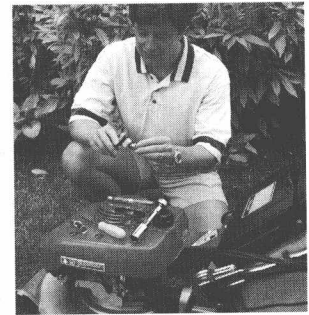
2



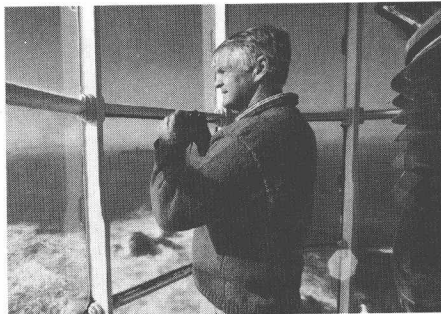
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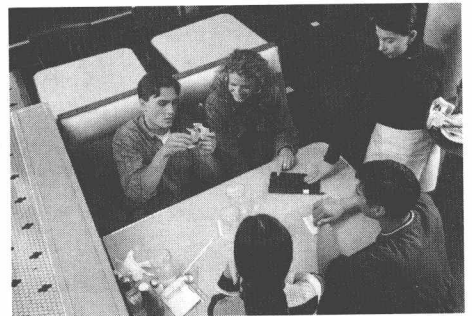
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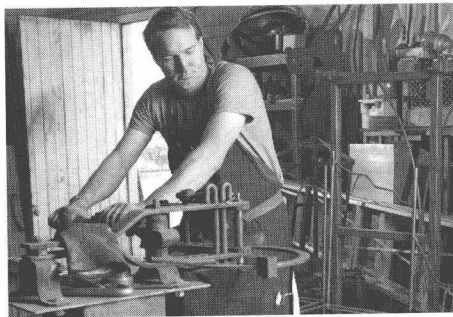
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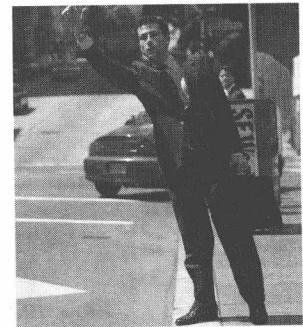
6



7



8



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

C

Learn by doing: Writing stories

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

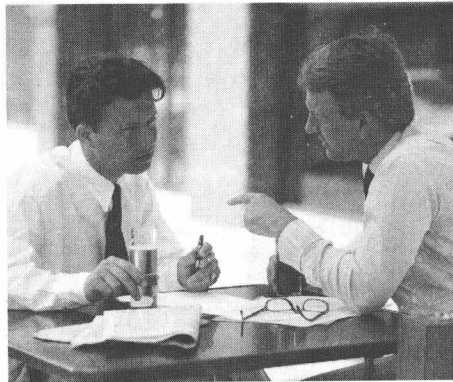
Vocabulary (nouns and verbs)

table	point
computer	discuss
document	sit
presentation	look at

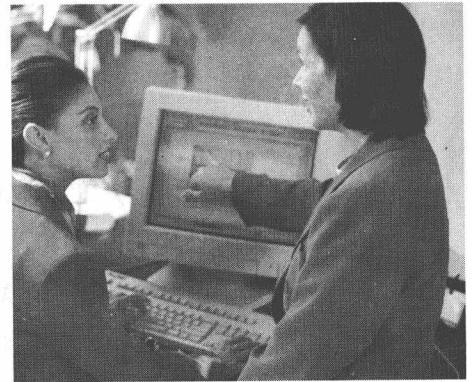
Sentences

They are sitting at the table.
They are looking at the woman.
The woman is pointing at the whiteboard.

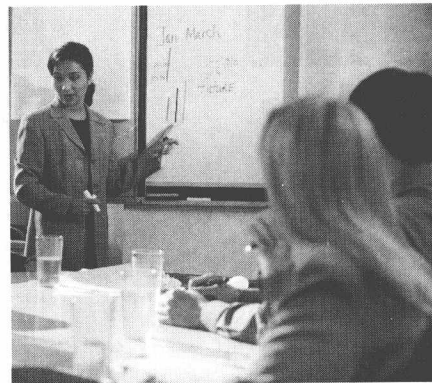
1



2



3



4



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

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

D

Further study

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

Go to Word list and quizzes page 170.

A

Test tip

Answers in the TOEIC test do not always answer the question directly

Listen for answers with related details or explanations.

Test tip

Often the question and answer will be different tenses

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

Test tip

The focus in Part 2 is on meaning

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

Test tip

Watch out for common distractors

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

Focus: Thinking about the meaning of factual questions

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

1 Language building: Focus on meaning in Wh- questions

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

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

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

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

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

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

Now do the same for the next two sentences.

Avoid common distractors

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

A. Same word – unrelated meaning

If you hear the same word in the question and the answer choices, be careful! It could be a distractor.

Q. Has the sale improved profits?

A. Yes, it is for sale.

B. Related subject – doesn't answer the question

The test may use words that relate to one of the key words in the question, but don't actually answer the question.

Q. Where can I buy a cheap air conditioner?

A. I agree that it's very cheap.

C. Similar sound – different/unrelated word

Sometimes the incorrect choices use words that sound similar to the ones in the recording.

Q. Have you met the new staff?

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

Tactics checklist

Remember:

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

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

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

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

3 Tactic practice

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

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



Understanding natural English

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

- leave your last company?
- get for your last birthday?

B Mini-test

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



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

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

C

Learn by doing: Factual questions

Role play: **Student A:** Use the information below.

Student B: Look at Activity file 2 on page 162.

Student A

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

Task

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

Fax Message

Important

Re: August 14 meeting

Mr. Carson,

I am writing to let you know that I will be arriving on (1) ~~Tuesday August 13~~ **Tuesday August 14**. I am flying with United Airlines and my plane is scheduled to land at (2) ~~14:50 PM~~ **14:50 PM**. Could you arrange my hotel for me?

The main purpose of my visit is (3) ~~to discuss the problem with you~~ **to discuss the problem with you** Accuron Line of watches. We have had many complaints about water damage. We must discuss (4) ~~how we can deal with the problem~~ **how we can deal with the problem**. Please invite (5) ~~Paul Smith and Mary Davis~~ **Paul Smith and Mary Davis** also.

Barton Donovan

unit
2

Useful language

Opening

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

Closing

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

D

Further study

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

Go to Word list and quizzes page 170.