

Lin Lougheed

备战

HOW TO
PREPARE FOR THE
TOEIC
TEST

Third Edition

托业

宝典

第三版

清华大学出版社

Lin Lougheed

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PREPARE FOR THE
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TEST**
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清华大学出版社
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内 容 简 介

本书引进自美国 Barron's 教育公司(Barron's Educational Series, Inc.)。全书共分七大部分:托业考试简介与复习迎考计划、听力测试介绍与分项训练、阅读测试介绍与分项训练、口语测试介绍、6 套全真模拟测试、分项训练与模拟测试答案、分项训练与模拟测试详解。另外书后附有听力文字材料和标准答题卡。本书适合准备参加托业考试的考生和外企工作人员,也适用于参加国内外其他英语考试的人士。

HOW TO PREPARE FOR THE TOEIC TEST by LIN LOUGHEED

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出版前言

TOEIC—Test of English for International Communication(国际交流英语测评)是针对在国际工作环境中使用英语交流的人们的英语能力的测评。每年在 60 多个国家有超过 3 百多万人次参加 TOEIC 考试,5000 多家国际化的公司或机构承认并使用 TOEIC 考试成绩。因为 TOEIC 考试能对人们使用英语进行交流的能力做出公正、客观的测量,所以它成为当今世界上顶级的职业英语能力测评。

美国教育考试服务处(ETS)在 1979 开发了 TOEIC 考试,多年过后,TOEIC 考试已经被 60 多个国家采用并迅速成为评估商业英语能力的标准。

为帮助中国考生从容备考,我们特从美国 Barron's 教育出版公司(Barron's Educational Series, Inc.)引进了这本书。其英文书名为 HOW TO PREPARE FOR THE TOEIC TEST。

本书具有以下特色:

一、为读者提供总体复习计划

本书第一章专门为读者制定了一个简单易行的应考方案。包括考前学习方法、如何利用此书、考试注意问题。

二、具体考点应对策略

本书将各类题型进行考点分析。

听力部分总结出 33 个考点。列表如下:

1. Assumption
2. People
3. Things
4. Actions
5. General Locations
6. Specific Locations
7. Similar Sounds
8. Related Words
9. Homonyms
10. Same Sound and Same Spelling But Different Meaning
11. Time
12. Negation
13. Word Order
14. Comparisons
15. Modals
16. Used to
17. People
18. Location

19. Time
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22. Activities
23. Events or Facts
24. Emotions
25. Reasons
26. Measurements
27. Opinions
28. Main Topics
29. Conditionals
30. Suggestions
31. Offers
32. Requests
33. Restatements

阅读部分考点列表如下:

1. 前缀
2. 后缀
3. 单词派生
4. 词形相近词
5. 不可数名词和短语动词
6. 即可作可数又可作不可数的名词
7. 特指名词的冠词误用
8. 非特指名词的冠词误用
9. 其他冠词误用
10. 主谓一致
11. 介词
12. 并列连词
13. 从属连词
14. 比较级用法
15. 频度副词用法
16. 祈使动词用法
17. 条件句
18. 动词时态和静态动词用法
19. 定语从句
20. 动名词和不定式
21. 分词
22. 广告文体阅读
23. 表格阅读
24. 报告阅读
25. 信件阅读

26. 传真阅读
27. 备忘录阅读
28. 图表阅读
29. 索引阅读
30. 通知
31. 报纸阅读
32. 杂志阅读
33. 日程阅读
34. 电子邮件阅读
35. 网页阅读
36. 计算机语言阅读

三、练习充足、模拟价值高

每个考点均提供练习,听力、阅读和口语版块最后均有分项训练。另外有 6 套完整模拟试题。所有练习在长度、问题类型、难度设置上都与真正考试相当。

四、讲解充分,便于领会

每个练习都配有讲解。方便读者自学。

五、物超所值

本书配有一张长达 260 分钟的 MP3 光盘。包含听力部分所有练习和 6 套模拟题的听力音频材料。

最后祝您通过阅读此书真正提高您的听说和阅读水平,轻松面对职场挑战,并在考试中取得好成绩。

外语分社

2006 年 8 月

Overview of the TOEIC

There are two sections on the TOEIC exam: Listening Comprehension and Reading. Specific information about each section is given in detail in this book. The kinds of questions asked and strategies you'll need to master in order to perform well are provided in the respective chapters. The timetable for the TOEIC is as follows:

Timetable for the TOEIC

Total Time: 2 hours

Section 1 (45 minutes)	Listening Comprehension	
	Part I: Picture	20 Questions
	Part II: Question-Response	30 Questions
	Part III: Short Conversations	30 Questions
	Part IV: Short Talks	20 Questions
Section 2 (75 minutes)	Reading	
	Part V: Incomplete Sentences	40 Questions
	Part VI: Error Recognition	20 Questions
	Part VII: Reading Comprehension	40 Questions

To the Teacher

Rationale for a TOEIC Preparation Course

Barron's *How to Prepare for the TOEIC® Test* may be used as either a self-study course or a class course. In a class situation, this text will provide an excellent structure for helping the students improve their English language skills and prepare for the TOEIC exam.

Adult learners of English are very goal-oriented. For many adults who are required to take the TOEIC exam, their goal is, obviously enough, a high score. Having a goal that can be easily measured will be very motivating for your students.

Many teachers do not like to “teach to the test.” They feel that developing a general knowledge of English will be more useful to the students than reviewing test items. But students want to “study the test.” They don’t want to “waste their time” learning something that might not be tested.

Both arguments ignore what actually happens during a TOEIC preparation course. General English is used to discuss how the exam is structured, what strategies should be used, and what skills should be developed. General English is used to explain problems and to expand into other areas. By helping students prepare for an exam, you can’t help but improve their general knowledge of English.

A TOEIC preparation course gives the students what they want: a streamlined approach to learning what they think they need to know for the exam. The course gives the teachers what they want: a scheme to help them improve the English language ability of their students.

Organization of a TOEIC Preparation Course

Timetable

Every test-preparation course faces the same dilemma: how to squeeze a total review of English into a class timetable. Some of you may have an afternoon TOEIC orientation; others may have a one-week intensive class; some may have a ten-week session. However long your class time, one thing is true: no class is ever long enough to cover everything you want to cover.

As a guideline, you might want to follow this plan and expand it as your time allows.

- First period: Study Chapter 1, Introduction
- Next period: Take a Model Test.
Evaluate answers; determine the weak areas of the class.
- Subsequent periods: Review Listening Comprehension.
Take the Mini-Test.
Review Reading.
Take the Mini-Test.
Take additional Model Tests.
- Last Period: Take a final Model Test and note the improvement in scores.

After students have completed the exercises, the Mini-Tests, or the Model Tests, they can look in the Answer Key (Chapter 6) for quick access to the correct answer or in the Explanatory Answers (Chapter 7) for reasons why the correct answer is right and the incorrect answers are wrong.

These abbreviations are used in the exercises and Explanatory Answers.

adjective	(adj)	noun	(n)
adverb	(adv)	preposition	(prep)
article	(art)	pronoun	(pron)
auxiliary	(aux)	subject of a sentence	(sub)
conjunction	(conj)	verb	(v)
interjection	(interj)		

The symbol \neq is also used, to mean "is not the same as," "is different from," and "does not equal."

Teaching Listening Comprehension

The more students hear English, the better their listening comprehension will be. Encourage a lot of discussion about the various strategies mentioned in the Listening Comprehension activities. Have the students work in pairs or small groups to increase the amount of time students will spend listening and speaking.

All tests require the students to choose a correct answer. This means the students must eliminate the incorrect answers. There are common distracters (traps) on an exam that a student can be trained to listen for. And coincidentally, while they are learning to listen for these traps, they are improving their listening comprehension.

The Listening Comprehension activities in this text are a gold mine. You can use them for the stated purpose, which is to help students learn how to analyze photos, answer choices, question types, and language functions. In addition, you can use them for a variety of communicative activities.

Using the Picture Exercises

The photos can be used to help students develop their vocabulary. There are over 140 photographs in this text. Have the students pick a photograph and, in pairs or small groups, name everything they can see in the picture.

Then, in the same small groups (or individually) have them use those words in a sentence. They can write a short description of the photograph or, even better, they can write a short narrative. The narratives can be extremely imaginative—the more imaginative the better. Have the students describe what happened before the picture was taken and what might happen afterwards.

Once students have the vocabulary under control, they can make an oral presentation. The other students or groups will then have to retell the narrative. This will help them evaluate their own listening comprehension.

Using the Question-Response Exercises

In this section, there is one short question, followed by an equally short answer. This is not the way people communicate. Have the students establish a context for the short question. Where are the speakers? Who are they? What are they talking about? What were they doing before? What will they do next? What did they say before? What will they say next?

Have them create a short skit that a pair of students can act out. Then have others in the class try to summarize the dialogue. Again you are helping them evaluate their own listening comprehension.

Using the Short Conversation Exercises

The same technique can work here. Actually, it will be easier, because there is more dialogue for the students to use as a basis. This time have the students listen to the skit created by their colleagues and ask “wh” questions. Have them learn to anticipate *who, what, when, where, why, and how*.

Using the Short Talks Exercises

There are a variety of short talks: some are about the weather; others are public service announcements; some are advertisements. Have the students take one of the small talks and rewrite it. If it is a weather announcement, have them take a rainy day and make it sunny; have them change an advertisement for a TV to an advertisement for a car.

Then, as with the other activities, have the other students create the “wh” questions. See if they can stump their colleagues. Have them make these talks challenging.

Teaching Reading

Again, the best way for students to improve their reading is to read, read, read. On the TOEIC exam, even the grammar activities focus on reading. They demand that students understand the whole context of the statement, not just an isolated part. That is why the structure tests are in the Reading section.

As in the Listening Comprehension section, it is as important to know why an answer is wrong as it is to know why an answer is right. Training your students to use the strategies mentioned in these sections will make them more efficient readers.

Using the Vocabulary Exercises

All students want to know words and more words. Remind them that it is important to know how to use them. They will learn more by reading and learning words in context than they will from memorizing word lists.

They can and should create their own personal word lists. Every time they encounter an unfamiliar word, they should write it down in a notebook. They should try to use it in a sentence, or even better in a dialogue. Have the students create their own skits using the words in their own personal word lists.

If the students insist on lists, show them all the charts of words in the various sections of both the Listening and Reading sections. Have the students use these words to learn how to use words in context.

Using the Grammar Exercises

The grammar reviewed in this text covers those areas that are most likely to be found on the TOEIC and that most likely will give students the most problems. You can help students focus their attention by having them analyze their mistakes in the Model Tests.

Use a Model Test as a diagnostic. If the students have several errors on questions testing prepositions, you would suggest they concentrate on the problems dealing with prepositions. Lists in the front of Chapter 2 and Chapter 3 provide an easy way for you to find the specific exercises your students need. (See pages 17 and 104–105.) By focusing on problem areas, they will be able to study more efficiently and effectively.

Using the Reading Exercises

The strategies emphasized in the Reading Review are not only for reading on the TOEIC exam. They can be, and should be, applied to all reading a student might have to do. Use outside reading materials such as English news magazines and newspapers. Have the students read not only the articles but also the ads, announcements, subscription forms, and Table of Contents. In fact, have them scan and read the entire magazine. Everything found in a news magazine, including charts and graphs, is found on the TOEIC.

As the students did in the Listening Comprehension Review, have them create “wh” questions for the articles, graphs, tables, etc., they find. Let them try to stump their colleagues. To make the lesson even more communicative, have the students give an oral presentation of what they have read. Let the “wh” questions be oral, too.

Teaching Is a Group Effort

This text was the result of the ideas and suggestions of teachers and TOEIC administrators who have used my materials in Japan, Korea, Thailand, Malaysia, France, Switzerland, Canada, and the United States. As the TOEIC test widens its footprint, I would like to hear from other teachers in other countries. The more help I have from you, the more the subsequent editions will contain just what you need for your own teaching situation. You may contact me by e-mail or in care of Barron's at the address below. I look forward to hearing from you. Good luck and enjoy your class.

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INTRODUCTION

总体介绍

WHAT TO LOOK FOR IN THIS CHAPTER

- Questions and Answers Concerning the TOEIC
- Study Plan for the TOEIC

本章看点

- 托业考试备考复习计划
- 关于 TOEIC 的常见问题与解答

Questions and Answers Concerning the TOEIC

More than 1,200,000 people take the TOEIC test each year, and this number is growing. The TOEIC is administered in Europe, Asia, North America, South America, and Central America. Since the test is relatively new (compared to the TOEFL, which was first given in 1963), many test-takers are unfamiliar with the TOEIC. The following are some commonly asked questions about the TOEIC. You can also learn more at the TOEIC web site <<http://www.toEIC.com>> or at my web site <<http://www.lougheed.com>>.

What Is the Purpose of the TOEIC?

Since 1979, the TOEIC (the Test of English for International Communication) has been used internationally as a standard assessment of English-language proficiency. The TOEIC has been developed by linguists, language experts, and staff at the The Chauncey Group International Ltd. to evaluate the English language skills of nonnative speakers of English in the field of business.

What Skills Are Tested on the TOEIC?

The TOEIC test consists of two sections: Listening Comprehension (100 multiple-choice questions) and Reading (100 multiple-choice questions). An audiotape is used to test Listening Comprehension.

The content of the TOEIC test is not specialized; the vocabulary and content are familiar to those individuals who use English in daily activities.

Who Uses the TOEIC?

Government agencies, multinational corporations, and international organizations use the TOEIC to ascertain the English-language capabilities of employees and prospective employees. The scores are used as an independent measure of proficiency and can be helpful in identifying personnel capable of handling language-specific responsibilities, in placing personnel in language-training programs, and in promoting personnel to positions where reliable linguistic standards are met.

Language-training programs use the TOEIC to establish language-training goals and to assess students' progress in overall English ability.

Who Takes the TOEIC?

In addition to the staffs of the companies and organizations above, individuals take the TOEIC to document their abilities for personal and professional reasons.

What Is the Format of the TOEIC?

The TOEIC consists of two sections:

Listening Comprehension

Part I: Picture	20 questions
Part II: Question-Response	30 questions
Part III: Short Conversations	30 questions
Part IV: Short Talks	20 questions

Reading

Part V: Incomplete Sentences	40 questions
Part VI: Error Recognition	20 questions
Part VII: Reading Comprehension	40 questions

There are a total of 200 items; total time allowed for the test (including administrative tasks) is approximately 2½ hours. The Listening Comprehension section takes 45 minutes; the Reading section takes 75 minutes.

Why Are TOEIC Questions so Tricky?

TOEIC questions are carefully designed to test your knowledge of English. The questions must be difficult in order to discriminate between test-takers of varying abilities. That is, the difficult questions separate those who are more proficient in English from those who are less proficient. A test question and the answer options may use one or more of these tricks to test your language competence:

- Use words with similar sounds.
- Use homonyms.
- Use related words.
- Omit a necessary word.
- Include unnecessary words.
- Alter the correct word order.

How Is the TOEIC Score Determined?

Separate scores are given for Listening Comprehension (5 to 495) and Reading (5 to 495). These two sub-scores are added to arrive at the total score. The TOEIC score is represented on a scale of 10 to 990 and is based on the total number of correct answers.

What Do TOEIC Scores Mean?

There is no established minimum passing score; each institution, through experience, sets up its own acceptable score.

How Are TOEIC Scores Obtained?

TOEIC test-takers who are sponsored by companies, institutions, or organizations receive their scores from their sponsors. Those examinees who register individually to take the TOEIC receive their scores directly.

What If I Think My Score Is Incorrect?

You should contact your local representative, who can score your answer sheet by hand and give you a second report. You may have to pay for this service.

How Long Are TOEIC Scores Kept?

TOEIC representatives keep individual test scores for two years.

When and Where Can I Take the TOEIC?

The TOEIC test is offered worldwide and is generally available upon demand. The dates, times, and locations of the test sites are determined by the local TOEIC representatives. For test fees, test dates, and locations, contact the TOEIC office in your country or contact ETS in the USA.