

The Basics of English for the TOEIC L&R Test

Teacher's Manual

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About this Book

This textbook is designed for students who are just approaching the TOEIC L&R test for their first time. Basic skills and grammar are outlined in a systematic way, giving students a chance to both practice the skills on their own and as part of TOEIC style questions. The lesson plans in this book assume that your students are aiming to achieve scores of 400-470 at the conclusion of the course.

How This Book Is Organized

Each lesson contains the following sections:

Strategy: Briefly describes what readers will learn in the lesson.

Focus: Presents the key ideas that the readers will need to learn to succeed in the lesson.

Exercises: Gives readers questions that check how much they have learned from the Focus section. These questions are not of the same format as the ones presented in an actual TOEIC test.

Practice: Has more practical questions that require mastering the knowledge in the Focus section. These questions are written in the same format as the ones presented on an actual TOEIC test.

Column: Some of the lessons have an ending column that explains additional material not covered, but related to, the lesson.

In addition, the rear of the book has two detachable booklets, a **Vocabulary List** and an **Answer Key**. It is recommended that should you be teaching this book as part of a course, you collect the answer key in the first lesson, passing it back as necessary throughout the semester.

Sample: Overall Lesson Plan

This book consists of 27 lessons, including a **Mini Mock Test** (p. 213), giving ample time for the book to be finished within one semester. If the level of your students is not very high, Lesson 6 can be omitted. If your course has 30 lessons, you can review after every few lessons or so—for example, after every fifth lesson.

As a general lesson plan, we recommend the following for a course of 90 minutes:

1. Briefly explain the points taught in the lesson (about 20 minutes). During this time, you could explain the **Focus** section using the suggestions presented in this guide. If needed, you can have your students practice the sentences aloud after you model them.
2. Have students work on the **Exercises** section (about 30 minutes).
 - a. Get them to work on the questions individually. If your students' level is not high, it might be a good idea to allow them to take a look at the **Focus** section and

vocabulary lists at the bottom of each page, when they are figuring out the answers to the questions.

- b. Answer check: Encourage students to work together by comparing their answers with each other. Assign some students to tell the class their answers before providing them with the correct answers. Preferably, it would be good to refer back to the corresponding skills in the **Focus** section. Answer any questions the students might have.
3. Have them work on the **Practice** section (30 minutes).
 - a. Get them to work on the questions themselves. As this is TOEIC test practice, try to mimic the timing and conditions of the test as best as possible. However, if your students' level is not high, it might be a good idea to allow them to take a look at the **Focus** section and vocabulary lists at the bottom of each page during the first few lessons.
 - b. Answer check: Again, have students compare their answers with each other before assign some students to tell the class their answers to the class. Preferably, it would be good to refer back to the corresponding skills in the **Focus** section. Answer any questions the students might have.
4. Wrap up (10 minutes)
 - a. Explain any additional language features that are not covered in the **Focus** section. If the lesson contains a **Column**, it might be a good idea to have them read it.
5. Homework / Quizzes (Optional): In each lesson, key vocabulary words are provided both in vocabulary boxes on the page they appear on as well as in the **Vocabulary List** booklet. As either a review or preview activity, you could have students study this vocabulary and quiz them on its content.

Lesson 1: Understanding Wh- Words and Questions – for Part 2 (p. 26–29)

Strategy

Below is an example of what Part 2 questions are like.

Narrator: Question Number 11.

Man: **What time** is Chrissie coming?

Woman: (A) Before three o'clock. (B) With her assistant. (C) Yes, he's coming.

In Part 2, the most typical kind of question has the first speaker ask an open question. The second speaker will present three answer choices, and the test taker needs to choose the most applicable answer to the first speaker's question. In order to answer this type of question, it is critical that the student catch the first part of the question (for example, questions words, aka wh- words, referred as the 5Ws and 1H in this book) and understand what is being asked.

For the above example question, "*what time...*" indicates that it is a time question. Of the three choices, only (A) is a suitable response to a time question. (Choice (B) could be used to answer "*(with) who(m)*" questions and (C) to answer yes-no questions such as "*is he*" or "*will he*"). Therefore, in the class, you should urge students to pay particular attention to the first part of each question. The **Exercises** section is intended to practice this skill.

Focus

Questions starting with 5Ws and How

Directions: Explain what the following "5Ws and How" questions ask. To make this more interactive, you could write the questions on the board, and have the students in groups discuss the answers. Provide the first answer as an example.

It is important to emphasize that wh-questions cannot be answered with a yes/no.

| | |
|--|--|
| What | Used for nouns, can be used either alone or before a noun (e.g., <i>What time...</i>) |
| When | Used for time |
| Who | Used for people and companies |
| Whose | Means "of whom/which" used for showing possession |
| Why | Used for reasons and purposes |
| Where | Used for places, location, and workplaces |
| How | Used for methods, conditions |
| How + adverb/adjective | Used for a degree |
| 'How often' for frequency, 'How long' for length/period, 'How far' for distance, 'How much' for amount/price, 'How many' for numbers | |

Exercises

Directions: Practice listening for the beginning part of the questions. Fill in the blanks.

1. Play the audio (Track No. 8) and have them listen and fill in the blanks. If it seems that students cannot answer the questions in one try, play the audio again.
2. Have student's compare their answers with their partners.
3. Check the answers by calling on a few students.

Answers: 1) Where 2) When 3) Why 4) What 5) How much 6) Who 7) Where
8) What 9) Whose 10) Why 11) How often 12) When 13) How many

4. Give them the correct answers and make sure the students understand the meaning of the sentences.
5. If necessary, have them listen to the audio again to confirm understanding.

Practice

Directions: Have students work on actual TOEIC-format questions, listening to the audio and choosing answer choices that best respond to the questions.

1. Play the audio (Track Nos. 9–23). Have students answer the questions as if it were an actual test. Have them write their answers in their textbooks or notebooks.
2. Check the answers.
 - a. Reply the audio, this time pausing after each question is given.
 - b. Check to see if students can catch the question words used.
 - c. Have them listen again to the answer choices. Ask them which answer sounds correct.
 - d. Give students the correct answer choice.

Answers: 1) B 2) C 3) C 4) A 5) B 6) A 7) C 8) B 9) A 10) B 11) B
12) C 13) B 14) A 15) C

Lesson 2: Understanding basic English grammar – for Part 1 (p. 30–38)

Strategy

Having knowledge of basic sentence structures will give students an edge in understanding TOEIC questions. While it is expected that students have already studied the following structures, providing them a basic review of the follow may be helpful.

Focus

Basic Grammatical Structures

Directions: Teach the following grammatical structures. After teaching the grammar, have students write example sentences. After comparing sentences with each other, select a few students to write their sentences on the board. Correct as necessary. The teacher may have to provide a few examples to get the students going.

S + the verb to be + V -ing +...

- This is called the “present progressive/continuous.” In Part 1, in order for an answer choice to be correct, the action described in “be + V-ing” must be found in the picture.

For example:

- *She’s reading a newspaper.*
- *A man is cleaning the room.*
- *People are eating outside*

S + the verb to be + description (adjective, preposition + noun, -ed form)

- These are simple sentences that describe the current state of something in the picture.

For example:

- *The boxes are empty.*
- *People are at the counter.*
- *The door is closed.*

There + the verb *to be* + noun +...

- These types of sentences refer to the existence of nouns that follow the verb *to be*. Therefore, in order for an answer choice with this type of sentence structure to be correct, the noun that follows the verb *to be* should be found in the picture.

- If students are at a low level, teach basic subject-verb agreement for this sentence pattern.

For example:

There is + a + singular noun

There is a woman in the room. = A woman is in the room.

There are + (some) + plural noun

There are some women in the room. = Some women are in the room.

Exercises

Directions: Practice listening to what follows the verb *to be*. Fill in the blanks.

1. Play the audio (Track Nos. 24, 25, and 26) and have students listen and fill in the blanks. If it seems that students cannot answer the questions in one try, play the audio again.
2. Have students compare their answers with their partner.
3. Check the answers by calling on some students to elicit their answers. Encourage them to say the whole sentence rather than a one-word answer.
4. Give them the correct answers and make sure the students understand the meaning of the sentences. Answers:

Track 24: 1) playing 2) boarding 3) climbing 4) waiting 5) watching 6) walking
7) leaning 8) sitting 9) operating 10) running

Track 25: 1) open 2) piled 3) tied 4) gathered 5) behind 6) in front of 7) on display
8) parked

Track 26: 1) on the floor 2) in a box 3) around a table 4) at an intersection
5) in front of

5. If necessary, have them listen to the audio again to confirm understanding.

NOTE: In American English, “garbage receptacle/can” is more commonly used than “bin”, but on the TOEIC, “bin” is used.

Practice

Directions: Attempt actual TOEIC-style questions. Listen to the audio and choose the answer that best describes the picture.

1. Play the audio (Track Nos. 27 - 36). Have students answer the questions as they would on an actual test. Have them write their answers in their textbooks or notebooks.
2. Check the answers.
 - a. Play the sentences one by one.
 - b. Call on students to tell you what they heard.
 - c. Give them the correct answers by writing the sentences on the board.

Answers: 1. (D) Two women are sitting across from each other.
2. (C) The man is leaning on a railing.
3. (C) A man is working at a food stand.
4. (C) She's holding an item in her left hand.
5. (B) She's working behind a cash register.
6. (B) They're facing the ocean.
7. (D) There are some pictures on the wall.
8. (A) People are waiting at an intersection.
9. (B) One of the vehicles is behind the other.
10. (B) A ladder is leaning against a building.

- d. If there is any available time, have students listen and repeat all sentences.

Lesson 3: Strategies for picture questions—for Part 1 (p. 39–48)

Strategy

If there is even a single item that does not match the description in the picture, the answer choice is wrong.

Focus

Direct student attention to the example on page 39. Start by having the students look at the picture and answer the following True/False questions.

- Is there a woman in the picture? ○
- Is she taking an order? ×
- Is there a man? ○
- Is he drinking? ×
- Is he drinking from a glass? ×
- Is there a glass in the picture? ○

The point of this exercise is to have students start familiarizing themselves with basic situations and nouns that might appear in TOEIC questions. After going over the answers to the above questions as a class, direct student attention to sentences beside the picture. Have them focus on the underlined parts. Have them note that those parts marked with a ○ are true, while those marked with an × are false.

Exercises

Directions: Write an ○ if the description in the underlined part matches the picture. Write an × if it does not.

1. Play the audio once (Track No. 37, 38, and 39) and have students listen and fill out ○ or × for the answer choices.
2. Replay the audio and have students circle the best answer (A), (B), (C), or (D).
3. Have students compare answers with their partners. Then, call on some students to elicit answers.
4. Give them the correct answers and make sure the students understand the meaning of the sentences. Answers:

1) (A) ○, ×, ○
(B) ○, ○, ×
(C) ○, ○, ○
(D) ○, ×, ○

3) (A) ○, ○, ○
(B) ○, ×, ○
(C) ×, ○, ○
(D) ○, ×, ×

2) (A) ○, ○, ×
(B) ×, ×, ○
(C) ○, ×, ○
(D) ○, ○

5. If necessary, have them listen to and repeat after the audio or teacher's model.

Practice

Directions: Listen to the audio and have students choose the answer that best describes the picture.

1. Play the audio (Track No. 40– 49). Have students answer the questions as if it were an actual test. Have them write their answers in their textbooks or notebooks.
2. Have students compare their answers with a partner. If it seems like they need more practice, play the audio again.
3. Give students the correct answers.

Answers:

- | | |
|--------|---------|
| 1) (D) | 6) (A) |
| 2) (C) | 7) (B) |
| 3) (A) | 8) (C) |
| 4) (D) | 9) (A) |
| 5) (A) | 10) (C) |
4. Review the questions by going over them one by one. Choose a few questions that the class had trouble with and write out each answer choice on the board. Point at the words in the sentences and have them check to see if the words are in the pictures. For example:
 - 1) (A) A man is mowing the lawn. ×
 - (B) The woman is using a hose. × ×
 - (C) A woman is folding a document. ×
 - (D) The man is taking a photo.
 5. If there is time available, have them repeat after the audio or teacher's model. Furthermore, make sure students understand the meaning of all the sentences.

Lesson 4: Understanding permission questions – for Part 2 (p. 41–53)

Strategy

What students need to learn

In TOEIC Part 2, rather than pure Yes/No questions that check the accuracy of information (i.e. “Are you a student?” “Yes, that’s right.”), questions whose function is to get permission and/or make a request/suggestion/offer are more likely to appear. For these types of questions, learning typical question phrases, such as “May/Can I...?” “Would you...?” and “Shall we...?”, as well as typical responses, such as “Sure,” “Of course,” and “Sounds like a good idea,” can be a very effective strategy.

Focus

In the Focus section (p. 49–51), example phrases are given. In class, it is recommended that students first brainstorm such phrases before referring to the ones in the textbook. Additionally, the teacher can give additional examples to help students become more familiar with these types of common phrases. For example:

1. A: Can I open the window now?
B: Sure, go ahead. / Sorry, but I have a cold.
2. A: Why don’t you take a coffee break?
B: That sounds like a good idea. / Sorry, but I’m busy making this handout.

Exercises

Directions: Refer students to page 52. Tell them that they will have to listen to audio and fill-in the blanks for both the questions and answers.

1. Play the audio (Track No. 50–53) and have students fill-in the missing words. As this exercise is a little difficult, the teacher may have to play each track 2 or 3 times.
2. After listening to the audio, have students compare their answers with their partners. Call on some students to elicit their answers. Provide feedback as necessary. Answers:
 1. (1) May I / Sure
(2) Can I / Sorry
(3) Is it okay / Go ahead / I’m sorry / but
(4) Would you mind / Not at all
 2. (1) Could you / No problem / Sure
(2) Can you
(3) Would you / be happy
(4) was wondering / No Problem
(5) Okay / Sure / be sure / I will
 3. (1) Why don’t we / good idea
(2) Shall we / That sounds like / be great
(3) Let’s take / I’d love to
(4) How about

4. (1) Shall I / That'd be great
- (2) Would you like / appreciate / Would you / Thank you / Yes, please / Yes, please

Note: Each of these exercises targets a different kind of function, as follows: No. 50 → Asking permission, No. 51 → Making requests, No. 52 → Giving suggestions, No. 53 → Making offers

Practice

Directions: Listen the audio and choose the best response for each question.

1. Play the audio (Track No. 54–61). Have students answer the questions as if it were an actual test. Have them write their answers in their textbooks or notebooks.
2. Check the answers.
 - a) Play only the question part of each item.
 - b) Check to see if students can catch the common phrases used in the question and understand its function.
 - c) Have them listen to the answer choices. Ask them which answer sounds correct.
 - d) Give them the correct answer. Answers:

| | |
|--------|--------|
| 1. (C) | 5. (B) |
| 2. (B) | 6. (A) |
| 3. (A) | 7. (C) |
| 4. (C) | 8. (B) |
3. If time is available, direct students to work on the following review activity, consisting of four steps. The first one is the easiest, and the last one is the most difficult. You can choose them based on students' levels and performance.
 - i. Have them "Listen & Repeat" all the questions and answer choices one by one.

For example:

(Play Audio) Number 1. Could you carry this bag for a moment?
 (Press Pause)
 (Students repeat) Could you carry this bag for a moment?
 (Play Audio) A. I can walk there.
 (Press Pause)
 (Students repeat) I can walk there.
 (Play Audio) B. Thank you.
 (Press Pause)
 (Students repeat) Thank you.
Et cetera
 - ii. Have them repeat the question sentence right before hearing each question. The objective is to have students develop a habit of what is being asked before listening to questions on the TEST site.

(Play Audio) Number 1. Could you carry this bag for a moment?
 (Press Pause)
 (Students repeat Q) Could you carry this bag for a moment?
 (Play Audio) A. I can walk there.

(Press Pause)
(Students repeat Q) Could you carry this bag for a moment?
(Play Audio) B. Thank you.
(Press Pause)
Et cetera

- iii. Have students repeat the question and answer choice right after they hear each answer choice.

(Play Audio) Number 1. Could you carry this bag for a moment? A. I can walk there.
(Press Pause)
(Students repeat) Could you carry this bag for a moment? -- I can walk there.
(Play Audio) B. Thank you.
(Press Pause)
(Students repeat) Could you carry this bag for a moment? -- Thank you.
(Press Pause)
Et cetera

- iv. Have students listen to one set of question and answer choices and repeat the question and correct answer choice.

(Play Audio) Number 1. Could you carry this bag for a moment?
A. I can walk there.
B. Thank you.
C. Sure, I can take that.
(Press Pause)
(Students repeat) Could you carry this bag for a moment?
– Sure, I can take that.

Lesson 5: Understanding questions and responses – for Part 2 (P. 54–60)

Strategy / Focus

What students need to learn

In the chart, typical question and response patterns are presented. If necessary, the teacher should provide more examples.

Translation of the information in the chart:

Questions that start with 5Ws + How (Lesson 1) → Cannot answer with Yes or No

Yes/No Questions → Rather than the short answers often found in ESL textbooks, a pattern of “Yes/No + New Information” is commonly found on the TOEIC

Requesting / getting permission / suggestions → While grammatically answering with Yes/No is possible, idiomatic phrases are often used

Negative questions → can answer with Yes/No, also idiomatic phrases are often used

Tag questions → can answer with Yes/No, but idiomatic phrases are often used

Statements → can answer with Yes/No, also idiomatic phrases are often used

A or B questions → Cannot answer with Yes/No

Exercises

Directions: Choose the best answer for each of the questions by selecting from the letters on the right. After that, check your answers by listening to the audio.

1. Play the audio (Track Nos. 61–64) and have students listen and match the questions and responses. If it seems that students cannot finish answer in one turn, play the audio again.
2. Have students compare their answers with their partners, then call on some students to elicit their answers.
3. Give the correct answer and make sure the students understand the meaning of the sentences. Answers:
Set 1: 1) B, 2) D, 3) E, 4) A, 5) C
Set 2: 1) D, 2) E, 3) B, 4) C, 5) A
Set 3: 1) C, 2) E, 3) A, 4) D, 5) B
4. If necessary, have them listen and repeat after the audio or teacher’s model.

Practice

Directions: Listen to the audio and choose the best responses for the questions.

1. Play the audio (Track No. 54 - 61). Have students answer the questions as if it were an actual test. Have them write their answers in their textbooks or notebooks.

2. Check the answers.
 - a. Play only the question part of one item.
 - b. Check to see if students could catch the common phrases used in the question and understand its function.
 - c. Have them listen to the answer choices. Ask them which answer sounds correct.
 - d. Provide them with the correct answer. Answers:
1) A, 2) C, 3) B, 4) A, 5) B, 6) C, 7) A, 8) C, 9) A, 10) A, 11) B, 12) B, 13) C,
14) C, 15) A
3. If there is time available, direct students to work on the following review activity explained in lesson 4's lesson plan (Page 11)

Lesson 6 – for Part 5

(p. 61–71)

NOTE: This lesson could be difficult for beginners. If you feel that the content in the lesson is far beyond your students' level, it may be beneficial to skip this particular unit.

Strategy / Focus

What students need to learn

In the first chart, typical verb usages are introduced with nouns that often collocate. In the second chart, basic phrasal verbs that can appear on an actual TOEIC test are presented. If necessary, the teacher should give more examples.

If you feel that there are too many items in the following two charts, you could choose the most important ones.

Translation of the first chart (the final column of the chart provides the meaning in Japanese to the students):

1. go to / visit + place
2. join / attend / participate in + an event
3. handle / manage / deal with / cope with + a problem
4. contact / reach / talk to / communicate with / ... + person
5. watch / see / look at + something
6. hear / listen to + something
7. get on / get in / board + vehicle
8. talk about / say / speak about / discuss + something
9. answer / reply to + a question
10. check (out) / look over / go over / examine + something
11. get to / arrive [at/in] / reach + place
12. give / deliver / make + a speech / comment
13. register for / sign up for + a class
14. look for / seek / search for + person
15. apply for / look for / seek / hunt for + a position
16. enter / go into / join + a profession
17. think [of / about] / consider + something
18. inform X of Y / tell X Y / announce Y to X / ...
19. submit something / hand [something in / in something] / give something out
20. consist of / be composed of / be made up of + person / thing

Exercises

Directions: Choose the correct answer.

1. Have them answer the questions individually. If they seem to have difficulty working on the questions themselves, tell them that they can look at the charts from the previous pages.
2. Check the answers.
 - a. Have students compare their answers with their partners.

b. Have them give their answers to the class. Correct answers:

- | | |
|-----------------|-----------------|
| 1) Visit | 16) Seeking |
| 2) Attend | 17) Carry out |
| 3) Manage | 18) Contact |
| 4) Heard | 19) Reach |
| 5) Contact | 20) Informed |
| 6) Watch | 21) Talk |
| 7) Get | 22) For |
| 8) Tell | 23) Takes off |
| 9) Refrain from | 24) Turned down |
| 10) Pick up | 25) Composed |
| 11) In | 26) Answer |
| 12) Fill out | 27) Out of |
| 13) Take over | 28) Consider |
| 14) Set up | 29) Pointed at |
| 15) Picked out | 30) Entered |

c. For the wrong answer choices, teachers can show students how they could make correct sentences with the wrong answer choices.

Ex. Ms. Gillian wants to go *to* an art museum in London this winter.

Practice

Directions: Choose the correct answer.

1. Have them answer the questions individually.
2. Tell them to check their answers by taking a look at the charts from the previous pages.
3. Final answer check. Give students sample sentences for wrong answer choices if necessary. Answers:
1) B, 2) A, 3) C, 4) D, 5) C, 6) A, 7) D, 8) C, 9) B, 10) B

Lesson 7: Understanding “action” and “state” sentences – for Part 1 (p. 72–80)

Strategy / Focus

What students need to learn

The chart on page 72–73 compares sentences that describe actions vs. sentences that describe states.

For action sentences, the patterns are:

Subject (person) + be + verb -ing (examples 1, 3, 5, 7, 9, and 11)

While for state sentences, the pattern is:

Subject + be + adjective (examples 2, 4, 6, 8*, 10, and 12)

The examples on page 73 however (13–18), focus on the difference between action and stative verbs. In particular, the verbs “to put on” vs. “to wear” are useful in helping students understand this concept.

A woman is displaying some items. He’s parking his car in the garage. The man is closing the window.

* On TOEIC, “Different kinds of items are being displayed.” is more commonly used. However, “be + being + -ed” may be difficult for beginners. If your students are good enough, it is encouraged to teach this pattern as well.

Exercises

Directions:

1. Listen to the audio (Track 80). For each question, write the number (1–18) of the corresponding sentence from the chart in the focus section (some sentences are not used). If they seem to be having trouble, play the audio again.
2. Look at the pictures. Decide which sentence best describes the situation, (A) or (B). Circle either or .
3. Have students compare their answers. Then, call on some students to elicit their answers. Encourage them to repeat the whole sentence rather than just the number or (A) and (B).
4. Give them the correct answers and make sure the students understand the meaning of the sentences. Answers:

1) (A) 16, (B) 15,

2) (A) 13, (B) 14,

3) (A) 5, (B) 6,

4) (A) 9, (B) 10,

5) (A) 11, (B) 12,

6) (A) 8, (B) 7,

7) (A) 2, (B) 1,

5. If necessary, have them listen and repeat after the audio or teacher’s model

Practice

Directions: Attempt actual TOEIC-format questions. Listen to the audio and choose the answer that best describes the picture.

1. Play the audio (Track No. 81–86). Have students answer the questions as if it were an actual test. Have them write their answers in their textbooks or notebooks.
2. Check the answers.
 - a. Play the sentences one by one.
 - b. Call on the students to tell the teacher what they hear.
 - c. Give them the correct answers by writing the sentences on the board. Answers:
1) D 2) C 3) A 4) A 5) B 6) D
 - d. If there is time available, have students repeat all sentences after the audio or teacher's model.

Lesson 8: Using keywords to determine the correct tense – for Parts 5 and 6 (p. 81–86)

Strategy / Focus

What students need to learn

The present, simple past, present participle (have + -ed), and expressions referring to future (be going to + base form, will + base form, be + -ing, present) are presented.

Simple Present: Referring to habitual actions at present

- 1) Use with phrases referring to the present → now, currently
- 2) Expressions that refer to frequency → every..., once a...week/month/year, frequently

Simple Past: Used to describe what occurred in the past as finished

Often used with expressions referring to a time point in the past → last month, yesterday, ...ago

Present Perfect (have + -ed): Used to connect what happened in the past to the present

- 1) Expressions that refer to a time frame → for..., since...
- 2) Expressions that refer to a number of times or experiences → never, once, twice, ...times

Expressions referring to the future → next, within, in...

- Be going to + base form → planned future
- Will + base form → unplanned future, objective view about the future
- Be + -ing → promised future
- Present tense → scheduled future such as movie schedule or train schedule

Since subject + be + -ing is introduced in Lesson 2, there is no detailed explanation about the present progressive. If students have trouble remembering this, it might be useful to refer them back to lesson 2 or provide an example:

Mr. Yoda is speaking with his customer now.

Also, if your students can handle it, you could teach the present perfect progressive (have + been + -ing) as well:

Fred has living in Chicago for more than twenty years / since he left a publishing company in New York.

Exercises

Directions: Choose the correct answer. The underlined parts provide a hint.

- 1) Have students answer the questions individually. If they seem to have difficulty working on the questions themselves, allow them to refer to the charts on the previous pages.
- 2) Check the answers.
 - a. Have students compare their answers with their partner.
 - b. Call on them to elicit answers in class.

- c. For the wrong answer choices, the teacher could show students how to make correct sentences using the wrong answer choices. Answers:

- | | |
|----------------------|-----------------|
| 1) visits | 6) have passed |
| 2) will be | 7) starts |
| 3) is going to marry | 8) is |
| 4) has worked | 9) opened |
| 5) given | 10) are leaving |

Practice

Directions: Attempt actual TOEIC Part 5-style questions. Choose the correct answer.

1. Have students answer the questions individually.
2. Tell them to check their answers by taking a look at the charts from the previous pages.
3. Final answer check. Give students sample sentences for wrong answer choices if necessary. Answers:

- 1) A 2) B 3) D 4) C 5) B 6) C 7) C 8) A 9) D 10) B

Lesson 9: Understanding Parts of Speech – for Part 5 (p. 87–92)

Strategy / Focus

What students need to learn

Questions checking the understanding of parts of speech cover more than 30% of all the Part 5 questions on the actual TOEIC test. Therefore, being able to answer this type of question is very important.

This lesson teaches students to identify the parts of speech of the words prior to or after the blank, thereby helping them to determine the correct answer.

Nouns: refer to a person, thing, or concept

- Noun + verb + ... → His secretary left a note on his desk.
- Verb + noun → N&D, Inc. received support from other companies.
- Determiner + noun → her suitcase
- Prep. + noun → in detail

Verbs: refer to an action or state

- Noun + verb + noun → This company develops software.
- ... + to + verb → Ms. Christiansen is scheduled to deliver a presentation.

Adjectives: explain/describe nouns

- Determiner + adjective + noun → her personal decision
- Noun (pronoun) + be/linking verb + adj. → Everybody looked happy.

Adverbs: modify verbs, adjectives, or other adverbs

- N + adverb + V + ... → Larson International carefully chooses its business partners.
Note: most words that end with -ly are adverbs (exceptions: friendly (adj.), and weekly and monthly (adj./adv.))
- ... + V + N + adverb → The sales team visits customers regularly.
- Be/have + adverb + ed/-ing → The situation has remarkably improved.

Note: one way to identify adverbs is to ignore the blank. If the sentence still makes sense, then the missing word is likely an adverb. The position of adverbs is relatively flexible, so if you're not sure, a good strategy is to choose the adverb answer choice.

Exercises

Directions: Think about the parts of speech for the underlined sections and choose the best answers to complete the sentences.

1. Have students answer the questions individually. If they seem to have difficulty working on most of the questions themselves, tell them that they can refer to the charts on the previous pages.
2. Check the answers.
 - a. Have students compare their answers with their partners.

- b. Call on the them to elicit their answers in class.
- c. For the wrong answer choices, the teacher can show students how they could make correct sentences with the wrong answer choices. Answers with explanation:
- 1) Products. “Produce” is a verb. “Product(s)” is a noun. “Many” is a determiner. The pattern here is: <det. + N>
 - 2) Responsible. “Responsible” is an adjective (-ible, -able are used for adjectives, e.g. (im)possible or unbelievable). “Responsibility” is a noun (-bility is used for nouns, e.g. ability or possiblity). The pattern here is: <noun (S) + to be + adj. + for + ...>
 - 3) Success. “Success” is a noun. “Succeed” is a verb. “Her” is a determiner. The pattern is: <det. + N>
 - 4) Informal. “Informally” is an adverb (-ly is usually for adverbs). “Informal” is an adjective. The pattern is: <det. + adj. + N>
 - 5) Recently. “Recent” is an adjective. “Recently” is an adverb. The pattern is <N + adv. + V + ...>
 - 6) Effective. “Effectively” is an adverb, while “effective” is an adjective. The verb “sound” is used in a way similar to: “That sounds great”. The pattern is: <S (n) + V + adj.>
 - 7) Completely. “Completed” is an adjective or the verb in its “-ed” form. “Completely” is an adverb. The pattern here is: <... + Verb + Noun + Adverb>
 - 8) Form. “Formal” is an adjective. “Form” is a noun. The pattern is: <det. + N>
 - 9) General. “General” is an adjective. “Generally” is an adv. The pattern is: <adj. + N>
 - 10) Care. “Careful” is an adjective. “Care” is a noun or a verb. The pattern is: <Prep + Noun> with care = carefully

Practice

Directions: Attempt actual TOEIC Part 5-style questions. Choose from (A) to (D) for each blank to complete the sentence.

1. Have students answer the questions individually.
2. Tell them to check their answers by taking a look at the charts on the previous pages.
3. Final answer check. Have students compare their answers. Then, call on students to elicit their answer choice’s part of speech before asking them the answer they think is correct.
4. Give students sample sentences for wrong answer choices if necessary.
5. Answers:

- | | | |
|------|------|-------|
| 1) C | 5) D | 9) D |
| 2) A | 6) B | 10) B |
| 3) D | 7) C | |
| 4) B | 8) A | |

Lesson 10: Understanding the “to do”, “-ing”, and “-ed” forms in sentences – for Part 5 (P. 93–98)

Strategy

What students need to learn

For TOEIC Part 5, it is important to know whether a verb takes the “to do” form (infinitive), the “-ing” form (gerund & present participle), or the “-ed” form (past participle). In this lesson, verbs where usage is often asked on the test are introduced.

Focus

Part 1: Understanding which pattern to use when the blank comes right after the verb

Verb + to do → used with hope, wish, want, attempt, expect, manage, intend = mean, promise, decide, agree

Ex: Paul agreed to do the job.

Verb + -ing → used with enjoy, mind, suggest, consider, include, stop, finish

Ex: Tina enjoyed talking with her old friend.

Verb + -ed → used with feel, become, seem, get, look, grow, remain, stay, sound

Ex: The store will stay closed for a week.

If needed, provide more example sentences.

If students have difficulty with “be + -ing” (progressive form) and “be + -ed” (passive form), you may want to explain provide more example sentences. Or you could direct them to take a look at p. 30 for the “to do” form, p. 121 for the “-ed” passive form, or p. 135 for the “-ing” form.

Part 2: When the blank comes right after a noun, a verb inflection modifying the noun as an adjective should be in the blank.

Note: Judging between <noun + -ing ...> and <noun + -ed> requires the student to think about the semantic relationship between the noun and the verb.

- In the case of “-ing”, the preceding noun is the doer of the action
Ex: people working in the area. (“people” is the doer of the action “to work”)
- In the case of “-ed”, the preceding noun is the receiver of the action
Ex: a movie directed by Robert Zemekis. (“movie” is the receiver of the action “to direct”)

Exercises

Directions: Choose the correct answer. The underlined parts are hints.

1. Have students answer the questions individually. If they seem to have difficulty working on the questions themselves, tell them that they can refer to the chart in the lesson.
2. Check the answers.
 - a. Have students compare their answers with their partners.

- b. Call on the students to elicit their answers in class.
3. For the wrong answer choices, teachers can show students how they could make correct sentences with the wrong answer choices. For example:
- 1) Correct answer: sent. Ask them, “Does an email send or does somebody send an email?”
 - 2) Correct answer: offering. When the verb “to stop” takes an object, it should be -ing. “Stop to do something” means “stop and do something” (Ex: Mark stopped to talk to me. Cf. Mark stopped talking to me because he is angry.)
 - 3) Correct answer: pleased. In this case, pleased = happy. Ask students, “In this situation, is Carla happy or is she making somebody happy?” “Does Carla please somebody/something?” or “Does something/somebody please her?”
 - 4) Correct answer: to work. This fits the “hope + to do” pattern. It’s nice to teach “to hope that...” as well. (I hope that it will be sunny tomorrow.)
 - 5) Correct answer: seeking. To seek sth = to look for sth. Ask the students, “Do people look for a job or are they looked for a job?”
 - 6) Correct answer: considering. This fits the “consider -ing” pattern.
 - 7) Correct answer: to discuss. This is derived from time in order to discuss.
 - 8) Correct answer: to hold. Like number 7, a restaurant in order to hold a party.
 - 9) Correct answer: making. This fits the pattern, “finish +verb -ing”.
 - 10) Correct answer: tired. Ask “Is she herself tired or is she making somebody else tired?”

Practice

Directions: Choose the correct answer for each question from choices (A) to (D).

1. Have students answer the questions individually.
2. Tell them to check their answers by referring to the chart on the previous pages.
3. Final answer check. Have students compare their answers with their partners. Call on them to elicit the answer choice’s part of speech before asking them the answer or what they think is correct.
4. Give students sample sentences for wrong answer choices if necessary. Correct answers:

| | |
|------|-------|
| 1) D | 6) A |
| 2) C | 7) B |
| 3) C | 8) D |
| 4) A | 9) D |
| 5) B | 10) C |

Lesson 11: Understanding basic minimal pairs – for Parts 1 & 2 (p. 99–103)

Strategy

What students need to learn

This lesson focuses on minimal pairs, or pairs of words or phrases that contain similar, but different, sounding items, or words that have multiple meanings. The idea is to get students to recognize such pairs and be prepared when they appear on the TOEIC test.

Focus

Play the audio (Track 87) and have students repeat after each word. If necessary, you can provide example sentences for the listed vocabulary.

Exercises

Directions: Listen to the audio. Write “1” next to the sentence you hear first, “2” for the other sentence.

1. Play audio (Track 88). Two sentences will be read for each question. Write 1 for the sentence heard first and 2 for the second one heard, in the boxes next to the two sentences.
2. Check the answers. Answers:

| | | |
|---------|----------|----------|
| 1) 2, 1 | 8) 2, 1 | 15) 1, 2 |
| 2) 2, 1 | 9) 2, 1 | 16) 1, 2 |
| 3) 1, 2 | 10) 1, 2 | 17) 2, 1 |
| 4) 1, 2 | 11) 2, 1 | 18) 1, 2 |
| 5) 1, 2 | 12) 2, 1 | 19) 2, 1 |
| 6) 2, 1 | 13) 2, 1 | 20) 2, 1 |
| 7) 1, 2 | 14) 1, 2 | |
3. Have them listen and repeat after the audio or teacher’s model.
4. Make sure that all the meanings of the sentences are clear if necessary.

Practice

Part 1 directions: These questions are Part 1-style questions. Listen to the audio and choose the answer that best describes the picture.

1. Play the audio (Tracks 89–90). Have students answer the questions as if it were an actual test. Have them write their answers in their textbooks or notebooks.
2. Check the answers.
3. Play the sentences one by one.
4. Call students on to tell the teacher what they hear.
5. Give them the correct answers by writing the sentences on the board.
 - 1) (A) One of the men is holding a glass of milk.

- (B) One of the men is lying on his back.
 - (C) They are sitting side by side.**
 - (D) They are in a parking area.
- 2) (A) They're folding handkerchiefs.
- (B) They're moving some chairs.
 - (C) They're walking in an office.
 - (D) They're greeting each other.**

6. If there is time available, have students repeat all the sentences after the audio or teacher's model.

Part 2 directions: These questions are Part 2-style questions. Listen to the question and choose the answer choice that best answers that question.

1. Play the audio (Track 91–98). Have students answer the questions as a test. Have them write their answers in their textbooks or notebooks.
2. Check the answers.
 - a. Play only the question part of each item.
 - b. Have them listen to the answer choices. Ask them which answer sounds correct.
 - c. Give them the correct answer while pointing out sound techniques used in the questions.

- 3) B
- 4) A
- 5) C
- 6) B

- 7) B
- 8) A
- 9) C
- 10) A

3. If time is available, direct students to work on the review activity explained in the lesson 4 lesson plan.

Lesson 12: Typical TOEIC-type questions – for Part 3 & 4 (P. 105–110)

Strategy / Focus

What students need to learn

If students are not familiar with the overall formats of the Part 3 and Part 4 questions, have them read the sample questions (p. 10–11).

For beginners, it is very difficult to read the question while listening to the audio. Therefore, learning typical questions and phrases (likely to become hints to questions) by heart, will help them focus on the listening.

1st Order Questions

| Typical questions | Phrases likely to be hints |
|---|---|
| 1. Asking the profession, the position in a company, the area of industry <ul style="list-style-type: none"> • Who (most likely) is the man/woman/speaker? • In what area/department* do(es) the speaker(s)/man/woman work? • Where do(es) the man/woman/speakers most likely work? • Where (most likely) does the conversation take place? | I am... This is... My name is... I am from... I am calling from... |
| 2. Asking the topic of the conversation/talk <ul style="list-style-type: none"> • What is the conversation (mainly) about? • What are the speakers (mainly) discussing? | Did you hear/know that...? I heard that... I'd like to (open an account, etc.) I was wondering if... Have you...? / Did you...? |
| 3. Asking the place in the conversation/talk <ul style="list-style-type: none"> • Where the conversation is most likely taking place? • Where most likely are the speakers? | Welcome to... We are/will be arriving at... This is... |
| 4. Asking the purpose/reason of the conversation/talk <ul style="list-style-type: none"> • What is the main purpose of the talk/ message? • Why is the man/woman/speaker calling? | Do you know... I am calling to/because/about/from... |

* If the students are already employed, it may be helpful to teach department names and help them say which departments they belong to in English. For example:

Accounting Department / Advertising Department / Human Resources Department /
 Engineering Department / Information Technology Department / Manufacturing
 Department / Marketing Department / Public Relations Department / Purchasing
 Department / Research & Development Department / Sales Department / Security
 Department

2nd Order Questions

| Typical questions | Phrases likely to be hints |
|--|---|
| Asking for details <ul style="list-style-type: none"> • What does the man/woman say about...? • What is the (man/woman's) problem? | <ul style="list-style-type: none"> • 2nd order questions have a lot of variety and there is often no specific phrase that tells where the answer is. • Pay attention to the words said by the person who is the subject of the given question. • Sometimes questions that are usually found in the 1st or 2nd order can be seen. |

3rd Order Questions

| Typical questions | Phrases likely to be hints |
|---|---|
| Something that will happen after the talk/conversation <ul style="list-style-type: none"> • What will the man / woman / speaker / listeners probably do next? • What does the man / woman say s/he will do next? • What does the man ask the woman to do? • What does the woman offer to do? • What does the man suggest (the woman do)? • What will the speakers most likely do next? • What are the listeners asked to do? | I/We/You will... I will/am going to... Could/Can/Would you...? Would it be okay if...? Why don't we/you...? I will... / Let me... You might want to... You should... ..., then... |

Exercises

Directions: The following questions (1–7) are excerpts from TOEIC Part 3 conversations or Part 4 talks. Listen to the audio and fill out the blanks. Please repeat the audio until you can fully understand, as the words you fill out will be hints for the questions.

1. Play audio (Tracks 99–101). Have students fill out the parentheses.
2. Check the answers. Answers:
 - 1) this is / from, (C)
 - 2) calling about, (D)
 - 3) Let me / finish / Then, (D)
 - 4) Did you hear that, (A)
 - 5) Welcome to / checking in, (C)
 - 6) reservation information / have lost, (B)
 - 7) no problem / I'll / look up, (A)
3. Have them find the phrases in the charts on pgs. 104–106.

Practice

Directions: The following questions are TOEIC-style Part 3 and Part 4 questions. Listen to the audio and choose the best answer for each question.

1. Play the audio tracks one by one (Tracks 102-107). Have students listen to each talk/conversation and answer the following three questions as if were an actual test. Have them write their answers in their textbooks or notebooks.
*For lower level of students, play the audio a couple of times.
2. Check the answers. If students' level is not so low, explain where the hints are. If students' level is low, trying to explain the reasoning at this point is unlikely to work.
3. Have students look at the script. If you collect the answer keys of your students' books at the beginning of the course, giving out the script for this listening now is a good exercise for them.
 - a. If the students' level is relatively high, give them some time and have them read the script themselves.
 - b. If students' level is not high but not extremely low, provide some explanations to a few of the sentences that look slightly complicated and may confuse them.
 - c. If the students' level is extremely low, tell them which words the subject and main verb are for every single sentence. Have them circle all the main verbs and underline all the subjects corresponding to them. Explain the functions of conjunctions and the complementizer "that". For example:

I received this blouse as a gift, but it's too small to me.
Do you think that you might have it at another store?
4. Have them repeat after the audio.
 - a. If students' level is not so low, have them do this without looking at the script.
 - b. If students' level is low, allow them to take a look at the script while doing this task.
 - c. If student's level is relatively high, it is worth having them shadow the audio with/without looking at the script.

Lesson 13: Typical conversation structures – for Part 3 (p. 111–115)

Strategy / Focus

What students need to learn

Most conversations in Part 3 have the following three parts:

(1) [Beginning]

Greeting / Introduction / Presenting a topic of problem / Making a request or a suggestion

(2) [Middle]

Providing solutions for the problems. / Giving details related to the presented topic

(3) [Ending]

Reference to the future action based on what they had in the conversation

Common Conversation Topics for TOEIC Part 3

- A. Office No. 1: Ongoing business
- B. Office No. 2: Talking about a colleague
- C. Office No. 3: Talking about office supply or an office facility
- D. Conversation between a job candidate and an interviewer
- E. Conversation between A person who wants to see a dentist and an assistant working at a dentist's office
- F. Conversation between a customer and a clerk about products or service
- G. Conversation between clerks (about inventory, operation, etc.)
- H. About public transportation schedules (inclement weather, machine trouble, schedule change, etc.)
- I. General/daily conversation

Exercises

Directions: 1–9 are excerpts from Part 3 conversation dialogues. In the first column, decide what conversation part (1) – (3) the excerpt is from. Then decide the topic (A) – (I).

1. Have them complete the chart individually.
2. Check the answers. Answers:

| | | |
|---------|---------|---------|
| 1) 1, B | 4) 1, A | 7) 3, H |
| 2) 3, E | 5) 1, D | 8) 2, I |
| 3) 3, C | 6) 1, F | 9) 2, G |
3. If students' level is extremely low, tell them which words the subject and main verb are for every single sentence. Have them circle all the main verbs and underline all the subjects corresponding to them. Explain the functions of conjunctions and the complementizer "that."
4. Play the audio (Track No. 108). Have them repeat after the audio.
 - 1) If the students' level is not so low, have them do this without looking at the script.
 - 2) If students' level is low, allow them to take a look at the script while doing this task.

Practice

Directions: The following questions are TOEIC Part 3 type questions. Listen to the audio and choose the best answer for each question.

- 1) Play the audio tracks one by one (Tracks 109–116). Have students listen to each conversation and its corresponding three questions as if it were a test. Have them write their answers in their textbooks or notebooks.
*For lower level of students, play it a couple of times.
- 2) Check the answers. If the students' level is not so low, explain where the hints are. If students' level is low, trying to explain the reasoning at this point is unlikely to work.
- 3) Have them take a look at the script. If you collect the answer keys of your students' books at the beginning of the course, giving out the script for this listening now is a good exercise for them.
 - a. If the students' level is relatively high, give them some time and have them read the script by themselves.
 - b. If the students' level is not high but not extremely low, provide a few explanations about some of the sentences that look slightly complicated and may confuse your students.
 - c. If the students' level is extremely low, tell them which words the subject and main verb are for every single sentence. Have them circle all the main verbs and underline all the subjects corresponding to them. Explain the functions of conjunctions and the complementizer "that."
- 4) Have them repeat after the audio.
 - a. If the students' level is not so low, have them do this without looking at the script.
 - b. If the students' level is low, allow them to take a look at the script while doing this task.
 - c. If the student's level is relatively high, it is worth having them shadow the audio with/without looking at the script.

Lesson 14: Understanding the structure of talks – for Part 4 (P. 116–121)

Strategy / Focus

What students need to learn

Most talks in Part 4 consist of the following the structure:

- (1) [Beginning]
(Self) introduction / the reason or purpose of the talk
- (2) [Middle]
Providing details
- (3) [Ending]
What will happen next or actions that listeners should take will be often stated

Common topics for Part 4

- A. Announcement made in a business meeting (at the beginning/end of the meeting)
Greeting / Letting the audience know there is an announcement → Details of the announcement → In case of questions, who the listeners contact / What the listeners should do
- B. Voice message (for a colleague)
Name and purpose/reason of the call → Details → Summary / what the speaker / listener will do next
- C. Introducing somebody
Greeting, giving the name → Details about the person → What the person or the listeners will do
- D. Voice message (Human resources related)
Give Name and purpose → Tell the listeners details → What the speaker wants the listener to do / contact information
- E. Talk show on the radio
Give the name of the show and the host's self-introduction / Tell the listeners there is a guest → Details about the guest What will happen in the show (Next topic, time for the next show, referring to a commercial message)
- F. Guide
Place / Guide's self-introduction → Explanation about the site → What the listeners will do next
- G. (Local) business, advertisement
State what service or product is mentioned → Details about service or product (How it is different from others, discount, campaign, etc.) → Information required to acquire a product/service

H. Announcement at a store

Greeting and the name of the store → Referring to the store's service such as special sales → Important information is repeated, what the listeners should do to get the service

I. Voice message (between companies / Service provider and its customer)

Greeting and giving a name → State the matter to solve → Ask the listener to do some action regarding the matter

J. Announcement (Traffic news on the radio, weather forecast / announcement at an airport or on a plane)

Greeting and telling current situations → Announce a problem and give background info for it what the listener is going to hear / should do

Exercises

Directions: Nos. 1–10 are excerpts from TOEIC Part 4 type talks. In the first column, decide what conversation part (1) – (3) the excerpt is from. Then, decide the topic (A) – (J).

1. Have them complete the chart individually.

2. Check the answers. Answers:

1) 2, F

5) 3, E

9) 2, B

2) 1, G

6) 3, A

10) 1, D

3) 3, H

7) 3, J

4) 1, C

8) 2, I

3. If students' level is extremely low, tell them which words the subject and main verb are for every single sentence. Have them circle all the main verbs and underline all the subjects corresponding to them. Explain the functions of the conjunctions and the complementizer "that."

4. Play the audio (Track 117). Have them repeat after the audio.

a. If students' level is not so low, have them do this without looking at the script.

b. If students' level is low, allow them to take a look at the script while doing this task.

Practice

Directions: The following questions are TOEIC Part 4-type questions. Listen to the audio and choose the best answer for each question.

1. Play audio tracks one by one (Tracks 118–125). Have students listen to one set of talks and answer the following three questions as if it were an actual test. Have them write their answers in their textbooks or notebooks.

*For lower level of students, play the audio a couple of times.

2. Check the answers. If students' level is not so low, explain where the hints are. If students' level is low, trying to explain the reasoning at this point is unlikely to work. Answers:

1) D

5) B

9) B

2) C

6) D

10) D

3) A

7) C

11) B

4) A

8) A

12) C

3. Have them take a look at the script. Pass out copies of the script if you collected the answer keys at the beginning of the course.

- a. If students' level is relatively high, just give them some time and have them read the script themselves.
- b. If students' level is not high but not extremely low, provide a few explanations about some sentences that look slightly complicated and may confuse your students.
- c. If students' level is extremely low, tell them which words the subject is and the main verb is for every single sentence. Have them circle all the main verbs and underline all the subjects corresponding to them. Explain the functions of conjunctions and the complementizer "that."

4. Have them repeat after the audio.

- a. If students' level is not so low, have them do this without looking at the script.
- b. If students' level is low, allow them to take a look at the script while doing this task.
- c. If student's level is relatively high, it is worth having them shadow the audio with/without looking at the script.

Lesson 15: Understanding Part 7 Questions – for Part 7 (p. 122–129)

Strategy / Focus

What students need to learn

| Question | Strategy |
|---|---|
| Gist Questions | |
| About the purpose of the passage <ul style="list-style-type: none"> • What is the purpose of the e-mail/notice...? • Why was the letter sent? | These phrases give a hint to the answer: <ul style="list-style-type: none"> • I am writing to... • This is in response/reply to... • This is to... |
| About the content of the passage <ul style="list-style-type: none"> • What is the article mainly about? • What is being advertised? | Pay attention to information or keywords that stand out in the passage, such as the title. |
| About the writer or reader of the passage <ul style="list-style-type: none"> • For whom is the announcement intended? • What kind of company does Irene Sollenberger most likely work for? | Pay attention to information that is not in the main body of the article, e.g. the sender or receiver areas. |
| Detail Questions | |
| <ul style="list-style-type: none"> • By what date should the report be submitted? • What information can be found on the web site? • How does Ms. Sander prefer to be contacted? • Who (most likely) is Wayne Clements? | Find necessary information in the passage based on keywords found in the answer choices. |
| Questions asking for information that is not in the passage | |
| <ul style="list-style-type: none"> • What is NOT mentioned about the institution? • What is NOT offered as a regular service? • What is NOT true about Mr. Wang? • What information is NOT included in the itinerary? | Find descriptions that apply for other answer choices or and the description that does not match what is in an answer choice. |
| Questions that require accurate understanding of the passage | |
| <ul style="list-style-type: none"> • What is suggested about Shawna Applegate? • What is indicated about the editorial position? • What is implied about T&N Co.? | Make sure the descriptions in the answer choices are matching that of the passage. These questions are tough because they require inference skills. If you are not confident in answering them, it might be a good idea to skip them. |
| Vocabulary Questions | |
| <ul style="list-style-type: none"> • The word “ABC” in paragraph X, line Y, is closest in meaning to... | Choose the word by the context. |

Exercises

Directions: Find the hints in the passage and underline the correct parts.

1. Have students complete the chart by themselves.
2. Check the answers
 - 1) Q1 – Question is asking the main purpose. Therefore, the answer can be found right after the typical phrase, “I’m writing to...”

- 2) Q2 – A “NOT” question. For this question, students need to find the description that matches the answer choices, and the answer choice without a description in the passage is the correct answer.
 - 3) Q3 – A “When” question asking the time. Students tend to read the long text, but the answer is found after “Date:”
 - 4) Q4 – Students should use a keyword to skim and find the answer. In this case, the keyword is “Sunday.”
3. Read all the passages again to confirm the meaning. If students’ level is extremely low, have them find the subject and the main verb for every single sentence. Have them circle all the main verbs and underline all the subjects corresponding to them. Explain the functions of conjunctions and the complementizer “that.”
 4. Have them read aloud the passages after teacher’s model.

Practice

Directions: Let’s practice actual TOEIC 7 style questions. Read the passages and answer the questions that follow.

1. Have students read one set of the passages and answer the following questions as if it were an actual test. Have them write their answers in their textbooks or notebooks.
*For lower level students, give them plenty of time. For relatively high-level students, it may be a good idea to have them underline the sentences that are hints.
2. Check the answers while explaining where the hints are. Answers:

| | | |
|------|------|------|
| 1) D | 4) C | 7) C |
| 2) C | 5) A | 8) D |
| 3) A | 6) B | 9) B |
3. Have them take a look at the script. If you collected the answer keys of your students’ books at the beginning of the course, pass them out again now.
 - a. If students’ level is relatively high, just give them some time and have them read the script themselves.
 - b. If students’ level is not high but not extremely low, provide them with a few explanations about some sentences that look slightly complicated and may confuse your students.
 - c. If students’ level is extremely low, tell them which words the subject and main verb are for every single sentence. Have them circle all the main verbs and underline all the subjects corresponding to them. Explain the functions of conjunctions and the complementizer “that.”
4. Have them read aloud the passages after the teacher’s model.

Lesson 16: Understanding part 7 topics and text types – for Part 7 (p. 130–135)

Strategy / Focus

What students need to learn

Types of texts, their basic organization, and the ways to solve questions based on each text type are presented.

| Type of text | Organization/Flow |
|---------------------------|--|
| | Things to focus on |
| A. Email, letter | Purpose / general message → details → conclusion ➤ Pay attention to “sender,” “receiver,” and “subject title.” ➤ Common phrases are often used. |
| B. Workplace announcement | Purpose of announcement → details ➤ Check who the reader and writer are ➤ Pay attention to expressions of requirement or obligation ➤ Bulleting is often used |
| C. Advertisements | Catch phrases, information to draw attention → concrete explanation → contact information ➤ Pay attention to details such as characteristics of products or service, or dates. ➤ Numbers, what is written in notes, or information asked about in the small print might be asked about |
| D. Articles | Introduction → body + details → conclusion ➤ Keep in mind what it is about and who the reader is ➤ Name or workplace of the person in the passage |
| E. Forms | Purpose → each item → note ➤ Information is given by item ➤ Information printed in a note could be asked about |
| F. Classified ads | Position, responsibility → qualifications → how to apply ➤ The headline tells what it is about ➤ Contact information is often asked about |

Exercises

Directions: Below are excerpts from Part 7 type passages. Refer to the chart above and select the passage type (A–F) and part (1–5). You may need to use the same answer more than once.

1. Have them complete the chart individually.
2. Have students compare their answers with their partners.
3. Check the answers. Answers:
 - 1) C (Advertisement), 4 (Contact information found in the later part of the text)
 - 2) F (Classified ad), 4 (Contact information found in the later part of the text)
 - 3) A (Email, letter), 2 (The purpose of the message found in the beginning of the text)

- 4) D (Article), 3 (Details found in the middle of the text)
 - 5) B (Workplace announcement), 1 (A request to employees found in the middle of the text)
 - 6) E (Form), 5 (A note found at the end of the text)
4. Read all the passages again to confirm the meaning. If the students' level is extremely low, have them find what the subject and main verb are for every single sentence. Have them circle all the main verbs and underline all the subjects corresponding to them. Explain the functions of conjunctions and the complementizer "that."
 5. Have them read aloud the passages after the teacher's model.

Practice

Directions: Now let's practice actual Part 7 type questions. Read the passages and answer the questions that follow.

1. Have students read one set of the passages and answer the following questions as if were an actual test. Have them write their answers in their textbooks or notebooks.
*For lower level of students, give them plenty of time. For relatively high level students, it may be a good idea to have them underline the sentences that are hints.

Check the answers while explaining where the hints are. Answers:

- | | |
|------|-------|
| 1) A | 6) C |
| 2) B | 7) A |
| 3) D | 8) A |
| 4) C | 9) B |
| 5) D | 10) C |
3. Have them take a look at the Japanese translation. If you collect the answer keys of your students' books at the beginning of the course, pass them back now.
 - a) If the students' level is relatively high, just give them some time and have them read the translation themselves.
 - b) If students' level is not high but not extremely low, give them some explanations about some sentences that look slightly complicated and may confuse your students.
 - c) If students' level is extremely low, tell them which words the subject and main verb are for every single sentence. Have them circle all the main verbs and underline all the subjects corresponding to them. Explain the functions of conjunctions and the complementizer "that."
 - d) Have them read aloud the passages after the teacher's model.

Lesson 17: Using personal pronouns – for Part 5 & 6 (P. 136–141)

Strategy / Focus

What students need to learn

If students' level is low, give students easy example sentences to help them understand the cases of pronouns.

For example:

- She is an engineer. <She → subjective pronoun. She is the subject of this sentence.>
- Her boyfriend is a singer. <her → possessive adjective, modifying the noun>
- Everybody loves her. <her → objective pronoun, the object of the verb “love”>
- This pen is mine. It is not yours. <mine, yours → possessive pronouns>
- Yoko loves herself. <Yoko = herself, herself is the object of the verb “love”>
- George repaired the machine (by) himself. <by himself = without help>

| Case (function in a sentence) Person / number | | Subject case | Possessive Adjective | Objective Case | Possessive Pronoun | Reflective Pronoun |
|--|----------|-----------------|----------------------|------------------|--------------------|------------------------------|
| 1 | Singular | I | my | me | mine | myself |
| 2 | | you | your | you | yours | yourself |
| 3 | | he she it | his her its | him her it | his hers — | himself herself itself |
| 1 | Plural | we | our | us | ours | ourselves |
| 2 | | you | your | you | yours | yourselves |
| 3 | | they | their | them | theirs | themselves |

----- + verb → Subject Case

(if the blank comes right before the main verb, the blank should be the Subject Case)

Whenever Mr. Kusunoki gives a presentation, he creates slides as visual aids.

----- + noun → possessive pronoun

Tara Desmond had a very good reputation among her client.

Subject + Verb + ----- → Object Case

When Mr. Warner left the personal department last year, Lynette Huffman replaced him.

Subject + Verb + Object + (for/by) + ----- → reflective pronoun

Ms. Nicolson completed the tough project herself.

Exercises

Directions: Choose the correct answer. The underlined parts are the hints.

1. Have students answer questions individually. If they seem to have difficulty working on most questions themselves, tell them they can refer to the charts from the previous pages.
2. Check the answers.
 - a. Have students compare their answers with their partners.
 - b. Call on them to elicit their answers in class
 - c. For the wrong answer choices, teachers can show students how they could make correct sentences with the wrong answer choices.
 - d. Answers:

| | |
|-------------|--------------|
| 1) <u>D</u> | 6) <u>C</u> |
| 2) <u>A</u> | 7) <u>C</u> |
| 3) <u>B</u> | 8) <u>D</u> |
| 4) <u>C</u> | 9) <u>A</u> |
| 5) <u>D</u> | 10) <u>B</u> |

Practice

Directions: Fill in the blanks.

1. Have students answer questions individually.
 2. Tell them to check their answers by referring to the charts from the previous pages.
 3. Final answer check. Call on them to ask about the sentence structure near the blank before asking them the answer they think is correct.
- Give students sample sentences for wrong answer choices if necessary. Answers:
- | | |
|-------------|--------------|
| 1) <u>C</u> | 7) <u>A</u> |
| 2) <u>B</u> | 8) <u>B</u> |
| 3) <u>D</u> | 9) <u>C</u> |
| 4) <u>A</u> | 10) <u>C</u> |
| 5) <u>B</u> | 11) <u>C</u> |
| 6) <u>C</u> | |

Lesson 18: Using adjective clauses – for Part 5 & 6 (p. 142–148)

Strategy / Focus

What students need to learn

An adjective clause refers to a clause that is developed by a relative pronoun such as “who,” “which,” or “that” and that modifies a preceding noun. If you insert the noun in the place where the relative pronoun is located, you can have a complete sentence.

Employees who want to attend the workshop should contact Lynn Gomez immediately.

If you put “employees” in who, you can find the complete sentence, “Employees want to attend the workshop.”

The restaurant that we visited yesterday is very popular.

If you insert “the restaurant” in the place where the relative pronoun that is located and changed the word order, you can get the complete sentence, “We visited the restaurant yesterday.”

If the students’ level is low, give students example sentences easier than the ones in the textbook. For example,

I love a girl who loves my best friend.

Dr. Brown invented a car that travels through time.

| Antecedent | Subjective Case | | Possessive Pronoun (+Noun) | Objective Case | |
|------------|-----------------|------|----------------------------|----------------|------|
| person | who | That | whose | who(m) | that |
| thing | which | | | which | |

----- + verb + ... → subjective case

Look at the left of the blank, if a person is found, who should be used. If a thing is found, which should be the answer. When, neither “who” nor “which” is found as an answer choice, “that” should be the answer.

N X + ----- + NY (+ S) + V

If the “NY of NX” relationship is found between NY and NX, the blank should be “whose”.

----- + S + V → Objective

Look at the left of the blank, if a person is found, who or whom should be the answer. If a thing is found, which should be the answer. If neither “who(m)” nor “that” is found, “that” should be the answer.

Exercises

Directions: Choose the correct answer to complete the sentences.

1. Have students answer questions individually. If they seem to have difficulty working on most questions by themselves, tell them that they can refer to the explanations on the previous pages.
2. Check the answers.
 - a. Have students compare their answers with their partners.
 - b. Call on them to elicit their answers in class.
 - c. For the wrong answer choices, teachers can show students how they could make correct sentences with the wrong answer choices.
 - d. Answers:

| | |
|----------|----------|
| 1) That | 6) That |
| 2) Who | 7) Which |
| 3) Who | 8) Which |
| 4) Whose | 9) Who |
| 5) Whose | 10) That |

Practice

Directions: Practice Part 5 type questions. Choose the correct answer.

1. Have students answer questions individually.
2. Tell them to check their answers by referring to the explanations from the previous pages.
3. Final answer check. Call on the students to elicit the sentence structure near the blank before asking them the answer they think is correct.
4. Give students sample sentences for wrong answer choices if necessary.
5. Answers:

| | |
|------|-------|
| 1) A | 6) D |
| 2) C | 7) B |
| 3) D | 8) C |
| 4) B | 9) D |
| 5) A | 10) A |

Lesson 19: Understanding correlative conjunctions – for Part 5 & 6 (P. 149–154)

Strategy / Focus

What students need to learn

Correlative conjunctions that frequently appear on the TOEIC test are very limited. Have them memorize the following items.

- not only ... but also ...
- whether ... or ...
- both ... and ...
- either ... or ...
- neither ... nor ...
- so ... that ~ * an adjective or an adverb follows “so” / ... so that ~
- as ... as
- more ... than
- from ... to ...
- between ... and ... * between is used for two things, while among is used for more than two things

For “as ... as” and “more ... than”, you could teach them the comparative and the superlative forms if you have time.

For example:

- Lisa is smart. (regular adjective)
- Lisa is as smart as Yumiko. (as ... as)
- Lisa is smarter than Yumiko. (comparative)
- Lisa is the smartest student in the office. (superlative)

Exercises

Directions: Each blank is a part of a correlative conjunction. Find the rest of it in the sentence and fill in the blank.

1. Have them answer the questions individually. If they seem to have difficulty working on most of the questions by themselves, tell them that they can refer to the explanations from the previous pages.

2. Check the answers.

- a. Have students compare their answers with their partners.
- b. Call on them to elicit their answers in class.
- c. For the wrong answer choices, the teacher can show students how they could make correct sentences with the wrong answer choices. Answers:

- | | |
|------|-------|
| 1) I | 7) K |
| 2) G | 8) D |
| 3) A | 9) F |
| 4) B | 10) H |
| 5) C | 11) J |
| 6) E | |

Practice

Directions: Let's practice Part 5 type questions. Choose the correct answer.

1. Have students answer the questions by themselves.
2. Tell them to check their answers by referring to the explanations from the previous pages.
3. Final answer check. Call on students to elicit the sentence structure near the blank before asking them the answer they think is correct.
4. Give students sample sentences for any wrong answer choices if necessary.
5. Answers:

- | | |
|------|-------|
| 1) D | 7) A |
| 2) C | 8) C |
| 3) D | 9) B |
| 4) B | 10) D |
| 5) C | 11) C |
| 6) A | |

Lesson 20: Conjunction and preposition differences – for Part 5 & 6 (P. 155–161)

Strategy / Focus

What students need to learn

The chart below illustrates the various uses of conjunctions and prepositions.

| Meaning | Conjunctions (followed by S + V) | Prepositions (followed by noun phrase) |
|-----------|-------------------------------------|---|
| Cause | Since, because | Because of, due to |
| Contrast | Although, even though | In spite of, despite |
| Duration | While | During |
| Condition | If | In case of |
| Time | By the time | By |
| | After, before, until, since | |

Common Patterns

1. If its followed by a **noun phrase** → **preposition**

Ms. Hefter could not attend the sales meeting because of her illness.

Despite its location, Dresher, Inc.’s products sell rather well in North America and Asia.

2. If its followed by a clause containing a **Subject + Verb** → **Conjunction**
 Conj + S + V modifies the **main clause**.

Since Ms. Hefter was ill, she could not attend the sales meeting.

Ms. Hefter could not attend the sales meeting since she was ill.

Although Drescher, Inc. is located in Europe, its products sell rather well in North America and Asia.

Its products sell rather well in North America and Asia although Drescher, Inc. is located in Europe.

3. **FANBOY Conjunction** (for, and, nor, but, or, yet, so)
 S+V+..., **FANBOY Conj** S+V+...

Ms. Hefter was ill, so she could not attend the sales meeting.

× Ms. Hefter was ill. So, she could not attend the sales meeting.

(Cannot use “so” at the beginning of a sentence. NOTE: This is a rule for written English, not Spoken English.)

× Ms. Hefter could not attend the sales meeting, so she was ill. (Wrong cause-effect)

Dresher, Inc. is located in Europe, but their products sell rather well in North America and Asia.

× But Dresher, Inc. is located in Europe, their products sell rather well in North America and Asia. (Cannot use “but” at the beginning)

× Dresher, Inc.’s products sell rather well in North America and Asia, but it is located in Europe. (Wrong contrast)

Exercises

Directions: Select the correct answer. The underlined parts are the hints.

1. Have students answer the questions individually. If they seem to have difficulty working on most of the questions by themselves, tell them that they refer to the explanations from the previous pages.
2. Check the answers.
 - a. Have students compare their answers with their partners.
 - b. Call upon students to elicit their answers in class.
 - c. For the wrong answer choices, teachers can show students how they could make correct sentences with the wrong answer choices.
 - d. Answers:

| | |
|----------------------|------------------------|
| 1) <u>Because</u> | 6) <u>Since</u> |
| 2) <u>Although</u> | 7) <u>While</u> |
| 3) <u>Because of</u> | 8) <u>If</u> |
| 4) <u>But</u> | 9) <u>Despite</u> |
| 5) <u>During</u> | 10) <u>Even though</u> |

Practice

Directions: Now let’s try Part 5 type questions. Choose the best answer choice from (A) to (D) for each question.

1. Have students answer the questions by themselves.
2. Tell them to check their answers by referring to the explanations from the previous pages.
3. Final answer check. Call on students to elicit the sentence structure near the blank before asking them the answer they think is correct.
4. Give students sample sentences for any wrong answer choices if necessary.
5. Answers:

| | |
|-------------|--------------|
| 1) <u>B</u> | 6) <u>B</u> |
| 2) <u>A</u> | 7) <u>A</u> |
| 3) <u>D</u> | 8) <u>D</u> |
| 4) <u>D</u> | 9) <u>C</u> |
| 5) <u>C</u> | 10) <u>D</u> |

4. Answers:

- 1) C
- 2) C
- 3) C

- 4) C
- 5) B
- 6) B

- 7) B
- 8) C
- 9) D

Lesson 22: How to solve questions with graphics— for Parts 3 & 4 (P. 170–176)

Strategy

In order to solve questions with a graphic, it is key to quickly catch the required information. This lesson presents what kind of graphics appear on the test, what is usually asked, and how to answer the questions.

Focus

1. Direct students to the graphic. Have them quickly scan for key words.
2. Play audio track 126. While the audio is playing, have them follow along using the script printed on page 170.
3. Have them note that while the date on which the show is broadcast is not stated in the listening, the fact that Christine Watanabe is usually present *is* stated. According to the chart then, one can guess that the show is being broadcast on a Tuesday.
4. This makes it easy to choose the correct answer, B.
5. If you have time, clarify and teach any words or phrases they don't know. It might be useful to refer to the Japanese translation on page 171.

Exercises

Directions: Look at both the graphic and question to make sure of what is asked. Then, listen to the audio and answer the question.

1. Give students 15–30 seconds to scan the graphic and question for #1. Have them circle keywords and confirm what the question is asking.
2. Play the audio (track 127) and have them answer the question. If it seems that they have trouble answering in one go, have them play the audio a second time.
3. Repeat for Questions 2–6. Then go over the answers together in class.
4. Answers:

1) A
2) D
3) A

4) D
5) D
6) D

Practice

Directions: The following questions are TOEIC Parts 3 and 4 type questions. Listen to the audio and choose the best answer for each question.

1. Have students answer the questions as if it were an actual TOEIC test. If the student level is relatively low, it may be useful to give them 30 seconds to scan each of graphic + questions before playing the audio.

2. Play audio tracks 133–140.
3. If students seem to be struggling to answer after one time though, feel free to repeat the audio.
4. Have students compare their answers with their partners.
5. Elicit correct answers as a class. Answers:

| | | |
|------|------|-------|
| 1) B | 5) C | 9) A |
| 2) C | 6) B | 10) A |
| 3) C | 7) B | 11) D |
| 4) B | 8) C | 12) C |
6. If time allows, pass out the script and have students find the answers in the script.

Lesson 23: Multiple Passages—for Part 7 (P. 177–185)

Strategy

In the last half of Part 7, there are problems that consist of two sets of passages followed by 5 questions as well as three sets of passages followed by 5 questions. In order to answer these types of problems, you will know how the passages within the same set are related in order to judge which parts you will need to reread to answer questions.

Focus

Direct students to the chart on page 177. Tell them that there are several steps they should take when answering this type of multiple passage problem. Refer them to the flowchart and explain the following:

There are several steps to answering this type of question.

1. Read one passage. (Read the longer one, such as the article or e-mail.)
2. Skim the questions to see what is asked.
3. Judge whether you can answer the questions using the information in the passage you have already read.
 - a. If yes, answer the question, reading the important parts as required.
 - b. If no, read another passage.

| Passage #1 | Passage #2 | Points to check |
|--|--|--|
| The schedule for an event | An Email announcing a schedule change | How the schedule is changed |
| Job seeking ad | Résumé | What part is unqualified |
| Item description on the web, in a flyer, or in a catalog | order form, bill, or user review | Which items are ordered/used |
| Email requesting to find something | List of houses, services, etc. | Which one applies to the request |
| Announcement from a store, person, or company | Article that introduce the person or thing, a review | How the object is described in the article |

Exercises

Directions: Read the information in both of the articles carefully to answer the questions.

1. Refer the students to the question 1 on page 178. Ask them, “Which of these two passages is longer?” They should answer that the second passage, the email, is longer.
2. Have them read the email passage only. Set a relatively short time of 30 seconds to 1 minute.
3. Have the scan the question to see if they can answer it. In this case, point out that the answer C, is found in the email, so they didn’t need to refer to the graphic at all.

4. Have them finish the remained of the exercises, repeating the steps explained in the focus section.
5. Check the answers.
 - a. Have students compare their answers with their partners.
 - b. Elicit the correct answers as a class. If the answer is wrong, explain why it is so.
 - c. Answers:

| | | |
|------|------|------|
| 1) C | 3) B | 5) D |
| 2) D | 4) C | |
6. Explain any difficult sentences or words found in the passage, as necessary.

Practice

Directions: Now let's practice actual Part 7 type questions. Read the passages and answer the questions that follow.

1. Have students answer the questions on pages 183–185 as if it were an actual test. Set a relatively short amount of time at first and lengthen if students seem to be struggling to finish on time.
2. Check the answers.
 - a. Have students compare their answers with their partners.
 - b. Elicit the correct answers as a class. Before eliciting the answer, it might be useful to ask which of the passages they tried to read first to find the answer, and if they could find it by reading only one passage.
 - c. Correct answers:

| | | |
|------|------|-------|
| 1) A | 5) B | 9) C |
| 2) C | 6) B | 10) B |
| 3) A | 7) C | |
| 4) B | 8) B | |
3. Go over the passages explaining difficult words and sentences. If students are of a relatively high level, this could be accomplished as a self-study activity. Otherwise, the teacher could select particularly difficult words and phrases to explain to the class. Alternatively, the teacher at this point could pass out the Japanese script for students to reference.

Lesson 24: Understanding text structure—for Part 6 (P. 186–191)

Strategy

To answer Part 6 questions, you need to not only expand your vocabulary and grammar but also understand the cohesion and coherence of the text. Here, typical pattern of development and discourse markers are introduced.

Focus

Discourse markers tells how the text or conversation is developed. In spoken language, *you know* or *oh* are often used. In this lesson, markers used in written language is introduced.

1. As a class activity, you could introduce the concept of discourse markers on the board, choosing as an example some of the sentences in the text.
2. Write the following discourse marker categories on the board. After giving one or two examples, elicit students to add their own. For example:
 - Listing: the other, besides, in addition, ...
 - Cause and Effect: therefore, as a result, ...
 - Comparison & Contrast: on the other hand, otherwise, ...
 - Statements & Details: for example, in other words, ...
 - Time order / sequence: first (of all), next, then, ...
3. Direct students to the examples given in the textbook on pages 186–188. Have them read through the discourse marker types and practice making example sentences with their partner. At first, this could be done orally, with the teacher walking around and making corrections as necessary.
4. If time allows, encourage students to write out a few discourse marker examples.

Exercises

Directions: Complete the thought by choosing either (A) or (B).

1. Have students complete the exercises activity. If they seem to have trouble choosing, redirect them to the example sentences in the focus section.
2. Have students compare their answers with their partners.
3. Elicit answers as a class, ask them why and from which category their discourse marker is from.
4. Provide the correct answers:

| | | |
|------|------|-------|
| 1) A | 5) B | 9) B |
| 2) B | 6) B | 10) B |
| 3) A | 7) A | |
| 4) A | 8) B | |

Practice

Directions: Now let's practice actual Part 6 type questions. Read the passages and answer the questions that follow.

1. Have students complete the activity as if it were an actual TOEIC test. Giving them a time to finish is useful here.
2. After the time is expired, let them discuss with their partners the answers. Encourage them to refer back to the Focus section as need be.
3. Elicit answers from the students. Encourage them to explain why they choose what they did. Provide feedback for wrong answer choices.

4. Answers:

1) B

4) A

7) B

2) A

5) C

8) A

3) C

6) D

5. If time allows, explain the vocabulary and sentences in the passages. You could make this a self-study activity by passing back the translations from the answer key.

Lesson 25: Cohesion brought by pronouns or determiners—for Part 7 (P. 192–197)

Strategy

In Part 7, there are sentence insertion questions. In order to answer these questions, it is necessary to understand the cohesion between sentences, as learned in Lesson 24. In this lesson, the functions of pronouns and determiners are introduced, which helps you solve the questions.

Focus

The chart on pages 192–193 is translated below. As a class activity, teachers could:

1. Introduce the concept of determiners on the board, choosing as an example some of the sentences in the text.
2. Direct students to the examples given in the textbook on pages 192–193. Have them read through the types of determiners and practice making example sentences with their partner. At first, this could be done orally, with the teacher walking around and making corrections as necessary.
3. If time allows, encourage students to write out a few examples in their notebooks.
4. Elicit determiner examples by having students read their sentences.

Pronouns that refer to the nouns that precede them

(See Lesson 17 to learn what typical pronouns are and how they are used).

I saw a movie yesterday. It was not so good.
Jonas Pullman is our new boss. He is extremely smart.

Pronouns that refer to what is mentioned before

Read the e-mail from Ms. Fujita. This will help you understand the situation.
This = reading the email from Ms. Fujita.

Everybody says money is not everything. That is not true, though.
That = Money is not everything

Nick came late for today's meeting. It was unusual.
It = Nick coming late

Determiner + Noun: this, the, ...

Ms. Song is a specialist in marketing. Let's ask her opinion.

Our president left a lot of debts and ran away. This news surprised all the employees.

Mr. Philip said, "Any questions?" Some people raised their hands.

Tim and Simon are excellent engineers. The company should care for these people.

Determiner mentioning number or amount

I am currently working with Amanda and Megan. Both women are very smart.

Some people want to have a potluck party. Other people suggest going hiking.

Phrases referring to time or place

I am going to New York this summer. I will see some old friends there.

Wendy joined Vox Company seven years ago. She worked as a sales representative at first but moved to the PR Department soon after.

Exercises

Directions: Complete the thought so that it makes sense by choosing either (A) or (B).

1. Have students complete the exercises activity. If they seem to have trouble choosing, redirect them to the example sentences in the focus section.
2. Have students compare their answers with their partners.
3. Elicit answers as a class, ask them why and what the determiner refers to.

4. Provide the correct answers:

1) B

5) A

9) B

2) B

6) B

10) A

3) B

7) A

4) A

8) B

Practice

Direction: Now let's practice actual Part 7 type questions. Read the passages and answer the questions that follow.

1. Have students complete the activity as if it were an actual TOEIC test. Giving them a time to finish is useful here.
2. After the time is expired, let them discuss with their partners the answers. Encourage them to refer back to the Focus section as need be.
3. Elicit answers from the students. Encourage them to explain why they choose what they did. Provide feedback for wrong answer choices.

4. Answers:

1) D

4) A

7) B

2) B

5) D

8) B

3) C

6) B

5. If time allows, explain the vocabulary and sentences in the passages. You could make this a self-study activity by passing back the translations from the answer key.

Lesson 26: Meaning in context—Parts 3, 4, & 7 (P. 198–205)

Strategy

In Parts 3, 4, and 7, there are some questions that ask the meaning of a word or expression quoted from the text. In order to answer this type of question, pay attention to what is before and after the quoted part.

Focus

Explain to the students that this lesson teaches them to answer questions that have quoted text by encouraging to look at what is written before and after the quotation. For example, the meaning of the quoted phrase (“I don’t think so”) cannot be determined without taking into consideration the greater context of its use within the text.

Exercises

Directions: Listen to the audio to answer the following questions.

1. As this is a listening exercise, encourage students to quickly scan the questions to determine what they need to listen for.
2. Play the audio and have students select the best answer. If they seem to be struggling, repeat the audio as many times as necessary.
3. Have students compare their answers with their partners.
4. Go over the answers together in class. Answers:

| | | |
|------|------|-------|
| 1) D | 5) D | 9) A |
| 2) D | 6) B | 10) D |
| 3) A | 7) B | |
| 4) B | 8) C | |
5. Pass out the script and encourage students to notice how the answer may be located before or after the quoted text.

Practice

Direction: Now let’s practice actual Part 3, 4, and 7 type questions. After listening the audio or reading the passages, answer the questions that follow.

1. This practice is unique in that it is a mix of listening and reading questions. In this case, it is best to have students answer the questions as an actual TOEIC test.
2. If your students are particularly low, they may benefit from you pausing the audio before each track so that they have time to scan the question and answer choices.
3. For the reading section, provide a time within which they should finish.

4. After students have finished the reading section, have them compare their answers with their partners. Then, elicit answers as a class, providing feedback for wrong answer choices. Answers:

1) A

5) D

9) A

2) D

6) B

10) A

3) B

7) D

11) D

4) D

8) B

12) C

5. Pass out script and allow students to ask questions about vocabulary and phrases as time allows.

Lesson 27: Getting used to spoken English—for Parts 3 and 7 (P. 206–212)

Strategy

In Part 3, there are some conversations that are made up of many turns or those with three speakers. In addition, in Part 7, some of the passages are text messages. They may look difficult, but understanding basic text structures and knowing some expressions will help.

Focus

A conversation with many turns or a chat may have the following structure

1. The topic is introduced
2. The speakers exchange turns to discuss the topic provided in 1
3. Based on the solution or decision made in 2, reference to the future is made

Like the above, it is not so different from regular Part 3 conversations. If anything, there are more turns and the interaction is more developed. For example, sometimes a solution presented at the beginning of the conversation is rejected and another solution is offered.

In the chart below, commonly used expressions in spoken English are given. It might be useful to the students for the teacher to model these expressions as part of a short dialogue, explaining them one by one. Because of their sheer number, these could also be taught over the length of the course, a few at a time.

Commonly Used Expressions

| Expression | Function |
|------------------------------|---|
| Got it. | Showing understanding. It may mean “receive it.” |
| You made it. | When commenting on a success |
| About what? | Asking for detail |
| Oh, really? | Showing doubt or surprise |
| Did you get it? | = Do you understand? |
| No way. | When something unexpected happens |
| What brought you here today? | It is more natural than “Why did you come here today.” |
| Hold on. | When something unexpected is mentioned. |
| Let’s go with it/that. | Agreeing a plan |
| I’ll manage. | Used not to worry the interlocutor. “I can take care of it.” Is also used. |
| That happens. | When something bad happens |
| Not yet. | When asked about a task that is not finished |
| What do you think? | Asking an opinion |
| No, do you? | Responding negatively to a question and returning the question. Similar to “How about you?” |
| Here you are/go. | When giving/showing something |

| | |
|---------------------|---|
| Here we go. | When starting something; when something expected happens |
| No problem. | When the interlocutor is showing concern. |
| We'll see. | = Let's wait and see. |
| I wish I could. | Only "I wish" is often used too. |
| Do I? | When one is not certain about oneself. "Did I?" and "Am I?" are often used too. |
| I will. | When requested or ordered to do something |
| I'll try | When you have to do something difficult |
| (It) works for me. | When talking about a schedule. "It is okay with me" is also used. |
| That's news to me. | When something you have not heard is mentioned, you can say "Sounds unfamiliar" |
| Sounds like a plan. | Learn the pattern: Sound like + Noun |
| Let me think. | When you're unable to make a decision right away |
| I mean | mean = say seriously |
| I guess so. | When asked your opinion |
| I hope so. | When there is a little concern |

Exercises

Directions: Now let's practice Part 3 type questions. Listen to the audio, and then answer the questions that follow.

1. Tell students that the following questions uses some of the phrases and expressions taught in the focus section. Play the audio and encourage the students to answer the questions.
2. Repeat the audio, but this time pause after each question, giving students time to refer back to the focus section.
3. Have students compare their answers with their partners.
4. Go over the answers in class. When eliciting answers, ask the students which expression was used. Answers:

1) B

5) C

9) A

2) D

6) B

10) B

3) C

7) A

11) B

4) D

8) D

12) A

5. Pass out the script and encourage students to notice how the natural expressions are used.

Practice

Directions: Now let's practice actual Part 7 type questions. Read the passages to answer the questions that follow.

- 1) As this is an example of Part 7 reading questions, provide students a time to finish and let them answer the questions as if it were an actual test.
- 2) Have students compare their answers with their partners.

- 3) Elicit correct answers from the students, providing feedback on wrong answers as necessary.
- 4) As time allows, teach any difficult words or phrases found in the passage.