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WITH  
ANSWER  
KEY

# PREPARATION SERIES FOR THE NEW TOEIC® TEST

## Introductory Course

Fourth Edition



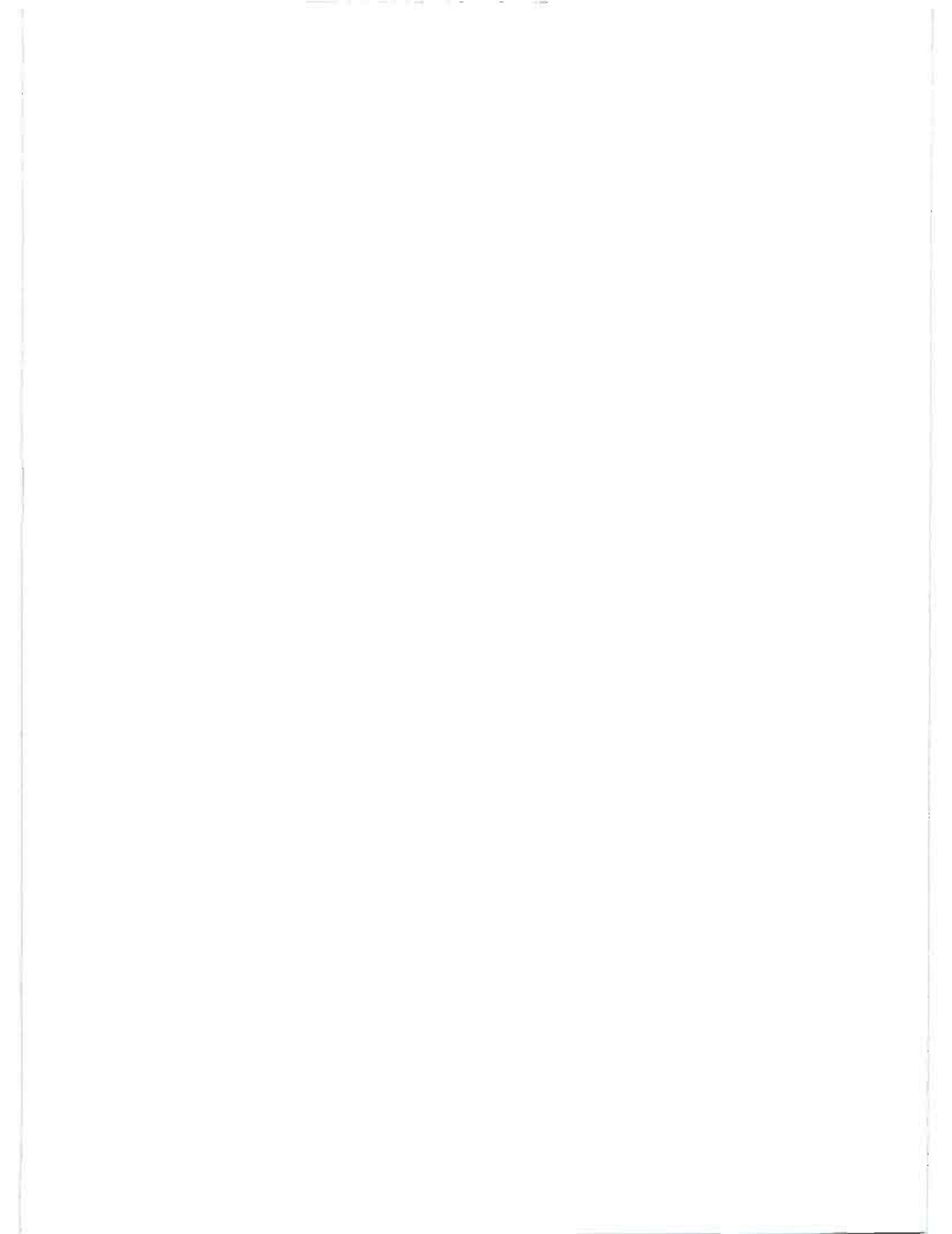
## Lin Lougheed



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# PREPARATION SERIES FOR THE NEW TOEIC® TEST

Introductory Course

Fourth Edition

**Lin Lougheed**



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**Longman Preparation Series for the New TOEIC® Test, Introductory Course, Fourth Edition**

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Pearson Education, 10 Bank Street, White Plains, NY 10606

**Staff credits:** The people who made up the *Longman Preparation Series for the New TOEIC® Test, Introductory Course* team, representing editorial, production, design, and manufacturing, are listed below:

Jennifer Adamec  
Rhea Banker  
Angela M. Castro  
Dave Dickey  
Pam Fishman  
Nancy Flaggman  
Patrice Fraccio  
Margo Grant  
Michael Mone  
Edie Pullman

Cover design: Barbara Sabella  
Text design: Pat Wosczyk  
Text composition: TSI Graphics  
Text font: 11/15 Palatino

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## **O'Toole, Steve**

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



# INTRODUCTION

# TO THE STUDENT

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

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## ***Goal 1: Improving your proficiency in English***

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

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

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## ***Goal 2: Improving your test-taking skills***

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

## TO THE TEACHER

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

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### Part 1: Photos

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

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### Part 2: Question-Response

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

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

### **Part 3: Conversations**

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

### **Part 4: Talks**

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

### **Part 5: Incomplete Sentences**

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

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

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### **Part 6: Text Completion**

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

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### **Part 7: Reading Comprehension**

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

# ABOUT THE NEW TOEIC® TEST

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

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

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

## *Tips for Taking the New TOEIC Test*

- Be familiar with the directions before you take the exam.**  
The directions are the same on every exam. If you study the directions in this book, which are identical to those on the actual new TOEIC, you don't need to read them on the day of the exam. Instead you can study the photos, read the answer options, and take more time to answer the questions themselves.
- Work rapidly, but carefully.**  
Train yourself to work quickly. Train yourself to be thorough.
- Guess.**  
If you do not know the answer, guess. You are not penalized for wrong answers, and you may get it right.
- Mark only one answer per question.**  
Any question with more than one answer blackened will be counted as wrong.
- Use the strategies and tips that you learned in this book.**  
This book was written so you can score higher on the new TOEIC test. Use these strategies and tips for success.

# NEW TOEIC® TEST DIRECTIONS

## *General Directions*

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



### **Test of English for International Communication**

#### **General Directions**

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

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

## *Specific Directions*

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

# NEW TOEIC® TEST ANSWER SHEETS

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

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



# LISTENING

# COMPREHENSION

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

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

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

# PART 1—PHOTOS

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

## LISTENING TEST

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

### PART 1

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

#### Example

*Sample Answer*

A    B    C    D



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

In this part you will learn how to look at photographs. These are the types of photographs you will see:

- photos of people
- photos of things

## PHOTOS OF PEOPLE

You will see photos of people in Part 1. You will hear statements about the people that may give information about:

- Who are they?
- Where are they?
- What are they doing?
- What do they look like?

## PHOTO 1



**A. WHO ARE THE PEOPLE?** Look at the photo above. Make assumptions about the occupation or relationship of the people in the photo.

Write Y (Yes), N (No), or ? (Unsure) beside the following relationships or occupations.

1. \_\_\_\_ brother and sister
2. \_\_\_\_ father and son
3. \_\_\_\_ boss and worker
4. \_\_\_\_ employees
5. \_\_\_\_ colleagues
6. \_\_\_\_ workers
7. \_\_\_\_ clerks
8. \_\_\_\_ repair personnel
9. \_\_\_\_ landlords
10. \_\_\_\_ shipping agents
11. \_\_\_\_ dentists
12. \_\_\_\_ mechanic and customer

**B. WHERE ARE THE PEOPLE?** Try to determine the setting. Pay attention to the prepositions such as *next to*, *in front of*, and *at*.

Write Y (Yes), N (No), or ? (Unsure) beside the following locations.

1. \_\_\_\_\_ in an office
2. \_\_\_\_\_ on the job
3. \_\_\_\_\_ at home
4. \_\_\_\_\_ next to a school
5. \_\_\_\_\_ on the bus
6. \_\_\_\_\_ at work
7. \_\_\_\_\_ in the street
8. \_\_\_\_\_ in a hallway
9. \_\_\_\_\_ behind a desk
10. \_\_\_\_\_ by a work station
11. \_\_\_\_\_ in front of a window
12. \_\_\_\_\_ in a conference room

**C. WHAT ARE THE PEOPLE DOING?** Identify the appropriate action.

Use these words to complete the sentences:

facing      giving      sitting      taking      touching

1. The man on the right is \_\_\_\_\_ a box from the man on the left.
2. The man on the left is \_\_\_\_\_ a box to the man on the right.
3. Both men are \_\_\_\_\_ one another.
4. Neither man is \_\_\_\_\_ down.
5. Both men are \_\_\_\_\_ the box.

**D. WHAT DO THE PEOPLE LOOK LIKE?** How would you describe these people?

Write Y (Yes) if the description is true. If it is not, rewrite the sentence to make it true.

1. \_\_\_\_\_ Both men are wearing jackets.
2. \_\_\_\_\_ The man on the right is wearing a tie.
3. \_\_\_\_\_ Both men are wearing glasses.
4. \_\_\_\_\_ One man has a watch on his right hand.
5. \_\_\_\_\_ There are a lot of people in the office.
6. \_\_\_\_\_ Both men are wearing dark shirts.
7. \_\_\_\_\_ The box is big and heavy.
8. \_\_\_\_\_ The man on the left is wearing a vest.

## PHOTO 2



**A. WHO ARE THE PEOPLE?** Look at the photo above. Make assumptions about the occupation or relationship of the people in the photo.

Write Y (Yes), N (No), or ? (Unsure) beside the following relationships or occupations.

1. \_\_\_\_\_ father and son
2. \_\_\_\_\_ brothers
3. \_\_\_\_\_ colleagues
4. \_\_\_\_\_ speaker and panelist
5. \_\_\_\_\_ master of ceremonies and speaker
6. \_\_\_\_\_ employer and employee
7. \_\_\_\_\_ political opponents
8. \_\_\_\_\_ construction managers
9. \_\_\_\_\_ architects
10. \_\_\_\_\_ service technicians
11. \_\_\_\_\_ teacher and administrator
12. \_\_\_\_\_ teacher and student

**B. WHERE ARE THE PEOPLE?** Try to determine the setting. Pay attention to the prepositions such as *next to*, *in front of*, and *at*.

Write Y (Yes), N (No), or ? (Unsure) beside the following locations.

1. \_\_\_\_\_ under the painting
2. \_\_\_\_\_ on the desk
3. \_\_\_\_\_ behind the podium
4. \_\_\_\_\_ between the two tables
5. \_\_\_\_\_ at the table
6. \_\_\_\_\_ next to one another
7. \_\_\_\_\_ across the street
8. \_\_\_\_\_ at the podium
9. \_\_\_\_\_ in front of the podium
10. \_\_\_\_\_ between the paintings
11. \_\_\_\_\_ behind the microphones
12. \_\_\_\_\_ above the water pitchers

**C. WHAT ARE THE PEOPLE DOING?** Identify the appropriate action.

Use these words to complete the sentences:

addressing      expressing      listening      sitting      standing

1. The man at the podium is \_\_\_\_\_ an audience.
2. The man \_\_\_\_\_ to the speaker has his elbow on the table.
3. The speaker is \_\_\_\_\_ at the podium.
4. The honoree is \_\_\_\_\_ his thanks.
5. The next speaker is \_\_\_\_\_ at the table beside the podium.

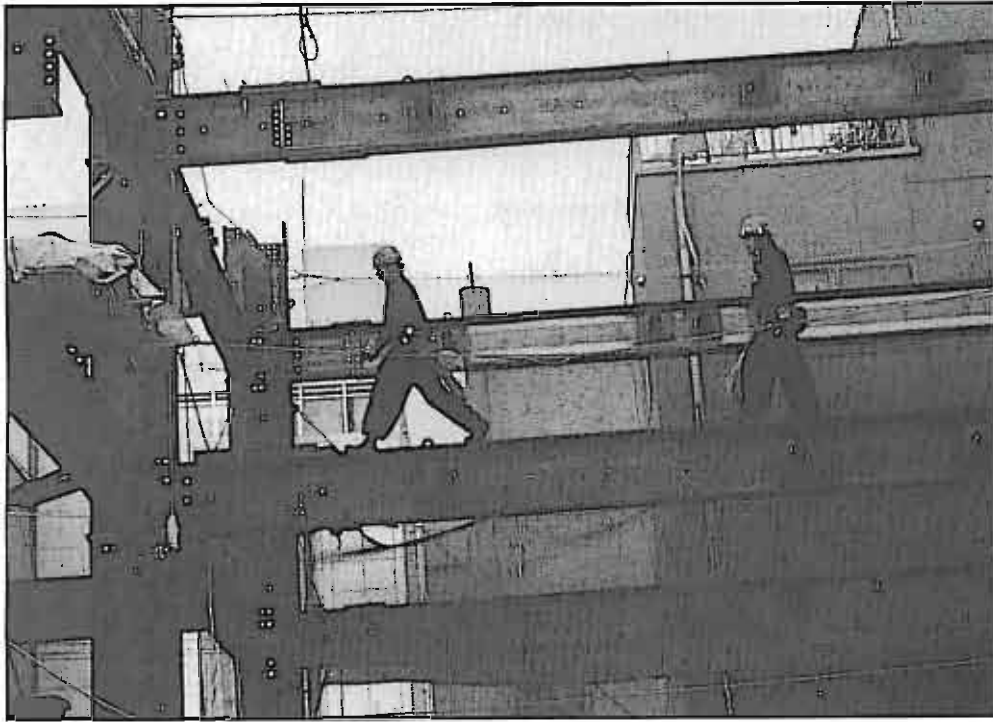


**D. WHAT DO THE PEOPLE LOOK LIKE?** How would you describe these people?

Write Y (Yes) if the description is true. If it is not, rewrite the sentence to make it true.

1. \_\_\_\_\_ Both men are wearing suits.
2. \_\_\_\_\_ Only one man is wearing a tie.
3. \_\_\_\_\_ Only one man is wearing glasses.
4. \_\_\_\_\_ One man is dressed casually.
5. \_\_\_\_\_ The man behind the podium is wearing a hat.
6. \_\_\_\_\_ One man is wearing a dark suit.
7. \_\_\_\_\_ Both men have a lot of hair.
8. \_\_\_\_\_ The man sitting down has a handkerchief in his suit pocket.

## PHOTO 3



**A. WHO ARE THE PEOPLE?** Look at the photo above. Make assumptions about the occupation or relationship of the people in the photo.

Write Y (Yes), N (No), or ? (Unsure) beside the following relationships or occupations.

1. \_\_\_\_\_ husband and wife
2. \_\_\_\_\_ brothers
3. \_\_\_\_\_ construction workers
4. \_\_\_\_\_ file clerks
5. \_\_\_\_\_ lawyer and client
6. \_\_\_\_\_ metal workers
7. \_\_\_\_\_ computer technicians
8. \_\_\_\_\_ doctor and patient
9. \_\_\_\_\_ building inspectors
10. \_\_\_\_\_ assembly line workers
11. \_\_\_\_\_ circus performers
12. \_\_\_\_\_ dock hands

**B. WHERE ARE THE PEOPLE?** Try to determine the setting. Pay attention to the prepositions such as *next to*, *in front of*, and *at*.

Write Y (Yes), N (No), or ? (Unsure) beside the following locations.

1. \_\_\_\_\_ at a construction site
2. \_\_\_\_\_ in a basement
3. \_\_\_\_\_ on the roof
4. \_\_\_\_\_ on a girder
5. \_\_\_\_\_ at the drug store
6. \_\_\_\_\_ at the payroll office
7. \_\_\_\_\_ on a support beam
8. \_\_\_\_\_ in a clinic
9. \_\_\_\_\_ by a telephone pole
10. \_\_\_\_\_ near a bridge
11. \_\_\_\_\_ on a trolley
12. \_\_\_\_\_ around back

**C. WHAT ARE THE PEOPLE DOING?** Identify the appropriate action.

Use these words to complete the sentences:

constructing      following      holding      walking      watching

1. The construction workers are \_\_\_\_\_ where they are going.
2. They are \_\_\_\_\_ a new building.
3. They are \_\_\_\_\_ on to a support wire.
4. One man is \_\_\_\_\_ the other.
5. The workers are \_\_\_\_\_ across the support beam.

**D. WHAT DO THE PEOPLE LOOK LIKE? How would you describe these people?**

Write Y (Yes) if the description is true. If it is not, rewrite the sentence to make it true.

1. \_\_\_\_\_ Both men are wearing hard hats.
2. \_\_\_\_\_ Both men are wearing similar construction uniforms.
3. \_\_\_\_\_ One man is not wearing shoes.
4. \_\_\_\_\_ One man is wearing gloves.
5. \_\_\_\_\_ The man in front is wearing a sport coat.
6. \_\_\_\_\_ The man behind is wearing light colored pants.
7. \_\_\_\_\_ Both men have dark hard hats.
8. \_\_\_\_\_ Both men are wearing shorts.

## PHOTO 4



**A. WHO ARE THE PEOPLE?** Look at the photo above. Make assumptions about the occupation or relationship of the people in the photo.

Write Y (Yes), N (No), or ? (Unsure) beside the following relationships or occupations.

1. \_\_\_\_\_ aunt and niece
2. \_\_\_\_\_ mother and daughter
3. \_\_\_\_\_ customer and salesperson
4. \_\_\_\_\_ pharmacist and client
5. \_\_\_\_\_ doctor and patient
6. \_\_\_\_\_ TV technician and actress
7. \_\_\_\_\_ student and teacher
8. \_\_\_\_\_ security guard and electrician
9. \_\_\_\_\_ insurance salesperson and health care provider
10. \_\_\_\_\_ hairstylist and client
11. \_\_\_\_\_ strangers
12. \_\_\_\_\_ carpenter and homeowner

**B. WHERE ARE THE PEOPLE?** Try to determine the setting. Pay attention to the prepositions such as *next to*, *in front of*, *behind*, and *at*.

Write Y (Yes), N (No), or ? (Unsure) beside the following locations.

1. \_\_\_\_\_ in a chair
2. \_\_\_\_\_ behind the client
3. \_\_\_\_\_ in front of the mirror
4. \_\_\_\_\_ behind the door
5. \_\_\_\_\_ in the corner.
6. \_\_\_\_\_ on top of the cabinet
7. \_\_\_\_\_ next to the shelf
8. \_\_\_\_\_ under the drawers
9. \_\_\_\_\_ beside the stylist
10. \_\_\_\_\_ at the hair salon
11. \_\_\_\_\_ inside the supermarket
12. \_\_\_\_\_ across the aisle

**C. WHAT ARE THE PEOPLE DOING?** Identify the appropriate action.

Use these words to complete the sentences:

having      holding      looking      sitting      styling

1. The stylist is \_\_\_\_\_ the client's hair.
2. The client is \_\_\_\_\_ her hair styled.
3. The woman is \_\_\_\_\_ a pen and paper.
4. The haircutter is \_\_\_\_\_ at her client.
5. The customer is \_\_\_\_\_ in the chair.

**D. WHAT DO THE PEOPLE LOOK LIKE?** How would you describe these people?

Write Y (Yes) if the description is true. If it is not, rewrite the sentence to make it true.

1. \_\_\_\_\_ Both women are wearing white dresses.
2. \_\_\_\_\_ The stylist is wearing a dark skirt.
3. \_\_\_\_\_ Both women have hair across their eyes.
4. \_\_\_\_\_ Only one woman has long hair.
5. \_\_\_\_\_ The woman on the right is wearing a dark shirt.
6. \_\_\_\_\_ The woman on the left is wearing white pants.
7. \_\_\_\_\_ Both women are wearing glasses.
8. \_\_\_\_\_ The woman sitting down has dark hair.

## PHOTOS OF THINGS

You will see photos of things in Part 1. You will hear statements about the things that may give information about:

- What are they?
- Where are they?
- What was done to them?
- What do they look like?