TOEIC | Advanced

EWS-TOEIC-L3-01 | Guided learning and practice

Identify speakers, situation and purpose

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A workplace conversation becomes easier to follow when you establish the participants and their purpose early. They might be a customer and supplier, colleagues planning a meeting or a visitor speaking to reception. Infer roles from evidence such as requests, responsibilities and services, not from stereotypes. The first question may test the general situation while later questions require details or next actions.

Read the question stems when the format provides time, then listen for the relevant relationships. A speaker mentioning a hotel does not necessarily mean the conversation takes place there; they could be booking it by phone from an office. Track the main problem and what each person can do about it. In review, summarise the exchange in one sentence before checking individual answers. This ensures that correct details remain connected to the actual conversation rather than becoming isolated words remembered from the recording.

Worked examples

Purpose: A customer asks a supplier to correct a delivery error.

Role clue: A speaker who offers room rates and availability may be handling reservations.

Try it yourself: language control

1. Choose: The invoice was sent (despite / although) the address error.
2. Choose: The updated notice (supersedes / repeats exactly) the earlier room allocation.
3. Correct: Neither of the documents contain a signature.
4. Choose: The supplier will replace the item at no additional (charge / charged).
5. Choose: Attendance increased (by / to) 15 people, from 40 to 55.

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Identify audience, purpose and main message

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A short talk can be an announcement, recorded message, advertisement, introduction or report. Identify who is speaking, who is listening and what the message is trying to achieve. A transport announcement gives practical information, while an advertisement encourages interest or action. The opening often establishes context, but the main message may depend on a later change or instruction.

Listen for the structure of the talk: situation, important details and requested next step. Do not treat every detail as equally central. In a recorded office message, opening hours, alternative contact and return date serve different purposes. During review, write one sentence stating the talk's purpose, then identify evidence for each detail question. This prevents a remembered phrase from being mistaken for the whole point. Build familiarity with workplace settings, but let the recording determine the answer rather than assumptions about how an announcement normally works.

Worked examples

Purpose: An announcement informs passengers of a platform change.

Audience: A message about staff training is directed to employees, not necessarily customers.

Equipment replacement

A supplier offers to replace faulty monitors returned within thirty days of delivery. Customers must first obtain a return reference and include it inside the package. A refund is considered only if a replacement cannot be supplied. Customers should not send unrelated accessories unless the service team requests them. For approved returns, the supplier provides a prepaid label. The company says that inspection normally takes five working days after the parcel arrives. That period does not include transport time or weekends. Damage caused by misuse is outside the standard replacement policy.

Find evidence in the text

1. What must customers obtain before returning a monitor?
2. When is a refund considered?
3. Should all accessories be returned automatically?
4. Who provides a label for an approved return?
5. Does the normal inspection period include transport time?

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Word forms and grammatical roles

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Incomplete-sentence items often require choosing the correct form of a word. Identify the role of the gap before comparing vocabulary. A noun can follow an article or adjective, an adjective can describe a noun, and an adverb can modify a verb or adjective. Related forms such as success, successful, successfully and succeed express different grammatical functions.

Read the full sentence to confirm the structure. A gap after has may need a past participle rather than any verb form; a gap before a noun may need an adjective. Do not assume every word-family item is solved by looking at the word immediately beside the blank, because longer phrases can separate related elements. After selecting an option, reread the sentence for meaning. Build a personal table of frequently confused word families and create a new sentence with each form. This turns a test item into useful grammar and vocabulary practice.

Worked examples

The team completed the project successfully: the adverb modifies completed.

The project was a success: the noun follows an article.

Apply the skill

1. Write three sentences distinguishing a return request, inspection and replacement dispatch.

2. Email practice: You returned a faulty item and need an update. Ask about receipt, inspection and the expected next step.

3. Explain what evidence would support the inference that a customer requested parking.

Use separate paper or a device recording for longer responses. Keep your attempt for feedback. This is EWS skill practice, not an official score.

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