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BARRON'S

TOEIC[®]

TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION

4TH EDITION



Dr. Lin Lougheed, Ed.D.

First News

NHÀ XUẤT BẢN TRẺ

BARRON'S TOEIC TEST, 4TH EDITION

By Lin Lougheed, Ed.D

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Overview of the TOEIC

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

Timetable for the TOEIC

Total Time: 2 hours

Section 1 (45 minutes)	Listening Comprehension Part 1: Photographs Part 2: Question-Response Part 3: Conversations Part 4: Talks	10 Questions 30 Questions 30 Questions 30 Questions
Section 2 (75 minutes)	Reading Part 5: Incomplete Sentences Part 6: Text Completion Part 7: Reading Comprehension <ul style="list-style-type: none"> • Single passages • Double passages 	40 Questions 12 Questions 28 Questions 20 Questions

To the Teacher

Rationale for a TOEIC Preparation Course

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

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

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

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

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

Organization of a TOEIC Preparation Course

Timetable

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

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

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

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

These abbreviations are used in the exercises and Explanatory Answers.

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

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

Teaching Listening Comprehension

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

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

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

Using the Photograph Exercises

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

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

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

Using the Question-Response Exercises

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

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

Using the Conversation Exercises

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

Using the Talks Exercises

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

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

Teaching Reading

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

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

Using the Vocabulary Exercises

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

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