

**TOEIC® PREPARATION INTERACTIVE  
TEACHER'S GUIDE OVERVIEW  
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## **ABOUT THE *TEACHER'S GUIDE OVERVIEW***

This *Teacher's Guide Overview* offers detailed information to help you use the *TOEIC® Preparation Interactive* course most effectively with your students. This document includes:

### **About the Part Notes**

- Description of the Part Notes PDF documents

### **TOEIC® Preparation Interactive Course Overview**

- General course information

### **Part Overview**

- Part structure
- Pedagogy underlying each part

### **Student Course Orientation**

- Information students should read before starting the course

### **Teaching the Course in the Classroom**

- Overview of the types of classroom activities you can use in conjunction with the CD-ROM course
- Overview of the Speaking and Writing Assignments in the Part Notes
- Suggested scoring guides for speaking and writing assignments in Parts I - VII

### **Assessment**

- Pre- and Post-Tests
- Review Quizzes
- Further Practice

### **Using Online Communication Tools to Supplement the Course**

- Tips on using online communication tools to supplement classroom activities

## **ABOUT THE PART NOTES**

Each Part of *TOEIC® Preparation Interactive* has its own Part Notes PDF containing

- An overview of the content covered in the Part
- Information on teaching the Part in the classroom
- Web Research, speaking and writing assignments with student handouts

## TOEIC® PREPARATION INTERACTIVE COURSE OVERVIEW

TOEIC® Preparation Interactive is a high-intermediate to advanced-level multimedia course for young adults, adult students, and professionals. It:

- Includes audio and animations
- Provides 45–65 hours of instruction
- Consists of 7 parts that correspond to those of the TOEIC®
- Provides Pre- and Post-Tests

### PART OVERVIEW

Each Part consists of the following sections:

- Test-Taking Strategies
- Review Quiz
- Further Practice

In addition, each part includes **one** of the following sections:

- Vocabulary Building
- Practice
- Grammar

#### Sections:

##### 1. Test-Taking Strategies

- **Strategies** help students learn how to respond quickly and accurately to the types of questions found on the TOEIC®.
- **Practice exercises** let students apply the strategies.

##### 2. Vocabulary Building

- **Definitions and example sentences** present words and phrases often tested in Parts I, IV, and VII of the TOEIC®.
- **Practice exercises** let students use the new vocabulary.

##### 3. Practice

- **Exercises** that are identical in form and similar in content prepare students for the actual TOEIC®.
- **Explanations** for all answer choices help increase students' understanding of the listening, reading, vocabulary, and grammar points being tested.

##### 4. Grammar

- **Presentations** review the grammar tested in Parts V and VI of the TOEIC®.
- **Practice exercises** test students' understanding of the points taught in each grammar presentation.
- **Hints** for each question provide helpful information.

##### 5. Review Quizzes

- A **Review Quiz** tests students' understanding of the material taught in each part.
- **Detailed Comments** explain why answer choices are correct or incorrect.
- **Transcripts** are provided for all listening questions.

##### 6. Further Practice

- **Further Practice** gives students additional review of topics they often find challenging.
- **Detailed Comments** explain why answer choices are correct or incorrect.
- **Transcripts** are provided for all listening questions.

## **STUDENT COURSE ORIENTATION**

The **Orientation** shows students how to

- Navigate through the course
- Do the activities and exercises in the course, using step-by-step sample screens
- Use special features and resources

To review the orientation for students, go to the "Course Home" page and click on "Orientation".

## **TEACHING THE COURSE IN THE CLASSROOM**

You can combine *TOEIC® Preparation Interactive* with classroom instruction in various ways. The number of classroom hours with students may vary according to each program.

### **Classroom Activities**

The Teacher's Guide Part Notes provide a chart of suggested activities, followed by detailed instructions for setting up and conducting them in the classroom. There are a variety of activities available:

#### **Practice with Partners**

Students work in pairs or small groups to practice the listening skills, reading skills, language points, or grammar points taught in the part.

#### **In-Class Survey**

Students gain fluency as they conduct an in-class survey. This activity is based on the material taught in the part.

#### **Reading Comprehension**

This activity prepares students for the reading questions based on short passages in Part VII. Handouts are available to print out.

#### **Group Discussion**

This activity provides fluency practice through small-group discussions conducted in class. Discussion topics and suggestions for using them are found in the Teacher's Guide Part Notes.

## Speaking and Writing Assignments

TOEIC® Preparation Interactive offers 6 speaking and 18 writing assignments in the seven parts. Students use the information from the Web Research activities to prepare the assignments. Detailed instructions and handouts for the assignments are included in the Part Notes for each Part.

Part	Section	Assignment	Title	Content and Task: USING RESEARCH ABOUT _____
<b>I</b>	Vocabulary Building	Writing	Aviation: Paragraph Writing	Air-traffic controllers: write a paragraph.
	Vocabulary Building	Writing	Banking: Paragraph Writing	The banking industry: write a paragraph.
	Vocabulary Building	Writing	Chemistry: Paragraph Writing	The life of a chemist: write a paragraph.
<b>II</b>	Practice	Speaking	News in Brief: Travel	A country: record <i>yes/no</i> questions and answers about the country.
	Practice	Speaking	Inventors	An inventor: record information questions and answers about the inventor.
<b>III</b>	Practice	Writing	Writing Conversations	The duties of a hotel clerk: write questions or statements for a clerk's dialogue with a guest.
	Practice	Speaking	Recording a Conversation	The hotel business: record a dialogue between a hotel clerk's and a guest.
	Practice	Writing	Listening to Interviews	Job interviews: write questions and answers for an interviewer and a person being interviewed.
<b>IV</b>	Practice	Speaking	World News: Editorial	A news story: record a personal editorial.
	Practice	Speaking	Today's News: Summarizing	A news story: record a short summary of a news report.
	Practice	Speaking	Weather Predictions	Weather terminology: record a short weather forecast.

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<b>Part</b>	<b>Section</b>	<b>Assignment</b>	<b>Title</b>	<b>Content/Task</b>
<b>V</b>	Grammar	Writing	Identifying Causes: Sentence Writing	Write sentences using causative verbs.
	Grammar	Writing	Identifying Causes: Paragraph Writing	Write a paragraph about a problem you have had in a living situation. Use causative verbs.
	Grammar	Writing	Ethics: Sentence Writing	Write conditional sentences about ethical problems.
	Grammar	Writing	Ethics: Paragraph Writing	Write a paragraph about an ethical problem. Use conditional sentences.
	Grammar	Writing	Business Leaders: Sentence Writing	Write sentences about a famous business leader.
	Grammar	Writing	Business Leaders: Paragraph Writing	Write a short biography of a famous business leader.
<b>VI</b>	Grammar	Writing	Freelance Freedom	Write sentences that compare the characteristics and lifestyle of a freelancer to an office employee.
	Grammar	Writing	Telecommuting	Write about telecommuting using gerunds and infinitives.
	Grammar	Writing	Cultures and Customs	Write rules of etiquette or cultural standards for your country. Use modal verbs.
	Grammar	Writing	Cultures and Customs: Writing	Write about the rules of business etiquette in a country you have chosen. Use modal verbs.
<b>VII</b>	Practice	Writing	Help Wanted: Writing	Write a job announcement for your ideal job.
	Practice	Writing	Controlling Theft: Memo Writing	Write a memo about policies to reduce shoplifting.
	Practice	Writing	Armchair Travel: Writing	Write a five-day itinerary for the trip you want to take.

## Optional Scoring Guides for Parts I-VII Speaking and Writing Assignments

The following scoring guide can be used to evaluate students' **speaking**. Give a score for each of the categories: Task Completion and Language. To assign a total score, add the two scores together.

Parts II - IV Speaking Assignments		
Task Completion		
0	1	
No effort made to complete the task.	Effort made to complete the task.	
Language		
0	1	2
Nothing spoken <i>or</i> speaking difficulties make it impossible for the listener to comprehend the messages.	Language constructed is inappropriate or hard to understand (for example, due to difficulty with pronunciation).	Language constructed is appropriate and comprehensible. Communication is clear for listener.

\*A "sympathetic listener" is unaccustomed to speaking with non-native speakers, but is willing to put forth a little effort to understand the speaker.

The following scoring guide can be used to evaluate students' **writing**. Give a score for each of the three categories: Grammar, Mechanics, and Language. To assign a total score, add the three scores together.

<b>Parts I, III, &amp; V - VII Writing Assignments</b>		
<b>Grammar</b>		
<b>0</b>	<b>1</b>	<b>2</b>
Student's writing has so many grammatical errors that it cannot be understood by readers. Student makes no attempt to use grammar points presented in the course.	Student can form comprehensible sentences with some grammatical errors. Student makes an attempt to use the grammar points in the course, but may do so inaccurately.	Student can form structurally and semantically accurate sentences and use grammar points reviewed in the course.
<b>Mechanics (capitalization, punctuation, spelling)</b>		
<b>0</b>	<b>1</b>	
Student's writing has so many mechanical errors that it cannot be understood by readers.	Student can form sentences in which mechanical errors do not seriously reduce comprehensibility.	
<b>Content</b>		
<b>0</b>	<b>1</b>	<b>2</b>
Student conveys little (less than 50%) or none of the required information.	Student can convey most (more than 50%) or all of the required information, but inaccurately. Student provides irrelevant information.	Student can convey the required information clearly, accurately, and to the point. Student does not provide irrelevant information.

## ASSESSMENT

The following assessments are provided to help evaluate students' mastery of course content:

- A **Pre-Test** at the beginning of the course
- A **Review Quiz** at the end of each Part
- **Further Practice** following each Review Quiz
- A **Post-Test** at the end of the course

### Pre-Test

The Pre-Test simulates a **complete TOEIC® test** that assesses students' listening and reading skills, and their knowledge of grammar and vocabulary.

- Students work on their own. Test time should be 2 hours.
- Students click on Submit when they are finished.
- The score is automatically calculated.
- Students can see their score in the **Progress Report**, which also describes the student's strength or weakness in each part and offers suggestions on how to approach the course material.

### Review Quiz

The Review Quizzes test students' knowledge of the material taught in each Part. They contain the same number of questions for each part as are found on the TOEIC®. Students can find their scores in the Progress Report, as well as detailed analyses of strengths and weaknesses, and suggestions on how to improve performance.

### Further Practice

Further Practice quizzes offer students more practice in the specific skill taught in a Part. They contain the same number of questions for each part as are found on the TOEIC®. Progress Reports give detailed analyses of strengths and weaknesses, and suggestions on how to improve performance.

### Post-Test

The Post-Test is a complete TOEIC® test that checks student achievement in listening and reading skills based on the course material and practice.

- Students work on their own. Test time should be 2 hours.
- Students click on Submit when they are finished.
- The score is automatically calculated.
- Students can see their score in the **Progress Report**, which also gives detailed analyses of student's strength or weakness and offers remedial suggestions.

## USING ONLINE COMMUNICATION TOOLS TO SUPPLEMENT THE COURSE

To help you communicate easily with students at a distance, you may wish to use

- E-mail
- Discussion Board
- Chat

These activities may be done using free third-party tools, such as Hotmail, Blackboard, WebCT, Yahoo groups, etc. If you have no access to these tools, you may also do the Discussion Board and Chat activities in the classroom.

### E-mail

You may want to **e-mail** individual students to

- Remind them to do an assignment
- Remind them to complete a quiz
- Give them personalized feedback
- Encourage and motivate them

### Discussion Board and Chat Activities

Each Part offers a **supplementary Discussion Board activity** and a **supplementary Chat activity**, which allow students to have "a conversation in writing" with their classmates that is related to the material they have learned in the Part. These activities can be found in the "Supplementary Discussion Board and Chat Activities" section of the Part Notes.

Discussion Board activities do not take place in "real time"; that is, teachers and students can read and send messages whenever they want to. Students do not all have to be there at the same time. Chat activities, on the other hand, take place in "real time."

The next two sections offer tips for managing Discussion Board and Chat activities.

## **Tips for Managing a Discussion Board Activity**

### **Before the Discussion Board Activity**

- Give the Discussion Board topic a clear title, such as "Part II: Favorite Inventions."
- In the classroom, or via e-mail
  - Tell students when they should log on to the Discussion Board.
  - Explain to students what the theme will be.
  - Explain to students what linguistic points you will focus on (for example, the present perfect tense, vocabulary of inventions, etc.).
- Post a message to the Discussion Board setting up the topic. Include
  - some background information on the theme
  - a question or questions to answer
  - a due date for participation in the discussion

#### *Example:*

Join the Discussion Board activity: Part II: Favorite Inventions between Monday, August 27 and Monday, September 3. Read the following questions and then post 7-15 sentences describing the invention you chose.

1. Do you use an invention that has changed your life or way of doing business?
2. Describe this invention and how your life is different because of it. For example, is your life more organized because you use a Palm Pilot?
3. Has your business increased because of a company website?

We will read and respond to our classmates' Favorite Inventions stories. Remember to use the vocabulary you found during your research.

### **During the Discussion Board Activity**

- Log on frequently to check for students' responses.
- After some students have responded, post your own response.
  - Use students' names.
  - Summarize the points made so far.
  - Give positive feedback to students who have responded. Focus on both content and linguistic points.
  - Correct students' errors, adhering to the guidelines you set forth during the introduction. Focus on errors that the student makes frequently, or that several students make.
  - Encourage students who have not yet participated to respond.
  - Ask additional probing questions based on students' comments.
- Continue to log on frequently and post responses in this manner.

### **Ending the Discussion Board Activity**

- On the date you set to end the Discussion Board, post a summarizing response.
- Follow up in the classroom, asking students for their reactions to the Discussion Board activity.

## **Tips for Managing a Chat Session**

### **Before the Chat Session**

- Divide the class into groups. Keep the Chat groups small. Five or six students in one group is optimal.
- In the classroom, or via e-mail
  - Explain to students what the Chat topic will be.
  - Tell students when the Chat session will take place. Be clear about the start and end times. (Include times in different zones if this applies to your group.)
  - Tell students what their groups are.

### **During the Chat Session**

- Use questions to start the Chat. The Teacher's Guide Part Notes offer suggestions.
- Offer open-ended or neutral questions or set up a debate to make the discussion interesting.
- Build in a "warming up" period. Allow time at the beginning of the session for informal conversation. Make small talk while you are waiting for all students to arrive.
- Set a time limit of five minutes for the warming up period and then start the formal session.
- Stick to the topic. Step in and remind students to focus on the task if you see students getting off topic. You can use statements or questions, such as "How do you think this relates to our topic?" or "This may be a good idea for another Chat, but let's get back to our main focus, which is...."
- Teach students how to 'talk online.' Messages in the first few Chat sessions may seem disconnected. Ask students to make sure they read what classmates have written before they send a comment.
- Actively include quiet students. Some students seem to 'drop out' of a discussion. Ask these students questions directly, such as "Oswaldo, what's your view on this topic?"
- Get the discussion going and then step back. Just like in the face-to-face classroom, the instructor gets the discussion going and then steps back to let the students actively communicate.

### **Ending the Chat Session**

- Give a five-minute warning. Let students know that the live online discussion is going to end soon. Allow students to make their final comments.
- Sum up the discussion as the final steps to the Chat session. Write a few sentences that are general statements about the topic and the session.
- Say goodbye. Leave a minute or so at the very end for people to say goodbye.