

# NEW TOEIC® PREP COURSE SYLLABUS

## Goal:

- To help students develop the necessary skills and sub-skills required to obtain a B2 level TOEIC® Score.

## Objectives:

The objectives of this course are:

- To develop students' reading sub-skills
- To develop students' listening sub-skills
- To develop students' exam taking techniques and strategies
- To help students revise important grammar structures and functions tested in the TOEIC®
- To familiarize students with the format and timing of the TOEIC® test

## Student Profile:

The 60-hour New TOEIC® syllabus is intended for adults and school-aged students who are near or at the B2-level of English-language competency, and who wish to prepare themselves to obtain a B2-level on a TOEIC® examination. Such students may have recently taken a B2-level test such as the ECCE but failed because they received a borderline fail in one or, at the most, two sections of the test.

## Syllabus Description:

This syllabus is designed for a 60-hour New TOEIC® preparation course. This course focuses on thoroughly familiarizing students with the format, level, and content of the Test of English for International Communication (TOEIC®). At the same time, the course teaches students strategies for both the Listening and the Reading sections of the examination. Each lesson has been organized in such a way that it develops and enhances skills and sub-skills (skimming and scanning, Listening/ Reading for gist, Listening / Reading for detail, inferencing, etc.) necessary for the different parts of the test (listening, incomplete sentences, text completion and reading comprehension).

- The syllabus is presented on a three-hour, lesson-by-lesson basis.
- Each lesson focuses on one or two grammatical phenomena, one or two listening activities from two different listening parts, and one or two different genres of reading passages.
- The different parts of the test are introduced gradually, starting from the sentence level and working up to the discourse level. Various techniques and strategies are presented and practiced in order to help students perform to the best of their abilities in the listening and reading sections of the test. Such techniques include predicting, making correct interpretations, making semantic associations, focusing on the purpose of the question, recognizing errors, understanding business texts and articles, etc.

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- Examination 2 is treated as a teaching tool in an attempt to help students understand the philosophy behind the design and development of the New TOEIC® test. Research has shown that “if test takers are involved in this way... [then they] will have a more positive perception of the test, be more highly motivated, and probably perform better” (Bachman & Palmer, 1996: 32).<sup>1</sup>

Teachers may wish to supplement each grammar unit with a relevant chapter from the grammar book *Business Grammar & Practice*. In presenting grammar phenomena to their students, however, teachers should be selective and focus only on those they feel their students find more challenging or problematic. Teachers could first introduce problematic grammar phenomena from the reference source and then move to exam type activities. It is extremely important that students develop the necessary skills for all parts of the test (listening for detail, listening for gist, making inferences, skimming and scanning and not just improve their grammar skills.

As the examination date draws near, students should do mainly exam-type questions and practice tests in class, under exam conditions, so that their progress can be measured before they take the official test.

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<sup>1</sup> Bachman, L.,F., Palmer, A., S., 1996, *Language Testing in Practice*, Oxford, Oxford University Press

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## Introduction to the New TOEIC® Test

### The New TOEIC® Test

- ❖ is a paper and pencil multiple-choice test
- ❖ consists of 2 sections: Listening Comprehension & Reading Comprehension
- ❖ consists of a total of 200 multiple choice items
- ❖ lasts a little over 2 hours

### Section 1: Listening

- ❖ 100 items
- ❖ four parts
- ❖ delivered via audio CD
- ❖ approx. 45 minutes
- ❖ everything heard only once

### Section 2: Reading

- ❖ 100 questions
- ❖ three parts
- ❖ 75 minutes

### Listening

- ❖ **Part 1** : 10 Photographs/items: Candidates hear four statements and select the one that is true based on the picture
- ❖ **Part 2**: Questions / Responses, 30 items: Candidates hear a question and select from three spoken responses the one that is the most appropriate.
- ❖ **Part 3**: Short Conversations, 30 items: Candidates hear a short conversation. Each conversation is followed by a spoken question which is also printed in the test booklet. Candidates select from four answer choices the correct answer to each question.
- ❖ **Part 4**: Short Talks, 30 items: 10 talks, 3 written questions per talk, each followed by 4 written choices.

### Reading

- ❖ **Part 5**: Incomplete Sentences, 40 items: Grammar & Vocabulary, multiple-choice sentence completion items, each followed by 4 choices.
- ❖ **Part 6**: Text Completion, 12 items: Grammar & Vocabulary, multiple choice, 4 reading sets, 3 questions each.
- ❖ **Part 7**: Reading Comprehension, 48 questions: single passages: 28 questions; double passages: 20 questions texts are drawn from the working environment, each followed by 2-5 multiple-choice questions, 4 choices each.

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## How do we score the New TOEIC® Test?

The scores on the New TOEIC® test are determined by the number of correct answers. The number of correct responses for each section (Listening and Reading) is converted to a scaled score on a scale of 5 to 495. Adding the two scaled section scores together gives a total score on a scale ranging from 10 to 990. There is no penalty for wrong answers.

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## Lesson 1:

**Aims:** To familiarize students with the format and content of the test and to do a test in class under exam conditions in order to diagnose the strengths and weaknesses of the students.

**Materials:** *Practice Exams for the TOEIC® Test*

**Directions:** Teacher should go through the introduction (p. 5-12) with students to familiarize them with the format of the TOEIC® test. The **first TOEIC® examination** should be used as a diagnostic test. Once students finish the test, start correcting it and ask students to keep track of their scores using the self-assessment grid (see syllabus Appendix). Teacher should get feedback from students about which parts of the test they found most challenging.

### Note on Scoring the Diagnostic Test:

To get a score for the diagnostic test multiply the number of correct answers by 5. Apply the same rule for all HAU practice examinations.

## Lesson 2:

### Lesson Aims and Overview

**Listening:** Distinguishing similar sounds  
Making correct statements to describe a picture  
Making correct interpretations  
Distinguishing statements that are partially true

**Vocabulary:** Collocations  
Context clues  
Prefixes and suffixes

**Grammar:** **Adverbs of Frequency**  
**Prepositions** (for further practice and/or supplementation see *Business Grammar & Practice*)

**Section 1** **Listening**

**Materials:** (a) *Longman Preparation Series for the New TOEIC® Test: Advanced Course*  
(b) *How to Prepare Students for the TOEIC® Test.*

**Section 1 - Part 1** **Listening Comprehension Section: Part I: Photographs**

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Part I: Photographs: (p. 3-5 and 9-20):* Teacher should go through the introductory section with students. Teacher should make students aware of the common traps used in this section of the test (words out of context, similar sounds, statements that are partially true, prepositions, etc.)

### Exercise 1: Steps for Analyzing Photographs

**Pictures 1 & 2:** To be done in class

**Pictures 3 & 4:** To be assigned as homework

Teacher should encourage students to put into practice the strategies introduced in the introductory sections. Teacher might want to assign steps 1-3 as homework or even skip them and go through steps 4-6 in class. If students find it difficult to come up with statements for steps 4-6, they should be encouraged to go through the common trap practice

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page and make the necessary adjustments in order to form correct statements describing the picture(s).

## Teaching Tool - Part 2

- **How to Prepare Students for the TOEIC® Test.**  
See **Part II: Activity 1 (p. 7)**: To do this activity teacher should use questions 1-10 from **Examination 2** from **Practice Exams for the TOEIC® Test**.

## Section 2

### Reading

#### Materials:

- a) Longman *Preparation Series for the New TOEIC® Test: Advanced Course*
- b) *Business Grammar & Practice*

## Section 2 - Part 5

### Reading Part V: Grammar Patterns: Incomplete Sentences

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course.* Adverbs of Frequency: (p.129)

#### SUPPLEMENTARY GRAMMAR: *Business Grammar & Practice*:

Adverbs of Frequency are NOT covered in this Grammar book.

This unit should be supplemented with a presentation of the Adverbs of Frequency as they may be tested in the TOEIC® in various ways. Teacher can use exercises from own resources.

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course.* Prepositions (p.133)

#### SUPPLEMENTARY GRAMMAR: *Business Grammar & Practice*:

Unit 42	Adjective + preposition combinations
Unit 43	Noun + prepositions combinations
Unit 44	Verb + preposition combinations

This unit should be further supplemented by a presentation of the prepositions of time and place. Teacher can use exercises from his/her own resources.

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## Lesson 3:

### Lesson Aims and Overview

#### Listening: Revision

Distinguishing similar sounds  
Making correct statements to describe a picture  
Making correct interpretations  
Distinguishing statements that are partially true  
Analyzing photographs

#### Listening: New Skills

Making semantic associations  
Understanding question words (Who, What, When)  
Focusing on the purpose of the question

#### Vocabulary:

Collocations  
Context clues

#### Grammar:

Identifying missing parts of speech  
Analysing grammatical relationships between parts of the sentence  
**Word Families**  
**Pronouns**

#### Section 1

#### Listening

#### Materials:

**(a) Longman Preparation Series for the New TOEIC® Test: Advanced Course**  
**(b) How to Prepare Students for the TOEIC® Test.**

#### Section 1 – Part 1

#### Listening Comprehension Section: Part I: Photographs

- **Longman Preparation Series for the New TOEIC® Test: Advanced Course. Part I: Photographs**  
**Exercise 1: Steps for Analyzing Photographs:** Check homework  
**Pictures 5 & 6:** Assign homework

#### Teaching Tool - Part 1

- **How to Prepare Students for the TOEIC® Test.**  
See **Part I: Activity 1 (p. 4):** To do this activity teacher should use the first 5 photographs from **Examination 2** from **Practice Exams for the TOEIC® Test.**

#### Section 1 – Part 2

#### Listening Comprehension Section: Part II: Question – Response

- **Longman Preparation Series for the New TOEIC® Test: Advanced Course. Part II: Question – Response (p. 45-47, 48-49):**  
Teacher should go through the introductory section with students. Teacher should make students aware of the strategies they need to develop and of the common traps used in this section of the test (similar sounds and semantic associations). Teacher should encourage students to put into practice the strategies introduced in the introductory sections by doing the following activities in class.
- **Exercise 1: Who**  
**Exercise 2: What**  
**Exercise 3: When**

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## Section 2

### Reading

#### Materials:

- a) *Longman Preparation Series for the New TOEIC® Test: Advanced Course*
- b) *Business Grammar & Practice*

#### Section 2 – Part 5

**Reading Part V: Grammar Patterns: Incomplete Sentences:**  
Check homework

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Word Families (p 147):* This unit should be further supplemented by a presentation of the prefixes and the suffixes. Also students should be familiarized with some common collocations.

**SUPPLEMENTARY GRAMMAR: *Business Grammar & Practice:***

**Suffixes and Prefixes are NOT covered in this book.**

This unit should be supplemented with a presentation of Suffixes and Prefixes as they may be tested in the New TOEIC® in various ways. Teacher can use exercises from own resources.

#### Section 2 – Part 6

**Reading Part VI: Grammar Patterns: Text Completion:**  
Check Homework

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Pronouns (p 160 )*

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## Lesson 4:

### Lesson Aims and Overview

#### Listening: Revision

Analyzing photographs  
Distinguishing similar sounds  
Making correct statements to describe a picture  
Making correct interpretations  
Distinguishing statements that are partially true  
Focusing on the purpose of the question

#### Listening: New Skills

Understanding prepositions  
Understanding question words (Where, Why, How)

#### Vocabulary:

Collocations  
Two Word Verbs

#### Grammar:

Identifying missing parts of speech  
Analysing grammatical relationships between parts of the sentence  
**Verbs & Tenses** (for further practice and/or supplementation see *Business Grammar and Practice*)

#### Section 1

#### Listening

#### Materials:

*(a) Longman Preparation Series for the New TOEIC® Test: Advanced Course*  
*(b) How to Prepare Students for the TOEIC® Test.*

#### Section 1 – Part 1

#### Listening Comprehension Section: Part I: Photographs

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Part I: Photographs*  
**Exercise 1: Steps for Analyzing photographs:** Check homework  
**Pictures 7 & 8:** Assign as homework  
**Exercise 2: Similar Sounds (p. 40-44)** to be done in class

#### Section 1 – Part 2

#### Listening Comprehension Section: Part II: Question – Response

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Part II: Question-Response (p. 45-47, 49-50):*  
Teacher should remind students of the common traps used in this section of the test (similar sounds and semantic associations). Then teacher should do the following activities in class. Students should be encouraged to apply the strategies introduced in the introductory sections.  
**Exercise 4: Where**  
**Exercise 5: Why**  
**Exercise 6: How**

#### Teaching Tool - Part 3

- *How to Prepare Students for the TOEIC® Test.*  
See **Part III: Activities 1& 2 (p. 10-11):** To do this activity teacher should use conversations 1-5 (questions 41-55) from **Examination 2** from *Practice Exams for the TOEIC® Test.*

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Section 2 Reading

Materials: a) *Longman Preparation Series for the New TOEIC® Test: Advanced Course*  
b) *Business Grammar & Practice*

Section 2 – Part 5 Reading Part V: Grammar Patterns: Incomplete Sentences:  
Check Homework

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Verbs: Tense (p.143)*

**SUPPLEMENTARY GRAMMAR: *Business Grammar & Practice:***  
**Units 1- 14** focus on the tenses. Teacher needs to be selective and really concise when presenting to students any grammar phenomena. Therefore, teacher may want to focus only on those tenses he/she feels students find more challenging or have problems with.

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## Lesson 5:

### Lesson Aims and Overview

#### Listening: Revision

Analyzing photographs  
Distinguishing similar sounds  
Making correct statements to describe a picture  
Making correct interpretations  
Distinguishing statements that are partially true  
Understanding prepositions  
Understanding question words  
Focusing on the purpose of the question

#### Listening: New Skills

Predicting

#### Grammar:

Identifying missing parts of speech  
Analysing grammatical relationships between parts of the sentence  
**Verbs : Two-Word**  
**Causative** (for further practice and/or supplementation see *Business Grammar and Practice*)

#### Section 1

#### Listening

#### Materials:

***Longman Preparation Series for the New TOEIC® Test: Advanced Course***

#### Section 1 – Part 1

#### Listening Comprehension Section: Part I: Photographs

- ***Longman Preparation Series for the New TOEIC® Test: Advanced Course. Part I: Photographs***  
**Exercise 1: Steps for Analyzing Photographs:** Check homework  
**Pictures 9 & 10:** Assign as homework  
**Exercise 3: Prepositions (p. 40-44):** To be done in class

#### Section 1 – Part 2

#### Listening Comprehension Section: Part II: Question – Response

- ***Longman Preparation Series for the New TOEIC® Test: Advanced Course. Part II: Question - Response (p. 45-47, 51):*** Teacher should remind students of the common traps used in this section of the test (similar sounds and semantic associations). Then the following activities should be done in class. Students should be encouraged to apply strategies introduced in the introductory sections.  
  
**Exercise 7: Auxiliaries**  
**Exercise 8: Statements**

#### Section 1 – Part 3

#### Listening Comprehension Section: Part 3: Short Conversations

- ***Longman Preparation Series for the New TOEIC® Test: Advanced Course. Part III: Short Conversations (p. 52-54, 55-60):*** Teacher should go through the introductory section with students. Teacher should make students aware of the common traps used in this section of the test (similar sounds, confusion among prepositions, and confusion about words in a different context). Then teacher should do the following activities in class. Students should be encouraged to put into practice the strategies introduced in the introductory sections (focus on question words and on content words).  
  
**Strategy Practice: Who**  
**TOEIC® Test Practice 1**

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Section 2                      Reading

Materials:                    a) *Longman Preparation Series for the New TOEIC® Test: Advanced Course*  
                                      b) *Business Grammar & Practice*  
                                      c) *How to Prepare Students for the TOEIC® Test.*

Section 2 – Part 5        **Reading Part V: Grammar Patterns: Incomplete Sentences:**  
Check homework

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course.*                      Verbs: Two- Word (p.145)

**SUPPLEMENTARY GRAMMAR: *Business Grammar & Practice:***  
Unit 45                      Phrasal Verbs

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course.*                      Verbs: Causative (p.138)

**SUPPLEMENTARY GRAMMAR: *Business Grammar & Practice:***  
Unit 18                      The passive (3): passive verbs and infinitives, have something done

Section 2 – Part 6        **Reading Part VI: Grammar Patterns: Text Completion:**  
Check homework

Teaching Tool – Part 7

- *How to Prepare Students for the TOEIC® Test.*  
See **Part VII: Steps 1&2 (p. 16):** To do this activity teacher should use the single passages of Examination 2 from *Practice Exams for the TOEIC® Test.*

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## Lesson 6:

### Lesson Aims and Overview

#### Listening: Revision

Analyzing photographs  
Distinguishing similar sounds  
Making correct statements to describe a picture  
Making correct interpretations  
Distinguishing statements that are partially true  
Understanding prepositions  
Understanding question words  
Focusing on the purpose of the question  
Predicting

#### Grammar:

Identifying missing parts of speech  
Analysing grammatical relationships between parts of the sentence  
**Conditionals** (for further practice and/or supplementation see *Business Grammar and Practice*)

#### Reading:

Becoming familiar with the layout of texts used in **advertisements and bulletins**  
Skimming and scanning  
Understanding inference questions  
Identifying the main idea  
Determining meaning from context  
Recognizing the topic

#### Section 1

### Listening

#### Materials:

- a) *Longman Preparation Series for the New TOEIC® Test: Advanced Course*
- b) *Practice Exams for the TOEIC® Test*
- c) *How to Prepare Students for the TOEIC® Test.*

#### Section 1 – Part 1

### Listening Comprehension Section: Part I: Photographs

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Part I: Photographs*  
**Exercise 1: Steps for Analyzing Photographs:** Check homework  
**Exercise 4: Words in a Different Context (p. 40-44):** To be done in class

#### Teaching Tool - Part 2

- *How to Prepare Students for the TOEIC® Test.*  
See **Part II: Activity 2 (p. 8):** To do this activity teacher should use questions 11-20 from **Examination 2** from *Practice Exams for the TOEIC® Test.*

#### Section 1 – Part 3

### Listening Comprehension Section: Part 3: Short Conversations

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Part III: Conversations (p. 52-54, 61- 66):* Teacher should go through the introductory section with students. Students should be made aware of the common traps used in this section of the test (similar sounds, confusion among prepositions, and confusion about words used in a different context). Then teacher should do the following activities in class. Students should be encouraged to put into practice the strategies introduced in the introductory sections (focus on question words and on content words).

**Strategy Practice: What TOEIC® Test Practice 2**

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Section 2                      Reading

Materials:                    a) *Longman Preparation Series for the New TOEIC® Test: Advanced Course.*  
                                      b) *Business Grammar & Practice*

Section 2 – Part 5        Reading Part V: Grammar Patterns: Incomplete Sentences:  
Check homework

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Verbs: Conditional (p.140)*

**SUPPLEMENTARY GRAMMAR: *Business Grammar & Practice: Units 19-22*** focus on the conditionals. Teacher should be selective and concise when presenting to students any grammar phenomena. Therefore, teacher may want to focus only on those units the students find more challenging or have problems with.

Section 2 – Part 7        Part VII: Reading Comprehension

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Single Passages: Advertisements and Bulletins (p. 169- 170, 171- 181):* Students should be reminded of the tips and strategies they need to employ while doing this section of the test. Teacher should do some of the readings in class and assign the rest as homework. Students should be encouraged to time themselves while doing their homework as time plays a very crucial role in this test.

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## Lesson 7:

### Lesson Aims and Overview

#### Listening: Revision

Distinguishing similar sounds  
Making correct interpretations  
Understanding question words  
Focusing on the purpose of the question  
Understanding inference questions  
Predicting

#### Listening: New Skills

Identifying general information questions  
Identifying questions about details

#### Grammar:

Identifying missing parts of speech  
Analysing grammatical relationships between parts of the sentence  
**Conjunctions**  
**Modals** (for further practice and/or supplementation see *Business Grammar and Practice*)

#### Reading:

Becoming familiar with the layout of texts used in **forms and tables and labels**  
Skimming and scanning  
Understanding inference questions  
Identifying the main idea  
Determining meaning from context  
Recognizing the topic

#### Section 1

#### Listening

#### Materials:

- a) *Longman Preparation Series for the New TOEIC® Test: Advanced Course*
- b) *Practice Exams for the TOEIC® Test*
- c) *How to Prepare Students for the TOEIC® Test.*

#### Section 1 – Part 3

#### Listening Comprehension Section: Part III: Short Conversations

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Part III: Conversations (p. 52-54, 67-72):* Students should be reminded of the common traps introduced in the introductory section (similar sounds, confusion among prepositions, and confusion about words in a different context). Then the following activities should be done in class. Also, students should be encouraged to apply the strategies introduced in the introductory sections (focus on question words and on content words).

#### Strategy Practice: When TOEIC® Test Practice 3

#### Teaching Tool - Part 4

- *How to Prepare Students for the TOEIC® Test.* See **Part IV: Activity 1 (p. 12):** To do this activity teacher should use talks 1- 5 (questions 71-85) from **Examination 2** from *Practice Exams for the TOEIC® Test.*

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## Section 2 Reading

- Materials:**
- a) *Longman Preparation Series for the New TOEIC® Test: Advanced Course*
  - b) *Business Grammar & Practice.*
  - c) *Practice Exams for the TOEIC® Test*

## Section 2 – Part 5 Reading Part V: Grammar Patterns: Incomplete Sentences: Check homework

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Conjunctions (p.131)*

### **SUPPLEMENTARY GRAMMAR: *Business Grammar & Practice***

**Conjunctions are NOT covered in this Grammar book.**

This unit should be supplemented with a presentation of the conjunctions as they may be tested in the New TOEIC® in various ways. Teacher can use exercises from own resources.

## Section 2 – Part 6 Reading Part VI: Grammar Patterns: Text Completion: Check homework

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Modals (p. 153)*

### **SUPPLEMENTARY GRAMMAR: *Business Grammar & Practice:***

**Units 23-26 focus** on the modals. Teacher will need to be selective and concise when presenting any grammar phenomena. Therefore, teacher may focus only on those units students find more difficult or have problems with.

## Section 2 – Part 7 Part VII: Reading Comprehension: Check homework

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Single Passages: Forms and Tables and Labels (p. 182- 191):* Students should be reminded of the strategies they need to employ while doing this section of the test. Teacher should do some of the readings in class showing students how to apply the various techniques and strategies and assign the rest as homework. Teacher should encourage students to time themselves while doing their homework so that they learn how to budget their time effectively.

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## Lesson 8:

### Lesson Aims and Overview

#### Listening: Revision

Distinguishing similar sounds  
Making correct interpretations  
Understanding question words  
Focusing on the purpose of the question  
Identifying general information questions  
Identifying questions about details  
Understanding inference questions  
Predicting

#### Grammar:

Identifying missing parts of speech  
Analysing grammatical relationships between parts of the sentence  
**Transition Words**  
**Gerunds and Infinitives** (for further practice and/or supplementation see *Business Grammar and Practice*)

#### Reading:

Becoming familiar with the layout of texts used in **letters, e-mail and memos**  
Skimming and scanning  
Understanding inference questions  
Identifying the main idea  
Determining meaning from context  
Recognizing the topic

#### Section 1

### Listening

#### Materials:

- a) *Longman Preparation Series for the New TOEIC® Test: Advanced Course*
- b) *How to Prepare Students for the TOEIC® Test.*

#### Teaching Tool - Part 1

- *How to Prepare Students for the TOEIC® Test.*  
See **Part I: Activity 1 (p. 4)**: To do this activity teacher should use photographs 6-10 from **Examination 2** from *Practice Exams for the TOEIC® Test*.

#### Section 1 – Part 4

### Listening Comprehension Section: Part IV: Short Talks

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Part IV: Short Talks (p. 93-95, 95-98)*: Teacher should go through the introductory section with the students. Teacher should make students aware of the common traps used in this section

of the test (similar sounds, confusion among prepositions, words out of context). Then teacher should do the following activities in class. Teacher should encourage students to apply the strategies introduced in the introductory sections.

**Strategy Practice: Business Announcements**

**Strategy Practice: Special Announcements**

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## Section 2 Reading

- Materials:
- a) *Longman Preparation Series for the New TOEIC® Test: Advanced Course*
  - b) *Business Grammar & Practice*
  - c) *Practice Exams for the TOEIC® Test*
  - d) *How to Prepare Students for the TOEIC® Test.*

## Section 2 – Part 5 Reading Part V: Grammar Patterns: Incomplete Sentences: Check homework

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course: Transition Words (p.135)*

**SUPPLEMENTARY GRAMMAR: *Business Grammar & Practice:***

Transition words are NOT covered in this Grammar book.

This unit should be supplemented with a presentation of the Transition words as they may be tested in the New TOEIC® in various ways. Teacher can use exercises from own resources.

## Teaching Tool - Part 5

- *How to Prepare Students for the TOEIC® Test.*  
See **Part V: Activity 1 (p. 14):** To do this activity teacher should use some items (questions 101-120) from **Examination 2** from *Practice Exams for TOEIC® Test.*

## Section 2 – Part 6 Reading Part VI: Grammar Patterns: Text Completion:

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Gerunds and Infinitives (p.152)*

**SUPPLEMENTARY GRAMMAR: *Business Grammar & Practice: Units 27- 30*** focus on gerunds and infinitives. Teacher needs to be selective and concise when presenting to students any grammar phenomena. Therefore, teacher may focus only on those units he/she feels students find more difficult or have problems with.

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. TOEIC® Test Practice 1 (p. 154):* The TOEIC® Test Practice 1 should be assigned as homework.

## Section 2 – Part 7 Part VII: Reading Comprehension: Check homework

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Single Passages: Letters, E-mail, and Memos (p. 192- 202):* Teacher should go over the strategies students need to employ while doing this section of the test. Teacher should do some of the readings in class teaching students how to apply the various techniques and strategies and assign the rest as homework. Students should be encouraged to time themselves while doing their homework as it is extremely important that they manage to complete the entire test when they sit for it.

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## Lesson 9:

### Lesson Aims and Overview

#### Listening: Revision

Distinguishing similar sounds  
Making correct interpretations  
Understanding question words  
Focusing on the purpose of the question  
Identifying general information questions  
Identifying questions about details  
Understanding inference questions  
Predicting

#### Grammar:

Identifying missing parts of speech  
Analysing grammatical relationships between parts of the sentence  
**Verbal Adjectives**  
**Adjective Comparisons and Superlatives** (for further practice and/or supplementation see *Business Grammar and Practice*)

#### Reading:

Becoming familiar with the layout of texts used in the working place  
**(double passages)**  
Skimming and scanning  
Understanding inference questions  
Identifying the main idea  
Determining meaning from context  
Recognizing the topic

#### Section 1

### Listening

#### Materials:

- a) *Longman Preparation Series for the New TOEIC® Test: Advanced Course*
- b) *Practice Exams for the TOEIC® Test*
- c) *How to Prepare Students for the TOEIC® Test.*

#### Section 1 – Part 3

### Listening Comprehension Section: Part III: Conversations

#### Teaching Tool - Part 3

- *How to Prepare Students for the TOEIC® Test.*  
See **Part III: Activities 1& 2 (p. 10-11)**: To do this activity teacher should use conversations 6-10 (questions 56-70) from **Examination 2** from *Practice Exams for the TOEIC® Test.*

#### Section 1 – Part 4

### Listening Comprehension Section: Part IV: Short Talks

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course.* **Part IV: Short Talks (p. 93-95, 99-100)**: Students should be reminded of the common traps used in this section of the test (similar sounds, confusion among prepositions, words out of context). Then teacher should do the following activities in class encouraging students apply the strategies introduced in the introductory sections.

**Strategy Practice: Recorded Announcements**

**Strategy Practice: Advertisements**

# NEW TOEIC® PREP COURSE SYLLABUS

Section 2                      Reading

Materials:                    a) *Longman Preparation Series for the New TOEIC® Test: Advanced Course*  
                                      b) *Business Grammar & Practice*  
                                      c) *Practice Exams for the TOEIC® Test*

Section 2 – Part 5            Reading Part V: Grammar Patterns: Incomplete Sentences:  
Check homework

Section 2 – Part 6            Reading Part VI: Grammar Patterns: Text Completion:  
Check homework

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course.*            Verbal adjectives (p. 159)

**SUPPLEMENTARY GRAMMAR: *Business Grammar & Practice:***

Verbal adjectives are NOT covered in this Grammar book.

This unit should be supplemented with a presentation of the Verbal adjectives as they may be tested in the New TOEIC® in various ways. Teacher can use exercises from own resources.

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course.*            Adjective Comparisons and Superlatives: (p.151)

**SUPPLEMENTARY GRAMMAR: *Business Grammar & Practice:***

Unit 39                      Comparison (1): Comparing Adjectives

Unit 40                      Comparison (2): Comparing Adverbs and Nouns

Section 2 – Part 7            Part VII: Reading Comprehension:  
Check homework

Teaching Tool – Part 7

- *How to Prepare Students for the TOEIC® Test.*  
See **Part VII: Steps 1&2 (p. 16):** To do this activity teacher should use the double passages from **Examination 2** from *Practice Exams for the TOEIC® Test.*

# NEW TOEIC® PREP COURSE SYLLABUS

## Lesson 10:

### Lesson Aims and Overview

#### Listening: Revision

Analyzing photographs  
Distinguishing similar sounds  
Making correct statements to describe a picture  
Making correct interpretations  
Distinguishing statements that are partially true  
Understanding prepositions  
Understanding question words  
Focusing on the purpose of the question  
Identifying general information questions  
Identifying questions about details  
Understanding inference questions  
Predicting

#### Grammar:

Identifying missing parts of speech  
Analysing grammatical relationships between parts of the sentence  
**Participles**

#### Reading:

Becoming familiar with the layout of texts used in the working place  
**(double passages)**  
Skimming and scanning  
Understanding inference questions  
Identifying the main idea  
Determining meaning from context  
Recognizing the topic

#### Section 1

#### Listening

#### Materials:

- a) *Longman Preparation Series for the New TOEIC® Test: Advanced Course*
- b) *How to Prepare Students for the TOEIC® Test.*

#### Teaching Tool - Part 2

- o *How to Prepare Students for the TOEIC® Test.*  
See **Part II: Activity 2 (p. 8)**: To do this activity teacher should use questions 21-30 from **Examination 2** from *Practice Exams for TOEIC® Test*.

#### Section 1 – Part 3

#### Listening Comprehension Section: Part III: Conversations

- o *Longman Preparation Series for the New TOEIC® Test: Advanced Course.* **Part III: (p. 52-54, 73-79)**: Students should first be reminded of the common traps introduced in the introductory section (similar sounds, confusion among prepositions, and confusion about words used in a different context). Then teacher should do the following activities in class encouraging students to apply the strategies introduced in the introductory sections (focus on question words and on content words).  
**Strategy Practice: Where TOEIC® Test Practice 4**

# NEW TOEIC® PREP COURSE SYLLABUS

## Section 2 Reading

- Materials:
- a) *Longman Preparation Series for the New TOEIC® Test: Advanced Course*
  - b) *Practice Exams for the TOEIC® Test*

## Section 2 – Part 6 Reading Part VI: Grammar Patterns: Text Completion: Check homework

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Participles (p. 158)*

**SUPPLEMENTARY GRAMMAR: *Business Grammar & Practice:***

**Participles are NOT covered in this grammar book.**

This unit should be supplemented with a presentation of the Participles. Participles may be tested in the New **TOEIC®** in various ways. Teacher can use exercises from own resources.

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. TOEIC Test Practice 2 (p. 161):* This should be done in class.

## Section 2 – Part 7 Part VII: Reading Comprehension:

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Double Passages (p. 203-211):* Teacher should go over the strategies students need to employ for this section of the test. Teacher should do some of the readings in class showing students how to apply the various techniques and strategies and assign the rest as homework. Students should be reminded to time themselves while doing their homework so that they learn to budget their time effectively.

# NEW TOEIC® PREP COURSE SYLLABUS

## Lesson 11:

### Lesson Aims and Overview

#### Listening: Revision

Analyzing photographs  
Distinguishing similar sounds  
Making correct statements to describe a picture  
Making correct interpretations  
Distinguishing statements that are partially true  
Understanding prepositions  
Understanding question words  
Focusing on the purpose of the question  
Identifying general information questions  
Identifying questions about details  
Understanding inference questions  
Predicting

#### Grammar: Revision

Identifying missing parts of speech  
Analysing grammatical relationships between parts of the sentence

#### Reading: Revision

Becoming familiar with the layout of texts used in the working place  
Skimming and scanning  
Understanding inference questions  
Identifying the main idea  
Determining meaning from context  
Recognizing the topic

#### Focus:

Towards the end of the course, more emphasis should be placed on how students can exploit all the techniques and strategies they have acquired for effective budgeting of test time.

#### Materials:

***Longman Preparation Series for the New TOEIC® Test: Advanced Course.***

#### Section 1 – Part 3

- Listening Comprehension Section: Part III: Conversations**
- ***Longman Preparation Series for the New TOEIC® Test: Advanced Course. Part III: Conversations (p. 52-54, 80-85):*** Students should be reminded of the common traps introduced in the introductory section (similar sounds, confusion among prepositions, and confusion about words used in a different context). Teacher should then do the following activities in class. Students should be encouraged to use the strategies introduced in the introductory sections while doing the activities. (Focus on question and content words).

**Strategy Practice: Why  
TOEIC® Test Practice 5**

#### Section 1 – Part 4

- Listening Comprehension Section: Part IV: Short Talks**
- ***Longman Preparation Series for the New TOEIC® Test: Advanced Course. Part IV: Short Talks (p. 93-95, 102-104):*** Teacher should first go over the common traps used in this section of the test (similar sounds, confusion among prepositions, words out of context) and then do the following activities in class, encouraging students to use the strategies introduced in the introductory sections..

**Strategy Practice: News  
Strategy Practice: Weather**

# NEW TOEIC® PREP COURSE SYLLABUS

## Section 2 Reading

- Materials:**
- a) *Longman Preparation Series for the New TOEIC® Test: Advanced Course*
  - b) *Practice Exams for the TOEIC® Test*
  - c) *How to Prepare Students for the TOEIC® Test.*

### Teaching Tool - Part 5

- *How to Prepare Students for the TOEIC® Test.*  
See **Part V: Activity 2 (p. 15)**: To do this activity teacher should use some items (questions 121-140) from **Examination 2** from *Practice Exams for the TOEIC® Test*.

### Section 2 – Part 6 Reading Part VI: Grammar Patterns: Text Completion: Check homework

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course: More TOEIC® Test Practice (p. 165-168)* this should be done in class or as homework depending on the time available.

### Section 2 – Review Reading Review

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course: Reading Review (p. 212-241)*: The Reading Review should be assigned as homework. Students should time themselves and use the answer sheet. Students should also be reminded that they should make every effort possible to finish the test in the time limit.

## Lesson 12:

### Lesson Aims and Overview

**Aims:** To revise all the strategies students need to employ on the actual test day and to show students techniques for budgeting their time effectively.

- Materials:**
- a) *Longman Preparation Series for the New TOEIC® Test: Advanced Course*
  - b) *Practice Exams for the TOEIC® Test*
  - c) *How to Prepare Students for the TOEIC® Test.*

### Section 1 – Part 3 Listening Comprehension Section: Part III: Conversations

- *Longman Preparation Series for the New TOEIC® Test: Advanced Course. Part III: Conversations (p. 52-54, 86-91)*: Teacher should go over the common traps introduced in the introductory section (similar sounds, confusion among prepositions, and confusion about words in a different context). Then teacher should do the following activities in class encouraging students to apply the strategies introduced in the introductory sections (focus on question words and on content words).

**Strategy Practice: How TOEIC® Test Practice 6: How**

# NEW TOEIC® PREP COURSE SYLLABUS

## Teaching Tool - Part 4

- **How to Prepare Students for the TOEIC® Test.**  
See **Part IV: Activity 2 (p. 13)**: To do this activity teacher should use talks 1- 5 (questions 86-100) from **Examination 2** from **Practice Exams for the TOEIC® Test**.

## Section 1 – Part 4      **Listening Comprehension Section: Part IV: Short Talks**

- **Longman Preparation Series for the New TOEIC® Test: Advanced Course.**      **Part IV: Short Talks (p. 93-95, 105-110)**: Teacher should first go over the common traps used in this section of the test (similar sounds, confusion among prepositions, words out of context). Teacher should then do the following activities in class encouraging and helping students to use the strategies introduced in the introductory sections.

### TOEIC® Test Practice: Talks

**Section1: Review**      **Listening Comprehension Review (p. 111-123)**: The Listening Comprehension Review should be assigned as homework

## Section 2      **Reading**

**Materials:**      **Longman Preparation Series for the New TOEIC® Test: Advanced Course**

**Note:**      The course should be further supplemented with a presentation of the **Subjunctive**. The subjunctive may be tested in the New **TOEIC®** in various ways. Teacher can use exercises from his/her own resources as the subjunctive is not covered in *Business Grammar and Practice*.

- **Longman Preparation Series for the New TOEIC® Test: Advanced Course:**      **Reading Review (p. 212-241)**: Check Homework
- **Longman Preparation Series for the New TOEIC® Test: Advanced Course:**      **Practice Test One (p. 259-285): Reading** The Reading Section should be assigned as homework. Students should do this section under exam conditions: time themselves and use the answer sheet. Students should also make every effort possible to complete this section in the time limit.

## Lesson 13:

### Lesson Aims and Overview

**Aims:**      To revise the strategies students need to employ on the actual test date and to show techniques for effective budgeting of test time.

**Materials:**      **a) Longman Preparation Series for the New TOEIC® Test: Advanced Course**  
**b) Practice Exams for the TOEIC® Test**  
**c) How to Prepare Students for the TOEIC® Test.**

**Section1: Review**      **Listening Comprehension Review (p. 111-123)**:  
Check homework.

**Section 1**      **Practice Test One (p. 245-257): Listening Comprehension:** To be done in class. Students should be asked to use the answer sheet.

# NEW TOEIC® PREP COURSE SYLLABUS

## Section 2 Reading

### Teaching Tool - Part 6

- **How to Prepare Students for the TOEIC® Test.**  
See **Part V: Activity 1 (p. 14)**: To do this activity teacher should use some items (questions 141-146) from **Examination 2** from **Practice Exams for the TOEIC® Test**.
- **Longman Preparation Series for the New TOEIC® Test: Advanced Course: Practice Test One (p. 259-285): Reading**  
Check homework
- **Longman Preparation Series for the New TOEIC® Test: Advanced Course: Practice Test Two (p. 300-327): Reading:** The Reading Section should be assigned as homework. Students should do this section under exam conditions: time themselves and use the answer sheet. Students should also make every effort possible to complete this section in the time limit.

## Lesson 14:

### Lesson Aims and Overview

**Aims:** To monitor students' progress by administering a test under real exam conditions and to provide students with valuable feedback on their performance.

**Materials:**

- a) **Longman Preparation Series for the New TOEIC® Test: Advanced Course**
- b) **Practice Exams for the TOEIC® Test**

## Section 1 Listening Comprehension

- **Longman Preparation Series for the New TOEIC® Test: Advanced Course: Practice Test Two (p. 287-299): Listening:** The listening comprehension section should be done in class. Teacher should go over the test in class eliciting explanations and justifications from the students and going over tips and strategies for this section of the test.

## Section 2 Reading

- **Longman Preparation Series for the New TOEIC® Test: Advanced Course: Practice Test Two (p. 300-327): Reading:** Check homework. Teacher should go over the test in class. Teacher should try to elicit explanations and justifications from students.
- **Practice Exams for the TOEIC® Test: Examination 3 (p. 102-141): Reading:** The Reading Section should be assigned as homework. Students should do this section under exam conditions: time themselves and use the answer sheet. Students should also make every effort possible to complete this section in the time limit.

# NEW TOEIC® PREP COURSE SYLLABUS

## Lesson 15:

### Lesson Aims and Overview

**Aims:** To revise the strategies students need to employ on the actual test day and to show students effective budgeting of test time.

**Materials:** *Practice Exams for the TOEIC® Test*

### Section 1 Listening Comprehension

- **Practice Exams for the TOEIC® Test: Examination 3 (p. 102-141): Listening:** The listening comprehension Section should be done in class. Teacher should go over the test in class eliciting explanations and justifications from students and helping them further practice the strategies they will need for completing this section of the test.

### Section 2 Reading

- **Practice Exams for the TOEIC® Test: Examination 3 (p. 102-141):** Check homework. Since this publication includes a key with brief explanations of the correct answers, teacher might want to focus only on those items that students find difficult.

## Lesson 16

**Aims:** To revise the strategies students need to employ on the actual test day and to show students effective budgeting of test time.

**Materials:** *Practice Exams for the TOEIC® Test*

- **Practice Exams for the TOEIC® Test: Examination 4 (p. 144-181):** This test should be done in class as a **progress test**. Teacher should go over the test in class eliciting explanations and justifications from students and consolidating tips and strategies for completing this section of the test.
- **Practice Exams for the TOEIC® Test: Examination 1 (p. 30-39):** The reading section of this examination should be reassigned as homework. Teacher could ask students either to retake the reading section of examination 1 that was used as a diagnostic test before going over the test in class.

## Lesson 17

**Aims:** To revise the strategies students need to employ on the actual test day and to show students effective budgeting of test time.

**Materials:** *Practice Exams for the TOEIC® Test*

- **Practice Exams for the TOEIC® Test: Examination 4 (p. 144-181):** Teacher should continue going over the test in class eliciting explanations and justifications from students and consolidating techniques and strategies for this section of the test.

# NEW TOEIC® PREP COURSE SYLLABUS

- **Practice Exams for the TOEIC® Test: Examination 1 (p. 30-39):** Teacher should go over the test in class eliciting explanations and justifications from students and consolidating techniques and strategies for this section of the test.
- **Practice Exams for the TOEIC® Test: Examination 5 (p. 185-219):** The listening comprehension section should be done in class. Teacher should go over the reading section, focusing only on those items that students find difficult. The **Reading Section** should be assigned as homework.

## Lesson 18

**Aims:** To revise the strategies students need to employ on the actual test day and to show students effective budgeting of test time.

**Materials:** *Practice Exams for the TOEIC® Test*

### Teaching Tool - Part 6

- **How to Prepare Students for the TOEIC® Test.**  
See **Part V: Activity 2 (p. 15):** To do this activity teacher should use some items (questions 147-152) from **Examination 2** from *Practice Exams for the TOEIC® Test*.
- **Practice Exams for the TOEIC® Test: Examination 5 (p. 185-219):** Check homework. Teacher should go over the test in class. Teacher should try to elicit explanations and justifications from students.

## Lesson 19

**Aims:** To revise the strategies students need to employ on the actual test day and to show students effective budgeting of test time.

**Materials:** *Practice Examination for the TOEIC® Test*

- **Practice Examination for the TOEIC® Test:** This test should be done in class as **an exit test**. Teacher should go over the test in class eliciting explanations and justifications from students and consolidating tips and strategies for completing this section of the test.

## Lesson 20

**Aims:** To revise the strategies students need to employ on the actual test day and to show students effective budgeting of test time.

**Materials:** *Practice Examination for the TOEIC® Test*

- **Practice Examination for the TOEIC® Test:** Teacher should continue going over the test in class eliciting explanations and justifications from students and consolidating techniques and strategies for this section of the test.

# NEW TOEIC® PREP COURSE SYLLABUS

## REFERENCES:

### COURSE BOOK

1. Lougheed, L. (2004). *Longman Preparation Series for the New TOEIC Test: Advanced Course* (4th edition). USA: Longman.

### PRACTICE MATERIAL

2. Kanistra, P., Kollias, Ch. and Lee, K. (2007.) *Practice Exams for the TOEIC® Test*. Athens: Hellenic American Union.

### SUPPLEMENTARY MATERIAL

3. Duckworth, M. (2003) *Business Grammar and Practice* (New edition). Oxford: Oxford University Press.
4. Kanistra, P., Kollias, Ch., (2007.) *How to Prepare Students for the TOEIC® Test*. Athens: Hellenic American Union.
5. *Practice Examination for the TOEIC® Test, 2007, Athens: Hellenic American Union*

### RECOMMENDED BOOKS (for self-study)

6. *600 Essential Words for the TOEIC*. (2003). USA: Barron's  
(Students should be encouraged to use this book for self study as it is extremely important for them to become familiar with the business jargon.)

# NEW TOEIC® PREP COURSE SYLLABUS

Self- Assessment Chart	Examination 1	Examination 2	Examination 3	Examination 4	Examination 5	Examination 6
<b>Part 1: Photos</b>						
<b>Part 2: Question- Response</b>						
When						
Where						
Why						
What						
How						
Who						
Auxiliaries						
Negative questions						
Statement-Response						
<b>Part 3: Conversations</b>						
When						
Where						
Why						
What						
How						
Who						
<b>Part 4: Talks</b>						
Talk						
Weather Report						
Announcement						
Message						
Radio Announcement						
Radio Broadcast / Program						
News						
Report						
Opening Remark						
Presentation						
Advertisement						
Telephone Report						
Introduction						
Telephone Solicitation						
<b>Part 5&amp;6: Incomplete Sentences &amp; Text Completion</b>						
Gerunds and Infinitives						
Adverbial Clauses						
Pronouns						
Tense						
Conditional						
Comparisons & Superlatives						
Conjunctions						
Participles						
Transition Words						
Passive Voice						
Modals						
Quantifiers						
Prepositions						
Word Form						
Word Choice						
Verbal Adjectives						
Subjunctive						
Two-Word Verbs						
Causative						
<b>Part 7: Reading Comprehension</b>						
Single Passages						
Memo						
Notice						
Advertisement						
Coupon						
Article						
Leaflet						
Double Passages						