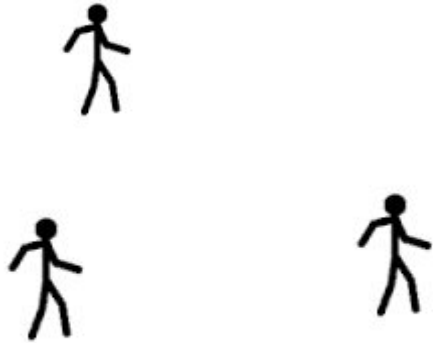


Teaching TOEIC Like a Ninja

Thinking about covert ways to address and disguise the TOEIC content into your lessons.



Imagine yourself throwing ninja stars and engaging in ninja style attacks against your students.



We want to somehow conceal the TOEIC content without the students realizing that they are learning some TOEIC tested language skills.

This is important for several reasons:

1. Our students must take the TOEIC (that's obvious)
2. Usage of the TOEIC scores will be used as a common standard to measure English proficiency at companies for the foreseeable future. (In other words, it will be around for a while, **whether we like it or not.**)
3. **Whatever our teaching philosophy is, we need to consider how to sneak in the content for the benefit of our students while keeping communicative style.**

A Necessary Compromise

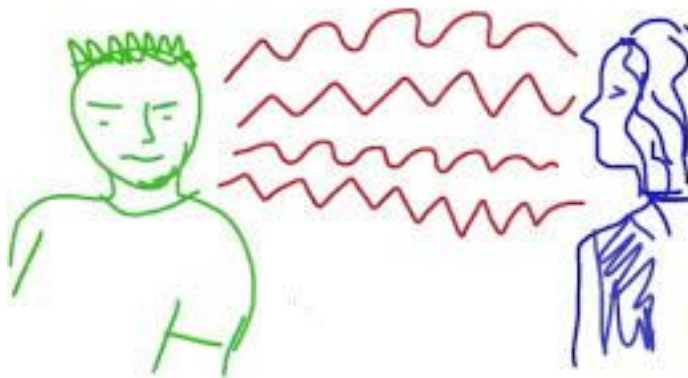
I have a confession: I am one of those who don't think that the TOEIC is a good way to measure language proficiency, and I prefer not to spend classroom time doing TOEIC-y things.

We have to disguise our true feelings and prepare our students for the world out there.



In order to do so successfully with minimal sacrifice of our teaching approach, it is important to know what kind of language skills are tested in the TOEIC. We will only look at a few and we would like to use this opportunity to share some ideas.

TOEIC



Let's just look at the specific language skill content.



Listening Comprehension: PARTS 1 - 4

Listening PART 1: Photos and Listening Focus



Please listen and think what language skill is being tested.

Try this one!



Next...



One more from PART 1



PART 1's examples of language skills being tested:

1. Similar sounds - vowels and consonants
2. Different context - how similar words are used differently
3. Inaccurate descriptions of pictures - pretty straightforward
4. Grammar specific - prepositions

NOTE: These are just a few examples from PART 1.

We need to be aware of the content and think about how we can replicate them without the business English focus of the TOEIC.

If we know the content, we know what to spend a little more time on in our classrooms.

One good thing about being more aware about the content is we can continue to do what we have been doing, but with a little more focus on certain language skill points.

So what kind of content do we need to be aware of in the listening section?

PART 1: Photos: similar sounds, different context, inaccurate description, other

PART 2: Question-Response: YES/NO versus WH-Qs

PART 3: Conversations: who, what*, when, where, why, how

PART 4: Talks: announcements*, advertisements, information - news and weather

PART 2: Questions and Responses

In addition to simple YES/NO questions using *be* verbs and *wh*-questions, there are questions that begin with modals:

“Should we leave at 2pm or 3pm?” → (choice)

“Could you confirm our reservations at the hotel?” → (Y/N)
(Sure, of course, okay)

“Would you call this number?” → (Y/N) (Sure, of course, okay)

PART 2: Questions and Responses

Statement to statement:

A: That was a long meeting.

B: It certainly was.

PART 2: Questions and Responses

Once you know the content, you can easily convert it into more realistic communicative activities:

A: Should we leave for Steve's house at 2pm or 3pm?

B: May be 3pm.

A: That was a long movie!

B: It sure was!

PART 2: Questions and Responses

I'll never get these papers in the mail today.

Sure you will. Let me help you.

convert this into...

PART 2: Questions and Responses

I'll never get Amanda's assignment finished by tomorrow.

Sure you will. Just stay focused and don't give up!

Here is another one we can use:

The paper in photocopier is jammed.

Oh no, not again.

The Tobu line is delayed again.

Oh no, not again.

I am sure you have done similar scripted role play activities.

Are there any other activities we can do to help our students master this section?

Other skill areas students need to be aware of in
PART 2

Contractions:

Amanda's working - Amanda's not working

Ed's office...

PART 3: Short Conversations

PART 3: Short Conversations

This section is similar to PART 2 as far as language skills being tested for listening conversation.

There are two people talking and the students have to answer a lot of WH-questions.

However, it is a little more difficult because they have to understand the situation and listen and remember some of the details in the conversation.

PART 3: Short Conversations

The content is between two people exchanging information related to business or travel.

For this type of activity, you can once again change the content or check to see if your current material reflects the language being used in the conversations.

PART 3: Short Conversations

A: What do you think of our new billing system? It's been up and running for a couple of weeks now.

B: It's about time we got ourselves computerized. We are always so behind the times.

A: What do you think of my new boyfriend Justin? You know Justin Bieber! His music's been selling and he's been out of trouble for the past couple of months now.

B: He's your boyfriend!? Wow, but it's about time that he grew up. He's always so immature.

What's important is if you know the content, you can have fun with it. It doesn't have to be all business.



Grammar & Vocabulary Content in the Conversations

Present continuous in conversations (two tenses)

He's making dinner now...

He's having dinner tomorrow...

Different ways to say time

12, 12 o'clock, noon

PART 4: Short Talks

announcements

advertisements

information - news and weather

This section is very long and dry.

It has a lot of difficult vocabulary.



So what can we do with a content like this?

Thank you for calling Southern Airlines. In order to expedite your call, if you are using a touch tone phone, please press 1 now. If you have a rotary phone, please stay on the line.....

Good morning GFY shoppers. We would like to remind customers of our Gold Card membership system. Membership is available to all customers, free of charge.....

Questions?

I hope we don't offend anyone by saying this, but...

we just sneakily solicited for resources and teaching ideas for our TOEIC folder.

We will become master ninjas someday, and we hope you will too.

Thank you.

