

Scheme of Work & Content

General Notes: The course covers the four sections of the **Complete Guide to the TOEFL TEST** (iBT Edition).

Abbreviations: SB - Student's Book / p - page, pp 5 - 8 = from p 5 to p 8 / HW – Homework / HO – Handout at end of Scheme.

- Please note that the TOEFL Exam Practice teacher needs to be fully familiarised with the technological skills which Sts need to develop in order to take the test successfully.
- Carefully read page XIX – To the teacher.
- Teachers must encourage students to bring their own computers to class. The 3 mock exams suggested in this scheme of work can be done both on the book and on the computer.
Encourage your students to do them on the computer, using the CDROM that comes with the book.
- The rationale of the course aims at establishing a one-to-one correspondence between the activities done in class and homework. Sts will be expected to do at least 2 hours of HW each week. It will also be important to:
 - Develop learner autonomy (encourage extra class research and study);
 - Set writing assignments for homework. Encourage Sts to use the essay topics provided by ETS in their Bulletin, which can be accessed via this link: <http://ftp.ets.org/pub/toefl/989563wt.pdf>. These are the 100 essay titles which may come up in the test;
 - Encourage extra Listening Exercises to be done based on the CD-ROM and extra material available in the computers of the MMC.
 - MMClass and RP materials have been designed to be used together with the material in the book.
- It's important to keep a portfolio of each student's performance throughout the course so that you may advise him/her how to proceed in terms of test preparation. Make sure you fill in the **RP_Recordofscores** so you can have/give sts an overall idea of their progress.
- As this is an examination practice course, teachers should try to replicate the timing of the tasks proposed in TOEFL tests as far as possible so that students can learn how to cope with the time limit during the exam.
- Make use of the Communicative Activities offered throughout the course.
- Suggest to sts the use of the following app for vocabulary practice: **TOEFL iBT Preparation**.
- Answer Key is included in the student's material as of page 525.
- In the first few lessons, teachers will be expected to class check the answers with Sts, but afterwards, teachers should ask Sts to check their own answers and bring their doubts to the class. Make sure there's always some time at the beginning of the lesson to clear up any doubts.

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WEEK	LESSON	SUGGESTED TIME	NOTES
1	Lesson 1	15'	<ul style="list-style-type: none"> Getting to know your group. Make sure you know why and when they are taking the test. Take the chance to ask them about their expectations of the course.
		15'	<ul style="list-style-type: none"> Elicit from Sts what they already know about the test. Go to ETs.org and explain how the website works. Tell them to register for the test as soon as possible. It can be difficult to schedule the exam due to the big number of people interested in taking it. The test is always on Fridays OR Saturdays and the location may vary according to availability. Registering early gives the students more options to choose where and when to do the test. Teach them how to register. Don't forget to tell them to be sure of the date before they set it. In case they need to change it, they will have to pay around 60 dollars to do it.
		15'	<ul style="list-style-type: none"> Proceed to W01TOEFLQ&A.
		15'	<ul style="list-style-type: none"> Show them the CD ROM. Tell them how important it is to get acquainted to the format of the exam (most of them have never taken a computer-based test). Take this time to go through all the steps of the exam, discuss the layout, show the buttons/commands and explore the first test.
		HW	<ul style="list-style-type: none"> Have sts read pages XXI to XLII. <p>IF TIME ALLOWS: http://www.engvid.com/toefl-ibt-basics-introduction-toefl-exam/</p>
	Lesson 2	10'	<ul style="list-style-type: none"> Building supporting skills: Learner strategies – LS1 (page 42), LS5 (page 44) and LS7 (page 56). <p>Go through each exercise with your students. Give them the opportunity to understand their leaning process. Discuss the answers with the whole class.</p>
		20'	<ul style="list-style-type: none"> Talking about the reading part of the test <p>Go through W01TOEFLReadingsection with sts.</p> <p>Show them the reading part of the test in the CDROM. Explore the different types of questions and the approach to each one.</p>
		20'	<ul style="list-style-type: none"> Reading diagnostic test - pages 1 to 6 <p>Allow students to do the first reading passage of the diagnostic test. Monitor.</p>
		5'	<ul style="list-style-type: none"> Checking answers and giving feedback <p>Check the answers and comment on any questions students might have.</p>
		5'	<ul style="list-style-type: none"> Skills assessment - page 47 – exercise LS9 (reading)
		HW:	<ul style="list-style-type: none"> Have sts do the reading diagnostic test (pages 7 - 18)

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2	Lesson 3	5'	<ul style="list-style-type: none"> ◆ Homework check Ask if sts have any questions or doubts related to homework. Take notes of sts' reading scores.
		10'	<ul style="list-style-type: none"> ◆ Vocabulary + conversation Tell your students they will learn 3 to 5 new words every week. They'll have some sentences to discuss to help them memorize these new words. Proceed to TOEFL_Take.ppt .
		15'	<ul style="list-style-type: none"> ◆ Talking about the listening part of the test. Go through W02TOEFLListeningSection with sts. Show them the listening part of the test in the CDROM. Explore the different types of questions and the approach to each one.
		20'	<ul style="list-style-type: none"> ◆ Listening diagnostic test – pages 19 to 27. Have sts do the whole listening section and monitor. Do not pause for comments or help.
		5'	<ul style="list-style-type: none"> ◆ Checking answers and giving feedback. Check the answers and comment on any questions students might have. Take notes of sts' listening scores.
		5'	<ul style="list-style-type: none"> ◆ Skills assessment - Page 48 – exercise LS9 (listening)
		HW	<ul style="list-style-type: none"> ◆ Ask sts to listen to a song they have never heard and try to understand the gist of its lyrics. TELL YOUR STDS TO BRING A RECORDER THE NEXT CLASS
	Lesson 4 (with BYOD activity)	5'	<ul style="list-style-type: none"> ◆ Homework check Have sts report the songs they have heard and what the general idea of their lyrics is.
		20'	<ul style="list-style-type: none"> ◆ Talking about the speaking part of the test Go through W02TOEFLSpeakingSection with sts. Show them the speaking part of the test in the CDROM. Explore the different types of questions and the approach to each one.
		20'	<ul style="list-style-type: none"> ◆ Speaking diagnostic test - pages 28 to 34 Have sts record themselves and monitor.
		10'	<ul style="list-style-type: none"> ◆ Debriefing and giving feedback. Ask sts about their feelings related to this section of the test. Give students some feedback on their oral production.
		5'	<ul style="list-style-type: none"> ◆ Skills assessment - page 48 – exercise LS9 (speaking)
		HW	<ul style="list-style-type: none"> ◆ Ask sts to send their speaking tasks to you so that you can assess it and make more specific comments about it.

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3	Lesson 5	5'	<ul style="list-style-type: none"> ◆ Giving feedback. Make general comments about sts' recordings, take notes of sts' scores and inform sts of them.
		15'	<ul style="list-style-type: none"> ◆ Talking about the writing part of the test. Go through W02TOEFLWritingSection&EssayPlanning with sts. Show them the writing part of the test in the CDROM. Explore the different types of questions and the approach to each one.
		30'	<ul style="list-style-type: none"> ◆ Writing diagnostic test – pages 35 to 37. Have sts read the text and take notes for 3 minutes. Play the audio for the listening component of the test. Have sts do the writing task for 20 minutes. Monitor the task.
		5'	<ul style="list-style-type: none"> ◆ Skills assessment - page 49 – exercise LS9 (writing)
		5'	<ul style="list-style-type: none"> ◆ Debriefing and giving feedback. Ask sts about their feelings related to this section of the test. Give students some feedback on their written production.
		HW	Ask sts to send their writing tasks to you so that you can assess it and make more specific comments about it.
		Lesson 6	5'
	10'	<ul style="list-style-type: none"> ◆ Vocabulary + conversation Proceed to TOEFL_Let.ppt	
	35'	<ul style="list-style-type: none"> ◆ Writing diagnostic test – pages 38. Explain the task type and have sts do read the question and do the writing task for 30 minutes. Monitor the task.	
	10'	<ul style="list-style-type: none"> ◆ Debriefing and giving feedback. Ask sts about their feelings related to this section of the test. Give students some feedback on their written production	
	HW	<ul style="list-style-type: none"> ◆ Ask sts to send their writing tasks to you so that you can assess it and make more specific comments about it. 	

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WEEK	LESSON	SUGGESTED TIME	NOTES
4	Lesson 7	5'	<ul style="list-style-type: none"> ◆ Giving feedback. Make general comments about sts' writing tasks, take notes of sts' scores and inform sts of them.
		25'	<ul style="list-style-type: none"> ◆ Building supporting skills: Note taking Proceed to TOEFL_NoteTaking.ppt Have sts do exercises NPS2/3/4 (pp. 57 and 58) and NPS6 – text 1 (p. 59)
		20'	<ul style="list-style-type: none"> ◆ Grammar – pages 76-78 Have sts do exercise G2 (items 1-30)
		10'	<ul style="list-style-type: none"> ◆ Checking answers Check the answers and comment on any questions students might have. Take the time to go over a few grammar points such as subject-verb agreement, subject-verb- object/ complement order, modal verbs, reference, connectors and linekers etc.
		HW	<ul style="list-style-type: none"> ◆ Have sts read pages 52-54 (Note taking) ◆ Have sts do exs NPS1 (pp. 56/57) and NPS 6 (p. 60).
	Lesson 8	5'	<ul style="list-style-type: none"> ◆ Homework check Ask if sts have any questions or doubts related to homework.
		10'	<ul style="list-style-type: none"> ◆ Vocabulary + conversation Proceed to TOEFL_DoMake.ppt
		15'	<ul style="list-style-type: none"> ◆ Word forms – pages 86 and 87 Have sts do exercise G7.
		5'	<ul style="list-style-type: none"> ◆ Checking answers Check the answers and comment on any questions students might have
		35'	<ul style="list-style-type: none"> ◆ Building skills: reading Proceed to TOEFL_Understandingmeaning.ppt Have sts do exercises: R1 (items 1/4/7/10/20/23/31/34/37/40/44/47/49/52) R2 (questions 1-6) R3 You must prepare your lesson in advance to prepare your explanation to each of the topics covered in this set of exercises. Choose which exercises you consider important to do in class and assign the others as homework.
		HW	<ul style="list-style-type: none"> ◆ Have sts do the items that have not been done in exercises R1- R3 (pages 146-158) ◆ Reading minitest (pages 160 – 164)

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5	Lesson 9	5'	<ul style="list-style-type: none"> ◆ Homework check Ask if sts have any questions or doubts related to homework.
		5'	<ul style="list-style-type: none"> ◆ Building skills: listening Have sts open their books to pages 253 and 254 and present the three basic listening question types: <i>Multiple choice with one correct answer, multiple choice with two or more correct answers and chat.</i>
		30'	<ul style="list-style-type: none"> ◆ Practice: Explain the different strategies exploited in each activity and have sts do the following exercises: L2(page 256),L3(page 257),L6(pages 261/262), L9(page 265), L10(page 266), L11 (page 267), L12(page 268). Check the answers and comment on any questions students might have.
		15'	<ul style="list-style-type: none"> ◆ Listening minitest 1 Play the audio CD uninterruptedly and have sts do minitest 1 (pages 269 to 272). Note: All sts must do the paper-based version.
		5'	<ul style="list-style-type: none"> ◆ Checking answers. Check the answers and comment on any questions students might have.
		HW	<ul style="list-style-type: none"> ◆ Have sts read <i>Strategies to use for building listening skills</i> (pages 249 to 252).
	Lesson 10	5'	<ul style="list-style-type: none"> ◆ Building skills: speaking Refer to the 2 types of tasks in the speaking test: <i>Independent and Integrated</i> (See pages 311 and 312). Explain that English pronunciation has certain special features that sts need to be aware of and imitate in order to sound clear and intelligible. In this lesson, they will practice with some.
		10'	<ul style="list-style-type: none"> ◆ Consonant sounds Tell sts that their listeners will understand their responses better if they pronounce the individual words and groups of sounds correctly. Proceed to exercise S1 (pages 313 and 314). Play the audio CD and have sts repeat the sentences right after they are spoken. Monitor sts' performance and give them feedback.
		5'	<ul style="list-style-type: none"> ◆ Consonant Clusters Explain that a consonant cluster (or consonant blend) is a group of consonants which have no intervening vowel (e.g. screen/ street). Proceed to exercise S2 (page 314). Monitor sts' performance and give them feedback.

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		10'	<ul style="list-style-type: none"> ◆ Silent letters <p>Explain that silent letters refer to letters used in the spelling of a word that are not pronounced (e.g. w<u>h</u>ite).</p> <ul style="list-style-type: none"> ◆ Proceed to TOEFL_RP1.
		10'	<ul style="list-style-type: none"> ◆ Word stress (noun x verb) <p>Explain that word stress refers to the emphasis placed on certain syllables. A stressed syllable is louder, longer and higher pitched than other syllables. In some cases, the stress pattern of a word can determine its part of speech (e.g. contest –noun: a competition/ contest – verb: argue against). Proceed to TOEFL_RP2.</p>
		10'	<ul style="list-style-type: none"> ◆ Sentence stress <p>Explain that sentence stress refers to the emphasis placed on certain words in a sentence. A stressed word is louder, longer and higher pitched than other words. The sentence stress indicates the main focus of the sentence (e.g. John has been to Dubai.).</p> <p>Proceed to exercise S3 (page 315). Have sts underline their predicted stressed words. Play the audio CD and have sts check their answers. Finally, play the audio CD once again and have sts repeat the text. Pause the recording at short intervals.</p>
		10'	<ul style="list-style-type: none"> ◆ Linking words <p>Tell sts that, in order to maintain a steady rhythm pattern, speakers often use contractions and relaxed forms. They reduce words by dropping the final vowels or consonants. They link the end of a word with the beginning of the following word (e.g. <i>Is he going to join us?</i> sounds <i>Izzi gonna joi nus?</i>).</p> <p>Proceed to exercise S4 (page 315). Play the audio CD and have sts mark the linking words in it. Play the audio CD once again and have sts repeat the text. Pause the recording at short intervals.</p>
		HW	Have sts read pages 310 - 313.




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6	Lesson 11	10'	<ul style="list-style-type: none"> ◆ Vocabulary + conversation Proceed to TOEFL_Phrasalverbs.ppt .
		5'	<ul style="list-style-type: none"> ◆ Building skills: writing Refer to the 2 types of tasks in the writing test: <i>Independent and Integrated</i> (See pages 377). Explain that there are 2 writing tasks on the TOEFL test: one independent and one integrated. Add that how well their writing flow will depend on cohesion . In this lesson, they will practice with cohesion .
		10'	<ul style="list-style-type: none"> ◆ Connecting ideas using transitional expressions Explain to sts that connecting ideas by using transitional words or expressions indicates the relationship of one idea to the next. It helps readers follow the flow of ideas. (e.g. In my physics class, we did lots of experiments that helped clarify principles. As a result , I understood those principles better.) Proceed to exercise W1 (pages 379 and 380). Check answers. Comment on sts' questions.
		10'	<ul style="list-style-type: none"> ◆ Defining words Tell sts that, in order to help readers understand, they may need to define a term that they use in their text.(e.g. My hobby is telemark skiing. Telemark is a type of alpine skiing in which the boots are connected to the skis only at the toes, so traditional skiing techniques have to be modified.) Present the three-part definition strategy: <ol style="list-style-type: none"> 1. State the word or phrase to be defined. 2. Give its category. 3. Distinguish it from other words that fit the same category. Proceed to exercise W2 (page 381). Check answers. Comment on sts' questions.
		10'	<ul style="list-style-type: none"> ◆ Connecting ideas using parallel structures Mention to sts that readers can understand the flow of their ideas better if they use parallel structures when they write. Structures are paralleled when they use the same word form or phrasing. (e.g. The children played on the swings, slides, and seesaw.) Proceed to exercise W3 (pages 381 and 382).

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		15'	<p>◆ Adding cohesion</p> <p>Tell sts that they can add cohesion to their writing by:</p> <ol style="list-style-type: none"> 1. Rephrasing key words (e.g. I learned how to play the guitar first and then the piano. I practiced both instruments for several hours every day.). 2. Using pronouns (e.g. I learned how to play the guitar first and then the piano. I practiced them both for several hours every day.). <p>Proceed to exercise W4 (pages 382 and 383).</p>
		HW	<p>◆ Have sts read pages 379 - 386.</p>
Lesson 12		30'	<p>◆ Building skills: reading</p> <p>Proceed to TOEFL_Understandingtheconnectionofideas.ppt</p> <p>Have sts do exercises (pages 167 – 172):</p> <p>R4 R5 R7 (items 1-5) R8 (items 1 and 2)</p> <p>Before each set of exercises, briefly explain your students what to do. Help them with any question they might have. DON'T read the explanation parts, encourage your students to do so at home.</p>
		20'	<p>◆ Reading mini test 2</p> <p>Have sts do the reading minitest 2 on pages 173-177.</p>
		10'	<p>Check answers. Comment on sts' questions.</p>
		HW	<p>Have sts do the items that have not been done in exercises R6, R7 and R8.</p> <p>TELL YOUR STDS TO BRING A RECORDER THE NEXT CLASS.</p>

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WEEK	LESSON	SUGGESTED TIME	NOTES
7	Lesson 13 (with BYOD activity)	5'	<ul style="list-style-type: none"> ◆ Homework check Ask if sts have any questions or doubts related to homework.
		10'	<ul style="list-style-type: none"> ◆ Vocabulary + conversation Proceed to TOEFL_Hand.ppt
		25'	<ul style="list-style-type: none"> ◆ Building skills: speaking Refresh sts' memories about the following strategies for cohesion: <i>Using transitional words, defining words or phrases, using parallel structures, rephrasing key words, and using pronouns.</i> Have sts do exercises S7 – S11 (pages 319 - 322). Tell them to record their answers and evaluate their responses. Monitor and give feedback.
		20'	<ul style="list-style-type: none"> ◆ Building skills: independent speaking tasks Proceed to TOEFL_Independentspeakingtasks.ppt Have sts do the following exercises as well as record the ones which are marked  : S14, S15 , S16, S17, S18  (pages 328-330) Monitor and give feedback.
		HW	Have sts read pages 326 – 328.
	Lesson 14	30'	<ul style="list-style-type: none"> ◆ Building skills: listening Proceed to TOEFL_Listeningpracticewithdetails.ppt Play the audio CD and have sts do the following exercises: L 13/L14/L16/L17. Check answers. Comment on sts' questions.
		20'	<ul style="list-style-type: none"> ◆ Listening mini-test 2 Have sts do the listening minitest on pages 281 – 286.
		10'	<ul style="list-style-type: none"> ◆ Check answers. Comment on sts' questions.
		HW	Have sts read pages 272-274.

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8	Lesson 15	10'	<ul style="list-style-type: none"> ◆ Vocabulary + conversation Proceed to TOEFL_Falsefriends.ppt
		30'	<ul style="list-style-type: none"> ◆ Building skills: independent writing task Proceed to TOEFL_Writingorganizinganessay.ppt Proceed to TOEFL_Writingpreparing to write.ppt Have sts do the following exercises: W7/W8/W9 (pages 391- 393) Monitor and give feedback.
		20'	Proceed to TOEFL_Writingintroductions.ppt Suggest the following topic: Some people prefer to study alone. Others prefer to study in groups. Which do you prefer? Use specific reasons and examples to support your answer. Have sts start writing their introductions in class.
		HW	Have sts finish writing the composition they began in class. Tell sts they will start the next round of mock tests next class. Encourage them to bring their computers and have their CD - ROMS installed.
	Lesson 16	60'	<ul style="list-style-type: none"> ◆ Practice test 1 – Reading Have sts do the reading practice test 1. (pages 439 – 459)

WEEK	LESSON	SUGGESTED TIME	NOTES
9	Lesson 17	10'	<ul style="list-style-type: none"> ◆ Giving feedback. Make general comments about sts' reading tasks, take notes of sts' scores.
		50'	<ul style="list-style-type: none"> ◆ Practice test 1 – Listening. Have sts do the listening practice test 1. (pages 461 – 468).
	Lesson 18	10'	<ul style="list-style-type: none"> ◆ Giving feedback. Make general comments about sts' listening tasks, take notes of sts' scores.
		60'	<ul style="list-style-type: none"> ◆ Practice test 1 – writing Have sts do the writing practice test 1 (pages 476 - 479) and hand you in the essays.
		HW	TELL YOUR STDS TO BRING A RECORDER THE NEXT CLASS.





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10	Lesson 19 (with BYOD activity)	10'	<ul style="list-style-type: none"> ◆ Giving feedback. Return sts' writing tasks and make any comments you find necessary. Inform sts of their marks.
		30'	<ul style="list-style-type: none"> ◆ Practice test 1 – speaking Have sts do the speaking practice test 1 (pages 476 – 479). Have sts send their recordings to your email.
		20'	<ul style="list-style-type: none"> ◆ Grammar Proceed to TOEFL_verbsandverbals1.ppt Go through the tenses on pages 103- 105. Have sts do exercise G15 (page 111).
		HW	Ask sts to do the following exercise: Grammar – pages 78-80. Have sts do exercise G2 (items 31-60).
	Lesson 20	5'	<ul style="list-style-type: none"> ◆ Homework check Ask if sts have any questions or doubts related to homework.
		10'	<ul style="list-style-type: none"> ◆ vocabulary Proceed to TOEFL_RP3.
		25'	<ul style="list-style-type: none"> ◆ Building supporting skills: Grammar Review – Word Forms Proceed to TOEFL_Wordforms.ppt Have sts do exercise G7 (pages 86-87). Check answers and make any comments you find necessary.
		20'	<ul style="list-style-type: none"> ◆ Building supporting skills: Grammar Review – Clauses and Sentence Structure Proceed to TOEFL_Clausesandsentencestructure.ppt Have sts do exercise G8-G9 (pages 88-89). Check answers and make any comments you find necessary.
		HW	Have sts read pages 89-99 and do exercises G12, G13 and G14 (pages 100-101).

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11	Lesson 21	10'	<ul style="list-style-type: none"> ◆ Giving feedback. Ask if sts have any questions or doubts related to homework.
		10'	<ul style="list-style-type: none"> ◆ Vocabulary + conversation Proceed to TOEFL_RP4 .
		40'	<ul style="list-style-type: none"> ◆ Building skills: Writing Proceed to TOEFL_Writingdevelopmentalparagraphs.ppt Refer back to the topic suggested in lesson 15: <i>Some people prefer to study alone. Others prefer to study in groups. Which do you prefer? Use specific reasons and examples to support your answer.</i> Have sts: <ol style="list-style-type: none"> 1. Retrieve their introductory paragraph. 2. Write topic sentences for their developmental paragraphs. 3. Write supporting ideas for each topic sentence. 4. Add details to. 5. Write their developmental paragraphs.
		HW	If sts have not finished their writing, ask them to hand it in to you next class or email it to you.
	Lesson 22	5'	<ul style="list-style-type: none"> ◆ Homework check Ask if sts have any questions or doubts related to homework. Make general comments about sts' writing tasks.
		10'	<ul style="list-style-type: none"> ◆ vocabulary + conversation Proceed to TOEFL_RP5 .
		30'	<ul style="list-style-type: none"> ◆ Building skills: Reading Proceed to TOEFL_Understandingdetails Have sts do the following exercises (pages 180-192): R9 (questions 1 and 2) R13 (questions 1- 5) R10 (questions 1 and 2) R14 (questions 1 and 2) R11 (questions 1-5) R12 (questions 1 and 2) Check answers and make any comments you find necessary.
		15'	<ul style="list-style-type: none"> ◆ Reading minitest 3 Have sts do the reading minitest 3 on pages 193- 198.
		HW	Ask sts to read pages 178- 180. Have sts do the items that have not been done in exercises R9 – R14.

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12	Lesson 23	5'	<ul style="list-style-type: none"> ◆ Giving feedback. Ask if sts have any questions or doubts related to homework.
		10'	<ul style="list-style-type: none"> ◆ Vocabulary Proceed to TOEFL_RP6.
		30'	<ul style="list-style-type: none"> ◆ Building skills: Listening Proceed to TOEFL_Makinginferences.ppt Play the audio CD and have sts do exercise L8 – L13 (pages 288 – 294).
		15'	<ul style="list-style-type: none"> ◆ Listening minitest 3 Play the audio CD uninterruptedly and have sts do minitest 3 (pages 295 - 298). ◆ Note: All sts must do the paper-based version.
		HW	Ask sts to read pages 287-288. TELL YOUR STDS TO BRING A RECORDER THE NEXT CLASS.
	Lesson 24 (with BYOD activity)	5'	<ul style="list-style-type: none"> ◆ Homework check Ask if sts have any questions or doubts related to homework.
		10'	<ul style="list-style-type: none"> ◆ vocabulary Proceed to TOEFL_RP7.
		30'	<ul style="list-style-type: none"> ◆ Building skills: Speaking Proceed to TOEFL_Personalchoicetask.ppt Have sts do the following exercises as well as record the ones which are marked  : S20, S21 , S22 , S23, S24  (pages 334-336) Monitor and give feedback.
		15'	<ul style="list-style-type: none"> ◆ Independent Speaking Task Have sts do as well as record exercise S26 (page 337).
		HW	Have sts email their recordings to you.




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WEEK	LESSON	SUGGESTED TIME	NOTES
13	Lesson 25	5'	<ul style="list-style-type: none"> ◆ Giving feedback. Give feedback on sts' tasks.
		20'	<ul style="list-style-type: none"> ◆ Building skills: Paraphrasing Proceed to TOEFL_Paraphrasing.ppt Have sts do exercise NPS7 (page 61). Monitor and give feedback.
		20'	<ul style="list-style-type: none"> ◆ Building systems: Grammar Proceed to TOEFL_modals.ppt Proceed to TOEFL_verbsandverbals2.ppt
		15'	<ul style="list-style-type: none"> ◆ Grammar Proceed to TOEFL_RP8.
		HW	Ask sts to read pages 102 – 105 and 107.
	Lesson 26	5'	<ul style="list-style-type: none"> ◆ Homework check Ask if sts have any questions or doubts related to homework
		10'	<ul style="list-style-type: none"> ◆ Vocabulary Proceed to TOEFL_RP9.
		30'	<ul style="list-style-type: none"> ◆ Building skills: Reading Proceed to TOEFL_Makinginferences.ppt Have sts do the following exercises (pages 200-213): R15 (questions 1-5) R19 R16 (questions 1-5) R20 R17 R21 (questions 1-7) R18 (questions 1-5) Check answers and make any comments you find necessary.
		15'	<ul style="list-style-type: none"> ◆ Reading minitest 4 Have sts do the reading minitest 4 on pages 213- 216.
		HW	Ask sts to read pages 199- 200. Have sts do the items that have not been done in exercises R15 – R21.

TOEFL Exam Practice – Scheme of Work

WEEK	LESSON	SUGGESTED TIME	NOTES
14	Lesson 27	5'	◆ Giving feedback. Give feedback on sts' tasks.
		10'	◆ Vocabulary Proceed to TOEFL_RP10 .
		25'	◆ Building systems: Vocabulary. Proceed to TOEFL_Vocabulary.ppt Have sts do the following exercises (Pages 64 – 68): V1 V7 V2 V8 V3 V9 V4 V10
		20'	◆ Listening Practice Test (Pages 299 – 308). Note: All sts must do the paper-based version.
		HW	Ask sts to read pages 63 -68.
	Lesson 28	5'	◆ Homework check
		10'	◆ Vocabulary Proceed to TOEFL_RP11 .
		25'	◆ Building skills: Writing Proceed to TOEFL_Practicingwithconclusions.ppt Check answers and make any comments you find necessary.
		20'	◆ Building skills: Writing Proceed to TOEFL_Respondingtotheindependenttask.ppt
		HW	Ask sts to read pages 404- 407/410- 413 Have sts select one of the questions in W32, write an essay and hand it in to you next class or via e-mail. TELL YOUR STDS TO BRING A RECORDER THE NEXT CLASS.




TOEFL Exam Practice – Scheme of Work

WEEK	LESSON	SUGGESTED TIME	NOTES
15	Lesson 29	5'	<ul style="list-style-type: none"> ◆ Homework check Ask if sts have any questions or doubts related to homework or the process of writing an independent task.
		10'	<ul style="list-style-type: none"> ◆ Vocabulary Proceed to TOEFL_RP12.
		45'	<ul style="list-style-type: none"> ◆ Building skills: Speaking. Proceed to explaining the strategies to be used for the Integrated Speaking Tasks (See pages 338- 342). Have sts do the following exercises (Pages 342 – 346) as well as record those which are marked  : <p>S27 S31  S35 </p> <p>S28 S32</p> <p>S29 S33</p> <p>S30 S34</p>
		HW	Have sts read pages 338- 342 and email their recordings to you.
	Lesson 30	5'	<ul style="list-style-type: none"> ◆ Giving feedback. Give feedback on sts' tasks.
		15'	<ul style="list-style-type: none"> ◆ Building Systems: Grammar Proceed to TOEFL_Activeandpassiveforms.ppt.
		10'	<ul style="list-style-type: none"> ◆ Grammar: Proceed to quiz by clicking on the link on slide 3 of the previous ppt.
		30'	<ul style="list-style-type: none"> ◆ Building skills: Summarizing Proceed to TOEFL_Summarizing.ppt Have sts do items NPS8 questions 1 and 2 (pages 61-62), W35 and W36 (pages 420-421).
		HW	<ul style="list-style-type: none"> Ask sts to read pages 54-55 and 108. Have sts do item NPS8 ex 3 (page 62).


TOEFL Exam Practice – Scheme of Work

WEEK	LESSON	SUGGESTED TIME	NOTES
16	Lesson 31	5'	<ul style="list-style-type: none"> ◆ Giving feedback. Give feedback on sts' tasks.
		10'	<ul style="list-style-type: none"> ◆ Vocabulary Proceed to TOEFL_RP13.
		30'	<ul style="list-style-type: none"> ◆ Building skills: Reading. Proceed to briefly explaining summary and category chart questions (page 216). Have sts do the following exercises (pages 200-213): R22 R23 (questions 1-2) R 24 (questions 1-3) Check answers and make any comments you find necessary.
		20'	<ul style="list-style-type: none"> ◆ Reading minitest 4 Have sts do the reading minitest 5 on pages 227- 230.
		HW	Ask sts to read page 216. Have sts do the items that have not been done in exercises R22 – R24.
	Lesson 32	5'	<ul style="list-style-type: none"> ◆ Homework check Ask if sts have any questions or doubts related to homework.
		10'	<ul style="list-style-type: none"> ◆ Building systems: Grammar Proceed to TOEFL_Gerundsandinfinitives.ppt
		10'	<ul style="list-style-type: none"> ◆ Grammar: Click on the link on slide 10 of the previous PPT for online practice.
		30'	<ul style="list-style-type: none"> ◆ Reading Practice Test (Pages 231 – 248). Note: All sts must do the paper-based version.
		HW	Ask sts to read pages 108-110.
WEEK	LESSON	SUGGESTED TIME	NOTES

TOEFL Exam Practice – Scheme of Work

17	Lesson 33	5'	<ul style="list-style-type: none"> ◆ Homework check Ask if sts have any questions or doubts related to homework. 	
		30'	<ul style="list-style-type: none"> ◆ Building skills: Writing. Proceed to briefly explaining the strategies to responding To the Integrated Writing Task (pages 427-429) Have sts do exercise W44 question 1 (pages 429-430). 	
		25'	<ul style="list-style-type: none"> ◆ Independent Writing Task practice Have sts do the Independent Writing Task on pages 436. Note: All sts must do the paper-based version. 	
		HW	Ask sts to read pages 421-429. Have sts hand in or email the two tasks by next class. TELL YOUR STDS TO BRING A RECORDER THE NEXT CLASS.	
	Lesson 34	5'	<ul style="list-style-type: none"> ◆ Giving feedback. Give feedback on sts' tasks. 	
		10'	<ul style="list-style-type: none"> ◆ Grammar Have sts do G17 (page 112). 	
		15'	<ul style="list-style-type: none"> ◆ Building Skills: Speaking Integrated Reading/Listening/Speaking Tasks: Have sts do exercise S38 question 1.  	
		15'	<ul style="list-style-type: none"> ◆ Building Skills: Speaking Integrated Reading/Listening/Speaking Tasks: Have sts do exercise S38 question 2.  	
		15'	<ul style="list-style-type: none"> ◆ Building Skills: Speaking Integrated Reading/Listening/Speaking Tasks: Have sts do exercise S38 question 3.  	
		HW	Have sts email their recordings to you. TELL YOUR STDS TO BRING A RECORDER THE NEXT CLASS.	
	WEEK	LESSON	SUGGESTED TIME	NOTES
	18	Lesson 35	5'	<ul style="list-style-type: none"> ◆ Giving feedback. Give feedback on sts' tasks.
			35'	<ul style="list-style-type: none"> ◆ Building skills: Writing Have sts do the Integrated Speaking Task Practice (pages 434-435). Note: All sts must do the paper-based version.

TOEFL Exam Practice – Scheme of Work

		20'	<ul style="list-style-type: none"> ◆ Building Skills: Speaking Integrated Listening/Speaking Tasks: Have sts do exercise S48 questions 1-4. 
		HW	Have sts email their recordings to you.
	Lesson 36	5'	<ul style="list-style-type: none"> ◆ Giving feedback. Give feedback on sts' tasks.
		55'	<ul style="list-style-type: none"> ◆ Building skills: Speaking Have sts do the Speaking Practice Task (369-375).
		HW	Have sts email their recording to you.
WEEK	LESSON	SUGGESTED TIME	NOTES
19	Lesson 37	5'	<ul style="list-style-type: none"> ◆ Giving feedback. Give feedback on sts' tasks.
		55'	<ul style="list-style-type: none"> ◆ Building skills: Writing. Have sts do the Writing Test 2 (pages 519-522). Note: All sts must do the paper-based version.
		HW	Have sts hand them in to you or send them to you via email. TELL YOUR STDS TO BRING A RECORDER THE NEXT CLASS.
	Lesson 38	5'	<ul style="list-style-type: none"> ◆ Giving feedback. Give feedback on sts' tasks, take notes of sts' scores and inform sts of them.
		55'	<ul style="list-style-type: none"> ◆ Building Skills: Speaking Have sts do the Speaking Test 2 (pages 512-518). Note: All sts must do the paper-based version.
		HW	Have sts email their recordings to you.

WEEK	LESSON	SUGGESTED TIME	NOTES
20	Lesson 39	5'	<ul style="list-style-type: none"> ◆ Giving feedback. Give feedback on sts' tasks, take notes of sts' scores and inform sts of them.
		55'	<ul style="list-style-type: none"> ◆ Building skills: Listening. Have sts do the Listening Test 2 (pages 502-511). Note: All sts must do the paper-based version.
	Lesson 40	5'	<ul style="list-style-type: none"> ◆ Giving feedback. Give feedback on sts' tasks, take notes of sts' scores and inform sts of them.

TOEFL Exam Practice – Scheme of Work

		50'	◆ Building skills: Reading. Have sts do the Reading Test 2 (pages 481-501). Note: All sts must do the paper-based version. Take notes of sts' scores and inform sts of them.
		5'	Make any final comments you find appropriate.