



## ULE - TOEFL A Syllabus

**Course Hours:** 76.5 hours for Morning Intensive  
72 hours for Afternoon/Evening Intensive and Semi-Intensive Programs  
36 hours for Saturday Program

**CEFR C1/C2:** TOEFL content is mapped to the Common European Framework of Reference

**C1** - Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

**C2** - Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

**Course Goal:** To prepare ESL/EFL students to take and/or improve their scores to 95 and above on the Test of English as a Foreign Language (TOEFL) iBT by teaching standard test taking strategies and providing a thorough understanding of the language skills that are regularly tested in the official test.

**Objectives:** Familiarize ESL/EFL students with the TOEFL iBT format, testing process, and scoring  
Ensure an understanding of the format of the TOEFL test and test tasks by taking and reviewing practice tests in a test environment  
Reinforce students' grammar base with particular attention to grammar and sentence correction activities  
Improve listening, speaking, reading, vocabulary and writing skills for the appropriate sections of the TOEFL  
Integrate language and critical thinking skills for successful completion of the TOEFL tasks  
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**Textbooks:** **A:** Preparation Course for the TOEFL Test, Next Generation iBT, Third Edition, Deborah Phillips, Pearson Longman, 2015.



**Other Material:** Additional practice from free online resources

**Assessment:** Grades are recorded as percentage grades that correlate to letter grades in Axess. Successful completion: Criteria that determine successful completion of a course are:

- Satisfactory attendance – students may not miss more than three days per session
- Up to 10% satisfactory class participation documented in the Class Participation Rubric
- Up to 10% satisfactory completion of homework assignments documented in the Homework Rubric
- Up to 40% score on mid-term assessments calculated in AXESS;
- Up to 40% score on final assessments calculated in AXESS, and
- At least an overall grade of 70% to pass.

<b>Grade Components</b>	
Homework	10%
Class Participation	10%
Mid-session Assessment	40%
End-of-session assessment	40%
<b>Total</b>	<b>100%</b>

### **Weekly Outline and Objectives:**

The TOEFL A course is designed to be comprehensive introduction to the TOEFL iBT, and intended to expose students to the different skills and sub-skills (though extensive practice) which will be tested on the iBT. It is understood that not all sub-skills and integrated skills tested on the iBT will be covered over the course duration. This syllabus is structured on a week-by-week basis; each week includes practice with sub-skills in each of the four skill areas (reading, writing, listening and speaking). Teachers are given the flexibility to spend more or less time on the various sub-skills, based on the needs of their students, and to plan each week as best appropriate for their students. The week-by-week outline below is a suggested guideline for how the material should be distributed



to allow for practice in each of the four skill areas; adjustments may be necessary due to student needs and progress.

*Note:* Teachers at the TOEFL level often are required to manage uneven language preparation among their students and differing time frames and objectives for taking the TOEFL. While the teachers should adjust to the particular requirements of the students, a common need should be established to improve students' scores and help them learn language skills within the context of the test and as appropriate within the syllabus of the course. Progress should be monitored through periodic testing that will provide students with a realistic record of scoring capability.

### **Week 1**

Introduction to the TOEFL iBT: components and scoring procedure.

Complete Test

Reading: Pre-Test, Skills

Listening: Pre-Test, Skills

### **Week 2**

Speaking: Pre-Test, Skills

Writing: Pre-Test, Skills

Reading: Skills

### **Mid-Session assessment – average of grades from following:**

Student progress in the TOEFL I course will be measured based on Mini-Test Score(s)

### **Week 3**

Mini-Test

Listening: Skills

Speaking: Skills

Writing: Skills

Reading: Skills

### **Week 4**

Speaking: Skills

Writing: Skills

### **End-of-session assessment – grades from: Complete Test**

*Note:* Throughout the course, additional Mini-Tests may be administered, time permitting.

Accompanying activities and practice exercises from the CD-ROM or My English Lab can be used in class, or as homework, time permitting and as appropriate.