

A single-class lesson skeleton

INTENDED USE

A stage-by-stage skeleton for one class, to be filled with whichever task type you are teaching. It carries no minute counts on purpose: class periods differ, and the only durations this kit is able to state are the ones the published specification gives for the test itself. Set your own clock and keep the order.

The current version of this file, and the rest of the kit, is at <https://www.reach120.com/teaching-kit>

TEACHING KIT

How to use it

The order is the argument, not the timing. Each stage exists because the one before it made it possible, and the common failure in a test-preparation class is jumping from the opening straight to independent practice, which produces a room full of students doing a task nobody has modeled.

Fill it with one task type per class. The task-type names on the reference sheet are also how the practice material on this site is filed, so a class on one task and the homework that follows it can be the same task without you searching for it.

TEACHING KIT

The stages

Run them in order. Cut from the middle when the period is short, never from the ends: the opening sets the aim and the review is where the learning is fixed.

1. OPEN

Say what today is and why it is worth the hour.

Name the task type and what it carries on the score report. Students work harder on a task when they know what it is worth, and the reference sheet gives you the number to quote.

2. DIAGNOSE

Find out what the room can already do.

Put one item on the board and take answers cold, before any teaching. What they get wrong here is the lesson; what they get right is time you can spend elsewhere.

3. MODEL

Show the task being done, thinking out loud.

Work one item in front of them and narrate the decisions, including the wrong turns. A silent worked answer teaches the answer; a narrated one teaches the method.

4. GUIDED PRACTICE

Let them try it with the safety net still up.

Pair work on a handful of items while you circulate. Take the pen when asked, and stop the room when the same mistake appears at more than one desk.

5. INDEPENDENT PRACTICE

Take the net away and set the clock.

Timed, silent, one attempt. Use the per-section timings from the reference sheet rather than a round number, because the timing is part of what is being examined.

6. REVIEW

Turn the attempt into something they can carry.

Go through wrong answers by asking why the wrong one looked right. On the constructed-response tasks read one response aloud, with permission, and rebuild it on the board rather than grading it.

7. SET

Leave the room with the next thing already decided.

Set the matching pack from the downloads hub as homework. Because the packs are windowed away from the material published on the bank pages, a class and its homework are different items rather than the same ones twice.

TEACHING KIT

What this skeleton is not

It is not a syllabus and it does not sequence a course. It is one class, repeated with a different task type in the middle each time.

It also makes no promise about what a course built on it produces. This kit describes what the test contains and how a lesson can be shaped around it, and stops there.

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