

PLANNING A SCHEDULE FOR THE COURSE

Cambridge courses are built upon a data-driven model. Programs utilizing the Cambridge Assessment Service receive customized lesson plans based upon the test results of their students. Follow these plans for the most sure-fire way to cover the topics of most value to your students.

Some clients do not use the data service and therefore don't receive customized lesson plans. Below we have included timing suggestions for some common program lengths: 12, 30, and 60 hours. Note that these course lengths do not account for the administration of the pre- and post-assessments.

When scheduling your course, be sure to allow for at least three weeks between the post-assessment and the actual test. This will give your students time to examine their post-assessment reports and review any remaining areas of weakness.

Course Timing Suggestions					60
TOTAL OF 60 COURSE HOURS					
English (15 of 60 hours)					
Course Hour	Course Concept Outline	Items	Teacher's Guide Page(s)	Essential Skills Teacher's Guide	
1	I. Test Mechanics				
	A. Overview		75-76		
	B. Anatomy	1-4	77-80		
	C. Pacing		81-82		
	D. Time Trial	1-8	83-85		
	E. Game Plan		86-90		
2	II. Lesson				
	A. Preliminaries		91-96		
	B. Item-Types		96-97		
	C. Usage and Mechanics Review				
	1. Grammar and Usage				
	a) Subject-Verb Agreement	1-5, 8-12	97-103	41, 123, 190	
3	b) Pronoun Usage	13-21	104-111	41, 99, 114, 175, 186	
4	c) Adjectives versus Adverbs	22-28	111-115		
	d) Double Negatives	29-30	115		
5	e) Nouns and Noun Clauses	31-33	116-118		
	f) Faulty or Illogical Comparisons	34-38	118-121		
6	g) Verb Tense	39-46	122-127	35, 114, 175	
	h) Sequence and Verb Tense	47-50	128-130	35, 114, 175	

Course Timing Suggestions

TOTAL OF 60 COURSE HOURS

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English (continued – 15 of 60 hours)

Course Hour	Course Concept Outline	Items	Teacher's Guide Page(s)	Essential Skills Teacher's Guide
7	i) Diction	51-56	130-134	
	2. Sentence Structure			
	a) Run-On Sentences	57-58	135-137	29, 170
	b) Comma Splices	59-60	137-138	
8	c) Fragments	61-62	138-139	29, 170
	d) Problems of Coordination and Subordination	63-70	139-142	
	e) Faulty Parallelism	71-73	142-143	110, 182
	f) Incomplete Split Constructions	74	143-144	
	g) Misplaced Modifiers	76-78	145-147	109
9	h) Unintended Meanings	79-80	147-148	
	3. Punctuation			
	a) Commas	81-100	149-158	61, 66, 135, 141, 195
10	b) Semicolons	101-105	158-160	203
	c) Colons	106-107	160-162	203
	d) End-Stop Punctuation	108	162-163	
	e) Dashes	109-110	163-164	
	f) Quotation Marks	111	164-166	
	g) Apostrophes	112	166-167	200
	h) Punctuating for Clarity Exercise	115	167-168	
11	D. Rhetorical Skills Review			
	1. Strategy			
	a) Appropriate Supporting Material	116, 125	169-171	
	b) Effective Opening, Transitional, and Concluding Sentences	117, 122, 126	171-172	79, 153
	c) Main Idea	118, 127	172-173	
12	d) Audience	119	173	
	2. Organization			
	a) Sentence-Level Structure	124	174	
	b) Paragraph-Level Structure	120	174-175	10, 79, 153
	c) Passage-Level Structure	121, 123	175-177	
	3. Style			
	a) Conciseness	128-133	179-183	19, 93, 160
b) Clarity of Meaning	134	183-184	19, 165	
13	c) Idiomatic Expression	135	184-185	50
	E. General Strategies	136-145	186-190	
	III. Quizzes			
	A. Quiz I	1-32	191-202	
	B. Quiz II	1-29	203-213	
14-15	C. Quiz III			
	D. Quiz IV Brain Buster			
	IV. Review	1-48	235-250	
	V. Strategy Summary		251-254	
	Flex Time	Pre-Test		

Course Timing Suggestions

TOTAL OF 60 COURSE HOURS

60

Reading (15 of 60 hours)

Course Hour	Course Concept Outline	Items	Teacher's Guide Page(s)	Essential Skills Teacher's Guide
1	I. Test Mechanics			
	A. Overview		259-260	
	B. Anatomy	1-4	261-263	
	C. Pacing		264	
	D. Time Trial	1-3	265-266	
	E. Game Plan		267-271	
2	II. Lesson			
	A. Preliminaries		273-274	
	B. Facts about Passages		275-276	
	C. Item-Types			
	1. Main Idea	1-2	277-279	231, 240, 278, 290, 334, 342
	2. Explicit Detail	3-5	279-280	231, 241, 282, 292, 335, 344
	3. Vocabulary	6	280	235, 244, 285, 296, 338, 348
4. Development	7-8	281	233, 243, 283, 294, 337, 346	
3	5. Implied Idea	9-11	282-283	237, 246, 287, 297, 339, 350
	6. Application	12-13	283-284	237, 246, 287, 297, 339, 350
	7. Voice	14-15	284	231, 240, 278, 290, 334, 342
4	D. Strategies			
	1. Three Reading Comprehension Levels			
	a) General Theme		285	
	b) Specific Points		285-286	
	c) Evaluation		286	
	2. Using the Three Comprehension Levels		286	
	3. Five Steps to Approaching Passages			
	a) Label Passages as "Easy" or "Hard"		286	
	b) Preview First and Last Sentences of Selection		286-287	
c) Preview Item Stems		287		
d) Read the Passage		287		
e) Answer the Items	16-24	287-288		
5	4. Item-Type Strategies			
6-7	a) Main Idea Clues	25-27	292-294	
	b) Explicit Detail Clues	28	294-295	
	c) Vocabulary Clues	29-33	295-296	
	d) Development Clues	34-35	297	
	e) Implied Idea Clues	36-37	297-298	
	f) Application Clues	38	298-299	
	g) Voice Clues	39	299	

Course Timing Suggestions

TOTAL OF 60 COURSE HOURS

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Reading (continued – 15 of 60 hours)

Course Hour	Course Concept Outline	Items	Teacher's Guide Page(s)	Essential Skills Teacher's Guide
8–9	E. Paired Passages	40–57	300–307	
	F. Further Use of Reading Strategies			
10	1. Prose Fiction	58–82	308–316	
	2. Social Science	83–94	317–322	
11–12	3. Humanities	95–125	322–334	
13–14	4. Natural Science	126–148	335–343	
15	G. Pre-Assessment Examples		343	
	III. Quizzes			
	A. Quiz I	1–18	345–352	
	B. Quiz II	1–17	353–359	
	C. Quiz III			
	D. Quiz IV Brain Buster			
	IV. Review			
	V. Strategy Summary		403–405	
	Flex Time	Pre-Test		

Writing (5 of 60 hours)

Course Hour	Course Concept Outline	Items	Teacher's Guide Page(s)	Essential Skills Teacher's Guide
1	I. Test Mechanics			
	A. Overview		409–410	
	B. Anatomy	Essay	411–412	
	C. Pacing		413	
	D. Time Trial	Essay	414–415	
	E. Game Plan		416–417	
	II. Lesson			
	A. Preliminaries		419–421	
2	B. Composing the Essay		421–428	
	C. Essay Writing Strategies			
	1. Begin with the Prompt		428	207
	2. Write Only on the Assigned Topic		428	207
3	3. Do Not Try To Do Too Much		428	208
	4. Outline the Essay	Essay	428–431	209
	5. Organize Ideas Into Paragraphs		431–436	210
	6. Write Using Correct Grammar		436	214
3	7. Punctuate and Spell Correctly		436	214
	8. Write Clearly, Concisely, and Legibly		436–437	214
	9. Proofread the Essay		437	216

Course Timing Suggestions

TOTAL OF 60 COURSE HOURS

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Writing (continued – 5 of 60 hours)

Course Hour	Course Concept Outline	Items	Teacher's Guide Page(s)	Essential Skills Teacher's Guide
4	III. Quizzes			
	A. Quiz I	Essay	439-443	
	B. Quiz II			
5	C. Quiz III	Essay	449-453	
	IV. Strategy Summary		455	
	Flex Time	Pre-Test		

Mathematics (15 of 60 hours)

Course Hour	Course Concept Outline	Items	Teacher's Guide Page(s)	Essential Skills Teacher's Guide
1	I. Test Mechanics			
	A. Overview		461-462	
	B. Anatomy	1-4	463-465	
	C. Pacing		466	
	D. Time Trial	1-5	467-468	
	E. Game Plan		469-473	
2	F. Calculator Exercise	1-10	473-478	
	II. Lesson			
	A. Preliminaries		483-485	
	B. Item-Types			
	1. Arithmetic	1	486	
	2. Algebra	2-6	486-488	
	3. Coordinate Geometry	7	488	
	4. Geometry	8-9	489	
3	5. Trigonometry	10	490	
	6. Statistics and Probability	11	490	
	7. Data Representation	12	491	
	C. General Strategies			
	1. Use the Figures	13-16	492-493	
	2. Use the Answer Choices			
	a) Answer Choices Are Arranged in Order			
	b) Wrong Choices Correspond to Conceptual Errors	17	494	
3. Pay Special Attention to "Signal" Words	18-21	495-497		
4. Answer the Question Being Asked	22-30	497-501		
5. Carefully Consider "Cannot Be Determined..."	31	501-502		
6. Additional Helpful Hints		502-503		

Course Timing Suggestions

TOTAL OF 60 COURSE HOURS

60

Mathematics (continued – 15 of 60 hours)

Course Hour	Course Concept Outline	Items	Teacher's Guide Page(s)	Essential Skills Teacher's Guide
4	D. Arithmetic Review and Strategies			
	1. Simple Manipulations—Just Do It!	32–33	503–504	395
	2. Complicated Manipulations—Look for Shortcuts			
	a) Simplifying	34	505	
	b) Factoring	35–36	505–506	423
	c) Approximation	37–38	506–507	
	d) The “Flying-X” Method	40	507–508	
5	e) Decimal-Fraction Equivalents	41–42	508–509	
	3. Complicated Arithmetic Application Items—Bridge the Gap	43–44	510–511	
	4. Common Arithmetic Items			
	a) Properties of Numbers	45,46, 52, 53	512–516	395, 478
	b) Scientific Notation	54–57	516–519	
	c) Sets: Union, Intersection, and Elements	58–62	519–522	
	d) Absolute Value	63–65	523–524	484
6	e) Matrices	66–69	525–527	
	f) Complex Numbers	70–71	528–529	501, 646
	g) Percents	72–78	529–532	405, 455
	h) Ratios	79–80	533–534	
	j) Proportions and Direct-Inverse Variation	81–87	534–539	456
7	5. Arithmetic Strategy: “Test-the-Test”	88–93	540–542	
	E. Algebra Review and Strategies			
	1. Manipulating Algebraic Expressions			
	a) Basic Algebraic Manipulations	94	542	430, 511
8	b) Evaluating Expressions	96	543	430, 511
	c) Manipulating Expressions Involving Exponents	100–101	545–546	662
	d) Factoring Expressions	102–104	547–548	521, 680
	e) Creating Algebraic Expressions	105–106	549	515, 669
8	f) Logarithmic Expressions	107–108	550–551	
	2. Evaluating Sequences	109–112	552–555	643

Course Timing Suggestions

TOTAL OF 60 COURSE HOURS

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Mathematics (continued – 15 of 60 hours)

Course Hour	Course Concept Outline	Items	Teacher's Guide Page(s)	Essential Skills Teacher's Guide
9	3. Solving Algebraic Equations or Inequalities with One Variable			
	a) Simple Equations	113	556	511
	b) Simple Inequalities	114	557-558	515
	c) Equations Involving Rational Expressions	115	558-559	658
	d) Inequalities Involving Rational Expressions	118	561	
	e) Equations Involving Radical Expressions	119	562-563	659
	f) Equations Involving Integer and Rational Exponents	123	565-566	662
	g) Equations Involving Logarithms	127-128	568-569	
	h) Equations Involving Absolute Value	129	569-570	679
	j) Inequalities Involving Absolute Value	131	571-572	679
	4. Expressing and Evaluating Algebraic Functions			
	a) Function Notation	134, 136, 138	573-575	578, 760
	b) Concepts of Domain and Range	141-142	576-577	698
	c) Functions as Models	146	578-579	
5. Solving Algebraic Equations with Two Variables	147	579-580	660	
6. Solving Simultaneous Equations	148	581	682	
10	7. Solving Quadratic Equations and Relations	153-154	585-586	680
	8. Algebra Strategies: "Test-the-Test" and "Plug-and-Chug"	158-169	588-595	
11	F. Coordinate Geometry Review and Strategies			
	1. The Coordinate System	170	596-597	532
	2. Slope of a Line	175-178	600-602	536
	3. Slope-Intercept Form of a Linear Equation	179-180	603-606	536
	4. Distance Formula	184	607	689
	5. Graphs of Linear Equations	188-189	610-611	691
	6. Graphs of First-Degree Inequalities	190	612-613	535, 692
	7. Graphs of Quadratic Equations and Relations	191-192	613-616	695
	8. Qualitative Behavior of Graphs of Functions	193-194	617-618	
	9. Transformations and Their Effects on Graphs of Functions and Figures	195-196	619-620	701
	G. Geometry Review and Strategies			
	1. Geometry Notation		621	
	2. Lines and Angles	197, 199, 201	621-625	548

Course Timing Suggestions

TOTAL OF 60 COURSE HOURS

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Mathematics (continued – 15 of 60 hours)

Course Hour	Course Concept Outline	Items	Teacher's Guide Page(s)	Essential Skills Teacher's Guide
12	3. Triangles			
	a) Pythagorean Theorem	202	626	556, 713
	b) 45°-45°-90° Triangles	203	627	713
	c) 30°-60°-90° Triangles	205	628	713
	d) Properties of Triangles	206-207	629-630	
	4. Rectangles and Squares	208	631-632	564
	5. Circles	211	633	568, 721
	6. Properties of Tangent Lines	212-215	634-635	
	7. Complex Figures	216, 218, 220	636-639	571, 743
	8. Solids	222	640-641	
	9. Geometry Strategies			
	a) "Guesstimating"	226-228	642-643	
	b) Measuring	229-230	644-645	
c) "Meastimating"	231-232	645-646		
13	H. Trigonometry Review and Strategies			
	1. Definitions of the Six Trigonometric Functions	233-234	647-648	582
	2. Determining Trigonometric Values		649-651	762
	3. Trigonometric Relationships	235	651-652	
	4. Trigonometry as an Alternate Method of Solution	237	652-654	
	I. Statistics and Probability Review and Strategies			
	1. Averages	240-241	654-656	412, 466, 602
	2. Median	245	657	604
	3. Mode	246	657-658	604
	4. Probability	247, 249	658-662	413, 467, 605
	J. Data Representation Review and Strategies			414, 469, 613
	1. Bar, Cumulative, and Line Graphs	252	663-666	
	2. Pie Charts	257	667	
3. Tables	259	668		
4. Scatterplots	260	669-670		
14-15	III. Quizzes			
	A. Quiz I	1-20	671-679	
	B. Quiz II	1-20	680-686	
	C. Quiz III	1-20	687-693	
	D. Quiz IV Brain Buster	1-25	694-701	
	IV. Review			
V. Strategy Summary		715-717		
	Flex Time	Pre-Test		

Course Timing Suggestions

TOTAL OF 60 COURSE HOURS

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Science (10 of 60 hours)

Course Hour	Course Concept Outline	Items	Teacher's Guide Page(s)	Essential Skills Teacher's Guide
1	I. Test Mechanics			
	A. Overview		723-725	
	B. Anatomy	1-4	726-730	
	C. Pacing		731	
	D. Time Trial	1-6	732-733	
	E. Game Plan		734-737	
2	II. Lesson			
	A. Preliminaries		739-740	
	B. Facts about the Science Test		740-741	
	C. Item-Types		741-742	
	D. General Strategies		742-744	
3	E. Data Representation Review and Strategies			
	1. Graphs			
	a) Straight Lines		744-745	
	b) Parabolic Curves		745	
	c) Graph Reading Strategy	1-3	746-748	779
	2. Tables			
	a) Understanding the Nature of Data	4-5	748-749	784
b) Recognizing Trends	6-8	749-750		
	c) Drawing Conclusions	9	751	
4	3. Typical Data Representation Items	10-22	752-756	
	4. Data Representation Strategies	23-40	757-765	787
5	F. Research Summary Review and Strategies			
	1. Understanding Design of Experiment			
	2. Predicting Results			
	3. Evaluating Data			
	4. Typical Research Summary Items	41-51	768-772	
	5. Research Summary Strategies	52-74	773-786	820
6	G. Conflicting Viewpoints Review and Strategies			
	1. Predicting Results			
	2. Spotting the Assumptions			
	3. Picking the Best Argument			
	4. Typical Conflicting Viewpoints Items	75-85	788-792	
7	5. Conflicting Viewpoints Strategies	86-103	793-800	859
8-10	III. Quizzes			
	A. Quiz I	1-16	801-806	
	B. Quiz II	1-16	807-813	
	C. Quiz III	1-16	814-820	
	IV. Review	1-66	821-840	
	V. Strategy Summary		841-842	
	Flex Time	Pre-Test		