Introduction
This pack contains the instructional guidance materials for Level 101. While great care has been taken to ensure the accuracy and validity of the items, there is always the possibility of unforeseen change. With that in mind, please note your Academic Coordinator will provide you with any updates or modifications. Please feel free to contact them directly with any concerns or questions you may have.
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</table>
Course Syllabus

Course Title
English Language Level 101

Course Code
ELI 101

Course Prerequisite
Oxford Online Placement Test (OOPT) score corresponding to beginner proficiency level and below.

Credits
There are NO credits for this course. Successful completion of ELI 101 is the prerequisite for taking ELI 102. Successful completion of ELI 102, ELI 103, and ELI 104 gives students the necessary credits to meet the Foundation Year English requirement.

Course Description
ELI 101 is a beginner course intended to provide students with a foundation from which they can advance from A1 Breakthrough to A2 Waystage on the Common European Framework of Reference for Languages (CEFR). It is a seven-week module course with 18 hours of instruction each week.

Course Goal
The course aims at helping learners to achieve an overall English language proficiency of beginner Basic User defined as A1 level on the Common European Framework of Reference for Languages (CEFR), developing “generative language use” to interact in a simple way and ask and answer simple questions.

Course Objectives
The course is intended to accomplish its goal in one full academic module of seven weeks through developing students’ language skills to:
1. Read and understand basic expressions and short, simple texts. (READING)
2. Understand phrases and expressions related to areas of most immediate priority, provided speech is very slowly and clearly articulated. (LISTENING COMPREHENSION).
3. Engage in oral communications in very familiar situations, providing and obtaining essential information in simple mainly isolated phrases and sentences. (SPEAKING)
4. Write basic, simple sentences about people and places. (WRITING)
5. Demonstrate limited control of basic vocabulary and essential grammatical structures. (USE OF ENGLISH)

Student Learning Outcomes (SLOs)
Student Learning Outcomes (SLOs) are descriptions of what students will know or be able to do with the language as a result of instruction. A student learning outcome is written in terms of observable and measurable language skills. The table below lists the SLOs according to their Macro skills.
### Speaking
- Can establish basic social contact by using simple polite forms of greeting, introduction & farewell in very familiar situations.
- Can ask and answer simple questions about name when spoken to in slow, clearly articulated speech.
- Can understand and respond to questions about words for objects and their spelling.
- Can say the numbers from one to thirty.
- Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have & family.
- Can describe in a very basic way* objects, people, cities, food and drink, the weather, etc.
- Can make and respond to simple requests and offers in very familiar situations** using a limited range of very basic expressions***
- Can say all the letters of the alphabet and spell aloud names and addresses.
- Can describe his/ her and others' routines, likes and dislikes.
- Can express, check and confirm numbers, quantities and prices in very basic everyday conversations.
- Can express, check and confirm time of day (using numbers 1-12 and the words o’clock, fifteen, thirty, forty five) in very basic everyday conversations.
- Can say simple sentences to describe a room or place using there is/are, some/any and prepositions of place.
- Can ask and answer questions about when and where he/she and other people were born and where they were at particular times in the past.(including dates)
- Can ask and answer questions about his/her and others’ ability to do things.
  - *Using simple adjective + noun or pronoun + adjective in a simple sentence
  - **in class, cafes, shops
  - ***Can I have...Can I + verb; noun (desired object) + please to order something

### Listening
- Can record significant details (e.g. names, places, numbers, dates, prices, and time) from speech which is very slow and carefully articulated, with long pauses to assimilate meaning.
- Can follow a short listening text about familiar topics**** which contains familiar words and phrases*, delivered in slow, carefully articulated, repeated speech.
- Can follow simple instructions and directions to places on a map when speech is slow and contains a limited number* of familiar words and phrases.

### Reading
- Can understand a very short simple text** about someone, picking out key personal information (e.g. name, job, family, likes and dislikes, and leisure time activities).
- Can get the main idea of the content of a paragraph and short simple descriptions, with visual support.
- Can read and understand short, simple informational material by identification and comprehension of familiar words and phrases*.

### Writing
- Can write very short, simple sentences *** giving personal details about himself/ herself or people they know, using appropriate punctuation and capitalization.
- Can spell familiar words* with 80% accuracy (i.e. where mistakes occur, only one letter is incorrect/missing and intelligibility is not affected).
- Can write short simple sentences to describe a village, town or city.
- Can fill in a very basic form with personal information and dates.
- Can write short simple sentences about their own and others’ daily routines and what they like/dislike.
- Can produce drafts and a revised final draft of a series of simple sentences giving basic personal information.
- Can begin the process of planning writing by generating ideas on a very familiar topic through freewriting.
- Can revise writing by understanding and implementing peer and instructor feedback and by checking own writing for capitalisation, full stops and verb to be mistakes.

### Vocabulary and Grammar
- Can demonstrate limited control of the present form of verb to be.)
- Can demonstrate limited control of indefinite articles with familiar words*.
- Can demonstrate understanding and use of basic adverbs of frequency and prepositions of time.
- Can use Wh-question words appropriately to make questions using high frequency verbs such as live, want, eat, sit, have, speak, give, and watch with limited control.
- Can ask and answer questions about and refer to specific objects and people using this and that and subject, object and possessive pronouns.
- Can recognize and say a limited number* of words for places in a town or city.
Main Course Textbook and Materials
The core textbook is Soars, John and Liz, (2011), *New Headway Plus Beginner, Special Edition*, Oxford University Press with the following support resources:

- Workbook with DVD-ROM.
- Supplemental Beginner Speaking Materials.
- Supplemental Beginner Writing Pack for additional writing support.
- Learning Management System (LMS): Refer to the Independent Practice Section below.
- Oxford University Press additional online practice:
    - IMPORTANT NOTE: This resource was written for the original version of New Headway, NOT the special edition. Therefore, if you do wish to use any of these resources with your students, you are urged to take the utmost care in ensuring that the materials you plan to use do not contain any culturally inappropriate material.
- Teacher’s Book – Progress Tests and Stop and Checks

Materials for the Supplementary Reading Program
There is one classroom reader available for instructors to use for this level.

- Ransom of the Red Chief
  - The text is available for download from the ELI website.
    - [http://eli.kau.edu.sa/Pages-ins-resources-level-1-ar.aspx](http://eli.kau.edu.sa/Pages-ins-resources-level-1-ar.aspx)

Materials for the Supplementary Writing Program
The core materials for the supplementary writing program are:

- Writing Pack
  - Instructors are provided a copy from their Academic Coordinator.
  - Students should purchase a copy from al Shegery Bookstores.
- Teacher Notes
  - Instructors are provided a copy from their Academic Coordinator.

Instructor Generated Materials
Faculty are encouraged and expected to utilize appropriate instructor generated material to facilitate achievement of the learning outcomes. Great care needs to be taken to ensure all material is culturally appropriate.

Course Length and Pacing
Please refer to the Pacing Guide section below for details on content coverage and instructional time available.
Description of Supplementary Programs
The Supplementary Programs are designed to enhance and further support student achievement of SLOs by providing targeted and measured support in areas of focus not covered by the main course book alone. A total of 20% of students’ grades are based on their performance in each supplementary program. The details of the numerical breakdown can be found in the Assessment section below.

Reading
The focus of the Reading Program is to encourage positive reading habits in students. It consists of a number of instructor led sessions in which students discuss the assigned graded reader for the course, spend a portion of the time engaged in silent guided reading, read additional portions of the texts outside the class, and share their reactions to what they have read. Details for each instructional session can be found below in the Supplementary Reading Program section.

Writing
The focus of the Writing Program is to develop student’s composition skills through a process approach. Students will be asked to work on producing one text, will be guided through the stages in the writing process and will produce two initial drafts and a final draft. Materials in the Writing Pack will be used and full details of which exercises need to be completed each week (and approximate estimates of instructional time that should be allocated to these) are given below in the Pacing Guide and in the Supplementary Writing Program sections below.

Speaking
Students will receive training and practice in performing similar speaking tasks to the tasks they will be asked to perform in the final speaking exam. They will receive feedback on their performance. Further details and sample practice test materials are available in the Supplementary Speaking Program section below.

Independent Practice
In order to reinforce and consolidate work from the Student's Book and subsequent SLO achievement, students are assigned a number of pages to complete from the Workbook. Details are available below in the Independent Practice section below.
**Assessment Overview**

Student achievement is measured from a variety of assessment perspectives, including:

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Percent of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer-Based Mid-Module Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Computer-Based Final Examination</td>
<td>40%</td>
</tr>
<tr>
<td>One Speaking Examination</td>
<td>10%</td>
</tr>
<tr>
<td>One Writing Examination</td>
<td>10%</td>
</tr>
<tr>
<td>Supplementary Reading Program</td>
<td>5%</td>
</tr>
<tr>
<td>Supplementary Writing Program</td>
<td>5%</td>
</tr>
<tr>
<td>Supplementary Speaking Program</td>
<td>5%</td>
</tr>
<tr>
<td>Independent Practice</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Description of Summative Assessment Components**

**Computer-Based Mid-Module Examination**
- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary
- Format: Multiple Choice Questions (MCQs).
- Frequency: One mid-module exam.

**Speaking Examination**
- Content: Simple oral communication using high frequency vocabulary and basic sentence structures for this level.
- Format: Short Interview followed by a picture description task.
- Frequency: One per module.

**Writing Examination**
- Content: A series of complete simple sentences forming a descriptive paragraph, displaying control of appropriate spelling, grammar, vocabulary, punctuation and capitalization for this level in legible, neat, and comprehensible writing.
- Frequency: One per module.

**Computer-Based End-of-Module Examination**
- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary
- Format: Multiple Choice Questions (MCQs).
- Frequency: One at end of module.
Pacing Guide

Introduction
This guide is a tool for curriculum guidance, focusing on achievement of Student Learning Outcomes (SLOs). It is designed on a weekly basis, specifying available materials and providing instructors with a degree of flexibility, allowing ample class time for language practice, and for the incorporation of relevant supplementary materials to facilitate SLO achievement. It also emphasizes regular Learner Training as an essential component of the learning process.

Several SLOs are repeated multiple times throughout the course for practice, development, recycling and consolidation. While there are fewer individual SLOs for receptive skills, these SLOs are repeated several times throughout the course, and it is important that instructors give their learners sustained instruction in and practice of reading and listening skills. Where SLOs are repeated, a reference is made to other parts of the course book & pacing guide where they appear.

Some cells in the pacing guide feature two or more SLOs listed together. This is because the listed pages of the course book in those cells feature activities addressing different skills and areas of knowledge. This reflects the integrated nature of language inherent in the course book materials. If we take a reading passage as an example, typically, learners will usually be asked to read the passage more than once and with each reading, students will read for a different purpose and do a different kind of task which requires a different type of reading skill (for example, reading for gist the first time, then scanning to find specific information, then reading and deducing the meaning of new vocabulary from the context). In all cases course book page reference numbers are given and sometimes the specific exercises that pertain to a particular SLO are given.

Writing SLOs (which are assessed as part of the Supplementary Writing Program) are listed separately in the Assignments section.

Communicative learning outcomes
The SLOs for the productive skills have been developed so that they (in most cases) express a communicative outcome as opposed to a purely linguistic outcome. However, please bear in mind that 60% of students’ grades will come from the mid-module and end of module exams, in which they will be assessed on grammar and vocabulary knowledge (as well as reading and listening comprehension). Therefore, it is important that the students have been taught the grammatical structures covered in the course book pages listed in the pacing guide, as these will appear in the exams. The vocabulary they will be tested on will be taken from the Word Lists for each level (available at the end of this document).

Key language point(s) to be covered
The main language point focused on in speaking and writing SLOs is listed (please refer also to the course book page reference given).
### Instructional Week 1
January 26th to 30th

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Independent Practice: Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SLO</td>
<td>p. 6-8</td>
<td>p. 5, 8</td>
</tr>
<tr>
<td></td>
<td>- Can establish basic social contact by using simple polite forms of greeting, introduction &amp; farewell in very familiar situations. (course objectives supported: 3 and 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>present simple to be – subject – verb agreement, yes/no questions, short answers and wh questions, expressions of greeting and farewell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>SLO</td>
<td>p. 8-9, (p. 30 the alphabet)</td>
<td>p. 4</td>
</tr>
<tr>
<td></td>
<td>- Can ask and answer simple questions about name when spoken to in slow, clearly articulated speech. (course objectives supported: 2, 3 and 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What’s your name? What’s your first name/surname/family name? My name is...What’s his/her name? His name/her name is...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>SLO</td>
<td>p. 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can understand and respond to questions about words for objects and their spelling. (course objectives supported: 2, 3 and 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What’s this in English? It’s + a + singular noun. Word stress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>SLO</td>
<td>p. 11, 17</td>
<td>p. 7, 14</td>
</tr>
<tr>
<td></td>
<td>- Can say the numbers from one to thirty (course objectives supported: 3 and 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numbers one to thirty. Word stress. Plural number + noun + -s/-es/-ies – pronunciation of –s ending /s/, /z/ or /iz/</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>SLO</td>
<td>p. 12-15</td>
<td>p. 10-12</td>
</tr>
<tr>
<td></td>
<td>- Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have &amp; family. (course objectives supported: 3 and 5)</td>
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<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What’s …name? Where…from? Verb to be – subject verb agreement, pronouns – subject + possessive, sentence stress, words for countries (+word stress).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SLO</td>
<td>p. 16</td>
<td>p. 13</td>
</tr>
<tr>
<td></td>
<td>- Can understand a very short simple text** about someone, picking out key personal information (e.g. name, job, family, likes and dislikes, and leisure time activities). (course objectives supported: 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SLO</td>
<td>p. 16</td>
<td>p. 12-13, (p. 43)</td>
</tr>
<tr>
<td></td>
<td>- Can describe in a very basic way* objects, people, cities, food and drink, the weather, etc. (course objectives supported: 3 and 5)</td>
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<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wh questions with verb to be, basic adjectives of opinion – good, nice, fantastic, terrible, beautiful etc, subject pronoun + verb agreement – it’s awful, they’re fantastic etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SLO</td>
<td>p. 11, 17</td>
<td>p. 7, 14</td>
</tr>
<tr>
<td></td>
<td>- Can say the numbers from one to thirty (Repeated from week 1 unit 1) (course objectives supported: 3 &amp; 5)</td>
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</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numbers one-thirty + word stress. How old are you/is she/are they? I’m/he’s/they’re thirty/thirty years old.</td>
<td></td>
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</tr>
</tbody>
</table>

**Notes to Instructor**

Instruction is to begin immediately from the start of the module. Instructors are asked to follow the pacing guides regardless of the number of students that attend. Students should be informed of this expectation when they arrive to the class. Students that are absent should be encouraged to make arrangements to receive support during their instructor’s normal office hours to enable them to catch up on any missed classwork.
### Instructional Week 2
February 2nd to 6th

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Independent Practice: Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>SLO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have &amp; family. (Repeated from unit 2) (course objectives supported: 3 &amp; 5)</td>
<td>p. 18-22</td>
<td>p. 14-18</td>
</tr>
<tr>
<td></td>
<td>- Can demonstrate limited control of the present form of verb to be. (Repeated from unit 2) (course objectives supported: 3 &amp; 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Present simple sentences with to be – positive, negative and interrogative. I’m/He’s/She’s + a + job. Job vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SLO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can record significant details (e.g. names, places, numbers, dates, prices, and time) from speech which is very slow and carefully articulated, with long pauses to assimilate meaning. (course objectives supported: 2)</td>
<td>p. 21 &amp; 22 Ex 4</td>
<td>p. 19</td>
</tr>
<tr>
<td>3</td>
<td>SLO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can write very short, simple sentences ** giving personal details about himself/ herself or people they know, using appropriate punctuation and capitalization. (course objectives supported: 4 and 5)</td>
<td>p. 21</td>
<td>WRITING SUPPORT CD-ROM</td>
</tr>
<tr>
<td></td>
<td>- Present simple sentences with to be – positive, negative and interrogative. I’m/He’s/She’s + a + job. Job vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SLO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can make and respond to simple requests and offers in very familiar situations using a limited range of very basic expressions. (course objectives supported: 3 and 5)</td>
<td>p. 23</td>
<td>p. 20</td>
</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excuse me. Can I have…? How much is that? Where’s the…? Here you are. That’s $1.20. It’s over there. I'm sorry. I don't know/understand. Thank you very much. Polite intonation.</td>
<td></td>
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<tr>
<td>4</td>
<td>SLO</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have &amp; family. (Repeated from unit 3) (course objectives supported: 3 &amp; 5)</td>
<td>p. 24-28</td>
<td>p. 21-24</td>
</tr>
<tr>
<td></td>
<td>- Can demonstrate limited control of the present form of verb to be.) (Repeated from unit 3) (course objectives supported: 5)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wh and yes / no questions with to be, possessive ‘s, possessive pronouns, family relation words, like + verb+-ing, like + noun.</td>
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</tr>
<tr>
<td>4</td>
<td>SLO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can spell familiar words* with 80% accuracy (i.e. where mistakes occur, only one letter is incorrect or missing and intelligibility is not affected). (course objectives supported: 4 and 5)</td>
<td>p. 25</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SLO: Can record significant details (e.g. names, places, numbers, dates, prices, and time) from speech which is very slow and carefully articulated, with long pauses to assimilate meaning. (course objectives supported: 2 and 4)</td>
<td>p. 25 ex.4, p. 26 ex 1</td>
<td>p. 19, 31</td>
</tr>
<tr>
<td>4</td>
<td>SLO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can get the main idea of the content of a paragraph and short simple descriptions, with visual support. (Ex. 2 p.28) (course objectives supported: 1)</td>
<td>p. 28-29</td>
<td>p. 38 Unit 6</td>
</tr>
<tr>
<td></td>
<td>- Can understand a very short simple text** about someone, picking out key personal information (e.g. name, job, family, likes and dislikes, and leisure time activities). (Ex. 3 p.29) ( Repeated from week 2 units 2 and 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SLO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can follow a short listening text about familiar topics**** which contains familiar words and phrases*, delivered in slow, carefully articulated, repeated speech. (course objectives supported: 2)</td>
<td>p. 29 (Unit 4)</td>
<td>p. 31</td>
</tr>
<tr>
<td>4</td>
<td>SLO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can write very short, simple sentences ** giving personal details about himself/ herself or people they know, using appropriate punctuation and capitalization. (Repeated from week 2 unit 3 p.21) (Course Objectives supported: 4 and 5)</td>
<td>p. 27 &amp; 28</td>
<td>WRITING SUPPORT CD-ROM</td>
</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wh and yes / no questions with to be, possessive ‘s, possessive pronouns, family relation words, like + verb+-ing, like + noun.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Supplementary Program

<table>
<thead>
<tr>
<th>Instructional Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LMS Orientation Session</strong></td>
</tr>
<tr>
<td><strong>Speaking Session One</strong></td>
</tr>
<tr>
<td><strong>Reading Session One</strong></td>
</tr>
</tbody>
</table>

### Notes to Instructor

Enjoy your teaching. Please feel free to contact you Academic Coordinator with any questions or concerns you might have.
### Instructional Week 3

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Independent Practice: Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>SLO</td>
<td></td>
<td>p. 30-31</td>
</tr>
<tr>
<td></td>
<td>- Can say all the letters of the alphabet and spell aloud names and addresses. (course objectives supported: 3 and 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How do you spell it/...? What’s your first name/surname/address/email address/phone number? Letters of the alphabet. Email addresses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SLO</td>
<td></td>
<td>p. 30-31</td>
</tr>
<tr>
<td></td>
<td>- Can fill in a very basic form with personal information and dates. (course objectives supported: 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can spell familiar words* with 80% accuracy (i.e. where mistakes occur, only one letter is incorrect/missing and intelligibility is not affected). (Repeated from week 2 unit 4 p.25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SLO</td>
<td></td>
<td>p. 32-34, 35, 38</td>
</tr>
<tr>
<td></td>
<td>- Can describe his/ her and others’, routines, likes and dislikes. (course objectives supported: 3 and 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have &amp; family. (Repeated from week 2 units 2, 3 &amp; 4, p.12-15, 18-22 &amp; 24-28)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SLO</td>
<td></td>
<td>p. 34</td>
</tr>
<tr>
<td></td>
<td>- Can demonstrate limited control of indefinite articles with familiar words*. (course objectives supported: 4 and 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SLO</td>
<td></td>
<td>p. 34</td>
</tr>
<tr>
<td></td>
<td>- Can understand a very short simple text** about someone, picking out key personal information (e.g. name, job, family, likes and dislikes, and leisure time activities). (Ex. 3 p.29) (Repeated from week 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SLO</td>
<td></td>
<td>p. 35</td>
</tr>
<tr>
<td></td>
<td>- Can follow a short listening text about familiar topics**** which contains familiar words and phrases*, delivered in slow, carefully articulated, repeated speech. (course objectives supported: 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SLO</td>
<td></td>
<td>p. 36-37</td>
</tr>
<tr>
<td></td>
<td>- Can describe in a very basic way* objects, people, cities, food and drink, the weather, etc. (Repeated from week 2 unit 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SLO</td>
<td></td>
<td>p. 39</td>
</tr>
<tr>
<td></td>
<td>- Can express, check and confirm numbers, quantities and prices in very basic everyday conversations. (course objectives supported: 3 and 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Key language points to be covered:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How much is + the + singular noun ?It's...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Supplementary Program

<table>
<thead>
<tr>
<th>Supplementary Program</th>
<th>Instructional Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Session One</td>
<td>See Supplementary Writing Program Guide below.</td>
</tr>
<tr>
<td>Writing Session Two</td>
<td>See Supplementary Speaking Program Guide below.</td>
</tr>
</tbody>
</table>

### Notes to Instructor

The Mid-Module exam will take place on Saturday 15th of February. The exam will cover materials instructed up to and including week three.

Please feel free to contact your Academic Coordinator with any questions or concerns you might have.
<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Independent Practice: Workbook</th>
</tr>
</thead>
</table>
| 6    | SLO - Can express, check and confirm time of day (using numbers 1-12 and the words o’clock, fifteen, thirty, forty five) in very basic everyday conversations. (course objectives supported: 3 and 5)  
**Key language points to be covered:**  
Excuse me. What time is it, please? Time. | p 40 | p. 34 |
| 6    | SLO - Can follow a short listening text about familiar topics**** which contains familiar words and phrases*, delivered in slow, carefully articulated, repeated speech. (Repeated from week 3 units 4 & 5, p.29 & 35) (course objectives supported: 2) | p. 41 | |
| 6    | SLO - Can describe his/ her and others’, routines, likes and dislikes. (Repeated from week 3 unit 5, p.32-33,35 & 38) (course objectives supported: 3 & 5)  
- Can understand a very short simple text** about someone, picking out key personal information (e.g. name, job, family, likes and dislikes, and leisure time activities). (Repeated from week 3 units 4 & 5, p.29 & 35) (course objectives supported: 1)  
**Key language points to be covered:**  
Present simple positive, negative and interrogative forms. Verb phrases describing daily routine actions. Time. Adverbs of frequency and word order. Subject-verb agreement. | p. 41–46 | p. 35-37, 39 |
| 6    | SLO - Can demonstrate understanding and use of basic adverbs of frequency and prepositions of time. (course objectives supported: 5) | p. 42, 45-47 | p. 37 |
| 7    | SLO - Can use Wh-question words appropriately to make questions using high frequency verbs such as live, want, eat, sit, have, speak, give, and watch with limited control. (course objectives supported: 5) | p. 48-49, 51 | p. 40-41 |
| 7    | SLO - Can read and understand short, simple informational material by identification and comprehension of familiar words and phrases*. (course objectives supported: 1)  
- Can get the main idea of the content of a paragraph and short simple descriptions, with visual support. (Repeated from week 3 unit 4, p.28) (course objectives supported: 1) | p. 48-49 | |
| 7    | SLO - Can ask and answer questions about and refer to specific objects and people using this and that and subject, object and possessive pronouns (course objectives supported: 3 and 5)  
- Can ask and answer simple questions about himself/herself and other people, where they live, what they do/have & family. – p.51 (Repeated from week 4 unit 5, p.32-33, 35 & 38)  
- Can describe his/ her and others’, routines, likes and dislikes. – p.51 (Repeated from week 4 unit 6, p.41-46) | p. 49-51 | p. 42-43 |

**Supplementary Program**

<table>
<thead>
<tr>
<th>Instructional Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking Session Two</td>
</tr>
<tr>
<td>Reading Session Two</td>
</tr>
</tbody>
</table>

**Notes to Instructor**

Enjoy your teaching. Please feel free to contact your Academic Coordinator with any questions or concerns you might have.
### Instructional Week 5
February 23rd to 27th

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Independent Practice: Workbook</th>
</tr>
</thead>
</table>
| 7    | SLO  - Can describe in a very basic way* objects, people, cities, food and drink, the weather, etc. *(Repeated from week 3 unit 5, p.37) (course objectives supported: 3 & 5)  
**Key language points to be covered:** Simple adjectives of opinion and describing physical characteristics. Adjective + noun. Which + noun do you like? What’s your favourite + noun? | p. 52 | p. 43 (ex 10) |
| 7    | SLO  - Can write short simple sentences to describe a village, town, or city. *(course objectives supported: 4 and 5)  
**Key language points to be covered:** The + noun is/are + adjective. There is/are + adjective + noun. Simple adjectives of opinion and describing physical characteristics. | p.52-53 | |
| 7    | SLO  - Can recognize and say a limited number* of words for places in a town or city. *(course objectives supported: 5)  
**Key language points to be covered:** Chemist’s, café, railway station, post office, bank, clothes shop etc. | p. 54 | |
| 7    | SLO  - Can make and respond to simple requests in very familiar situations using a limited range of very basic short expressions. *(Repeated from week 2 unit 3 p.23) (course objectives supported: 3 & 5)  
**Key language points to be covered:** Requests – Can I + verb? Where can I…? Can I have a + noun? How much is that?  
| 8    | SLO  - Can say simple sentences to describe a room or place using there is/are, some/any and prepositions of place *(course objectives supported: 3 and 5)  
**Key language points to be covered:** Positive, negative and interrogative sentences with there is/are, some/any, prepositions of place; vocabulary: household objects, rooms in a house, furniture. | p. 56-59 | p. 46-48 |
| 8    | SLOs  - Can read and understand short, simple informational material by identification and comprehension of familiar words and phrases*. *(Repeated from week 5 unit 7, p.48-49 & 53)  
Can get the main idea of the content of a paragraph and short simple descriptions, with visual support. *(Repeated from week 5 unit 7, p.48-49 & 53) (course objectives supported: 1) | p. 60-61 | p.50 |
| 8    | SLO  - Can follow simple instructions and directions to places on a map when speech is slow and contains a limited number* of familiar words and phrases. *(course objectives supported: 2)  
- Can recognize and say a limited number* of words for places in a town or city. *(Repeated from week 5 unit 7 p.54)  
**Key language points to be covered:**  
Go straight on; Turn right/left; vocabulary : places in a city | p. 63 | p. 49 |

**Supplementary Program Instructional Items**

| Writing Session Three | See Supplementary Writing Program Guide below. |

**Notes to Instructor**

Enjoy your teaching. Please feel free to contact your Academic Coordinator with any questions or concerns you might have.
## Instructional Week 6

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td><strong>SLO</strong>&lt;br&gt;- Can ask and answer questions about when and where he/she and other people were born and where they were at particular times in the past. (including dates) (course objectives supported: 3 and 5)&lt;br&gt;<strong>Key language points to be covered:</strong>&lt;br&gt;was/were – positive, negative and interrogative sentences. When/where were you/was she born? I was born in + year + place. Where were they last week; time expressions/years/dates.</td>
</tr>
<tr>
<td>9</td>
<td><strong>SLO</strong>&lt;br&gt;- Can ask and answer questions about his/her and others’ ability to do things. (course objectives supported: 3 and 5)&lt;br&gt;<strong>Key language points to be covered:</strong>&lt;br&gt;- Can you + verb phrase – Yes, I can/No, I can’t What can you/she/Oliver do? What can’t you/she Oliver do? Adverbs of manner – well, fast, fluently</td>
</tr>
<tr>
<td>11</td>
<td><strong>SLO</strong>&lt;br&gt;- Can spell familiar words* with 80% accuracy (i.e. where mistakes occur, only one letter is incorrect/missing and intelligibility is not affected). (Repeated from week 3 unit 4 p.30-31) (course objectives supported: 4 &amp; 5)&lt;br&gt;<strong>Key language points to be covered:</strong>&lt;br&gt;months of the year, ordinal numbers, dates, Today is the…, When’s your date of birth?</td>
</tr>
</tbody>
</table>

### Supplementary Program Instructional Items

<table>
<thead>
<tr>
<th>Supplementary Program</th>
<th>Instructional Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Session Three</td>
<td>See Supplementary Reading Program Guide below.</td>
</tr>
<tr>
<td>Writing Session Four</td>
<td>See Supplementary Writing Program Guide below.</td>
</tr>
<tr>
<td>Speaking Session Three</td>
<td>See Supplementary Speaking Program Guide below.</td>
</tr>
</tbody>
</table>

### Notes to Instructor

Enjoy your teaching. Please feel free to contact your Academic Coordinator with any questions or concerns you might have.
Instructional Week 7
March 9th to 13th

Unit | SLOs | Student's Book | Independent Practice: Workbook
---|---|---|---
11 | SLO: - Can make and respond to simple requests in very familiar situations using a limited range of very basic short expressions. **Key language points to be covered:** Can I + verb – offer, Can I + verb – asking for permission, Can you + verb – request, I can’t + verb – explain problem; Can I help you? Can you help me? | p. 83 | p. 66

11 | SLO: - Can read and understand short, simple informational material by identification and comprehension of familiar words and phrases*. *(Repeated from week 6 unit 8, p. 60-61)* (course objectives supported: 1) | p. 84-85 | p. 67

<table>
<thead>
<tr>
<th>Supplementary Program</th>
<th>Instructional Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking Session Four</td>
<td>See Supplementary Speaking Program Guide below.</td>
</tr>
<tr>
<td>Reading Session Four</td>
<td>See Supplementary Reading Program Guide below.</td>
</tr>
<tr>
<td>End of Module Review</td>
<td></td>
</tr>
</tbody>
</table>

**Notes to Instructor**
The Final Exam will be held on Saturday the 15th of March. The exam will cover materials instructed up to and including week seven.

In addition, both the speaking and writing exams will take place this week. Further information regarding them will be provided by your coordinator. Please feel free to contact your Academic Coordinator with any questions or concerns you might have.

Speaking Session 4 and Reading Session 4 should be conducted in the first half of Instructional Week 7, and then final grades for all supplementary programs should be entered on the spreadsheet shortly afterward.
Supplementary Reading Program

Session 1 – Introducing the Text
Here the teacher introduces the text to the students. The purpose is to set the scene, create anticipation, etc. The instructor can read aloud part of the opening chapter or set silent guided reading. Instructors should provide student focused motivation for reading by prompting students with questions that direct their attention to the important points in the text, preventing them from going off along a false track. There should be follow up with discussion and speculation.

Session 2 & 3
In these sessions the instructor leads a discussion with students about their answers/findings to the questions raised in the previous lesson. Following this there is a wider discussion regarding what was read. Instructors should deal with any challenges students faced when reading the text, discuss the predictions made initially in previous sessions and make other predictions in the light of new evidence. Finally, instructors set the reading task for students to complete outside of class along with a set of reading questions to provide focus.

Session 4 – Responding to the Text
After an instructor led discussion with students regarding their final reading task, instructors offer the students an opportunity to share their overall response either in written or oral form.

Suggested Reading Task Schedule
Instructional support material is available for all stages. Tasks are specific to each portion of the text and are detailed in the table below.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Task</th>
<th>Reader pages</th>
<th>Suggest Reader Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Before Reading</td>
<td>N/A</td>
<td>p. 29 - all</td>
<td>To be completed with students in order to raise interest in the texts and predict content.</td>
</tr>
<tr>
<td></td>
<td>Silent guided reading in class</td>
<td>p. 1 -3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assigned reading outside of class</td>
<td>p. 4 - 6</td>
<td>p. 30 – part 1</td>
<td>Students should look at the questions before reading in order to provide greater motivation for the task. Questions should be answered in class with the teacher present at the beginning of the next lesson.</td>
</tr>
<tr>
<td>2</td>
<td>Silent guided reading in class</td>
<td>p. 7 - 12</td>
<td>p. 30 – part 2</td>
<td>The activities can be completed in class and help students check their understanding of the text.</td>
</tr>
<tr>
<td></td>
<td>Assigned reading outside of class</td>
<td>p. 13 - 18</td>
<td>p. 31 – part 3</td>
<td>Students should look at the questions before reading in order to provide greater motivation for the task. Questions should be answered in class with the teacher present at the beginning of the next lesson.</td>
</tr>
<tr>
<td>3</td>
<td>Silent guided reading in class</td>
<td>p. 19 – 21</td>
<td></td>
<td>The activities can be completed in class and help students check their understanding of the text.</td>
</tr>
<tr>
<td></td>
<td>Assigned reading outside of class</td>
<td>p.22 - 24</td>
<td>p. 31 - part 4</td>
<td>Students should look at the questions before reading in order to provide greater motivation for the task. Questions should be answered in class with the teacher present at the beginning of the next lesson.</td>
</tr>
<tr>
<td>4</td>
<td>After reading</td>
<td>N/A</td>
<td>p. 32 and 33 - all</td>
<td>These lessons are to consolidate learning and offer students an opportunity to react to the text.</td>
</tr>
</tbody>
</table>
**Scoring Rubric**
Students are given a score for their work in the Reading Program in two areas: attendance & preparation and completion of assignments, using the rubric below.

Instructors should keep a record of the student’s attendance for each Reading Lesson, in order to assign the appropriate score for attendance at the end of the module (as per the rubric below).

Instructors should inform students that they are required to bring the readers to each session in order to complete the assigned tasks. Failure to do so will result in an automatic reduction of marks for completion of assignments (even if the student has attended) as per the rubric below.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>0 marks</th>
<th>1 marks</th>
<th>3 marks</th>
<th>5 Marks</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>No reading lessons were attended.</td>
<td>One or Two reading lessons were attended.</td>
<td>Three reading lessons were attended.</td>
<td>All reading lessons were attended.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completion of Assignments*</th>
<th>0 marks</th>
<th>1 marks</th>
<th>3 marks</th>
<th>5 Marks</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>No reading assignments were done.</td>
<td>Little of the instructor-provided material is present and complete.</td>
<td>Most of the instructor-provided material is present and complete.</td>
<td>All instructor-provided material is present and complete.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Assignments refers to assigned readings and activities done either in class or outside of class.

Total out of 10
Divide by 2 for final mark
Writing Tasks Basic Specifications

<table>
<thead>
<tr>
<th>Level</th>
<th>Text Type</th>
<th>Basic Specifications</th>
<th>Areas of focus</th>
<th>Functions / Genre Type</th>
<th>Writing Task Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Paragraph around 40 Words</td>
<td>Multiple sentence on a single topic</td>
<td>Orthography, sentence structure, punctuation</td>
<td>Giving biographical information &amp; Descriptive Informational</td>
<td>*See Below</td>
</tr>
</tbody>
</table>

Writing Task Prompts
Write a paragraph about:
1. Yourself
2. Your best friend
3. A family member

Students’ Materials
Students are expected to purchase the Writing Pack from the University bookstore (Al Shegery). It contains a complete set of materials for levels 101 to 104.

Additional printable worksheets for writing their drafts are available in the Writing Pack Teacher’s book. Students should keep their drafts together in a separate Writing Portfolio Folder. A simple two-hole punch folder is preferred. Students must keep all of their work from all levels in this folder during their length of study at the ELI. This will help their teachers be familiar with their long term development as writers and the areas of focus for improvement.

Teachers’ Materials and Instructional Notes
The Teacher’s Book provides detailed instructional guides for both the process writing approach in general and for each specific lesson. Teachers should refer to their academic coordinators for a copy of the Teacher’s Book and instructional copy of the Writing Pack.

Please note that the answer keys in the Teacher’s Book may not always match. This is as a result of the modification to the material in order to ensure cultural appropriateness. Also, some of the page numbers in the writing pack may not match the page numbers in the Teachers Book. The exercise numbers (and headings), however, do match, so use these for guidance.

Also, teachers are reminded to be flexible in the application of the materials. Utilizing their developed professional discretion, they may need to supplement or add further support in order to ensure effective learning.

For levels 101 and 102 there is specific support on mechanics and orthography, as well as simple sentence structure, available for teachers in the form of a selection of downloadable worksheets from the ELI website on the Teachers Resource page. The password for these files is: eli2013.
### Pacing

<table>
<thead>
<tr>
<th>Ses #</th>
<th>SLOs</th>
<th>Instructional Description</th>
<th>Writing Pack pp.</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Can begin the process of planning writing by generating ideas on a very familiar topic through freewriting.</td>
<td>Getting Started</td>
<td>1-4</td>
<td>Idea List</td>
</tr>
</tbody>
</table>
| 2     | - Can write very short, simple sentences ** giving personal details about himself/ herself or people they know, using appropriate punctuation and capitalization.  
- Can write short simple sentences about their own and others’ daily routines and what they like/dislike.  
- Can produce drafts and a revised final draft of a series of simple sentences giving basic personal information. | Preparing Your Writing | 5-7 | First Draft |
| 3     | - Can write very short, simple sentences ** giving personal details about himself/ herself or people they know, using appropriate punctuation and capitalization.  
- Can spell familiar words* with 80% accuracy (i.e. where mistakes occur, only one letter is incorrect/missing and intelligibility is not affected).  
- Can write short simple sentences about their own and others’ daily routines and what they like/dislike.  
- Can produce drafts and a revised final draft of a series of simple sentences giving basic personal information.  
- Can revise writing by understanding and implementing peer and instructor feedback and by checking own writing for capitalization, full stops and verb to be mistakes. | Revising Your Writing | 8-10 | Second Draft |
| 4     | - Can write very short, simple sentences ** giving personal details about himself/ herself or people they know, using appropriate punctuation and capitalization.  
- Can spell familiar words* with 80% accuracy (i.e. where mistakes occur, only one letter is incorrect/missing and intelligibility is not affected).  
- Can write short simple sentences about their own and others’ daily routines and what they like/dislike.  
- Can produce drafts and a revised final draft of a series of simple sentences giving basic personal information.  
- Can revise writing by understanding and implementing peer and instructor feedback and by checking own writing for capitalization, full stops and verb to be mistakes. | Editing Your Writing | 11-13 | Final Draft |

### Scoring Rubric

Students are given a score for writing progress based on their performance in two areas: growth and development and attendance and completion of assignments. For Growth and Development, Instructors can assess how well students have applied what they have learnt from the language input activities during the course of the program to their subsequent drafts (and may refer to the checklists in the writing pack for this purpose). In addition, instructors are asked to use their own professional judgment to assess how well the students have taken on board the additional feedback they have received from their instructor and how much they have improved their writing from first to final draft. The rubric below is to be used in order to determine the mark.

<table>
<thead>
<tr>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

**Growth and Development**

- No writing assignments were produced.
- Little evidence of growth and development in the course of the module.
- Some evidence of growth and development in the course of the module.
- Clear and abundant evidence of growth and development in the course of the module.

**Attendance and Completion of Assignments**

- No writing assignments were produced.
- Only one draft (and a few instructor-provided materials) are present and complete.
- Two drafts (and most instructor-provided materials) are present and complete.
- All drafts (and all instructor-provided materials) are present and complete.

<table>
<thead>
<tr>
<th>Growth and Development</th>
<th>Attendance and Completion of Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark</td>
<td></td>
</tr>
</tbody>
</table>

**Total**

**Final score (out of 5 - total divided by 2)**
Supplementary Speaking Program

General guidelines for lesson(s)
At the start of the lesson explain to the class that in this speaking session they will receive practice in answering the sorts of questions they may be asked in the final speaking exam. Tell them that they will also receive a grade for their completion of the speaking tasks (not the quality of their performance but how hard they worked and whether they did the work). Instructors may choose to show their students the grading rubric to be used.

Detailed lesson plans and supporting materials are available for each lesson in the Teachers' Resources section of the KAU website (http://eli.kau.edu.sa/Pages-ins-resources-level-1-ar.aspx).

Scoring Rubric
Please use the rubric below for determining the mark for your students’ speaking assessment, reflecting their attendance and task completion. Instructors should grade students' attendance and level of participation in each session and enter those grades into the Record of Supplementary Program Grades spreadsheet. The spreadsheet will automatically calculate the final score.

<table>
<thead>
<tr>
<th>Task completion</th>
<th>0</th>
<th>1</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student did not attempt any speaking tasks assigned.</td>
<td>Student participated minimally and only completed very little of the work assigned.</td>
<td>Student participated and completed over half of the work assigned.</td>
<td>Student <strong>actively participated</strong>* and completed all or nearly all of the work assigned.</td>
</tr>
</tbody>
</table>

* **Actively participated** – means pushed themselves to speak for the assigned time, and provided peer feedback when requested. It does not refer to how well the student performed linguistically while completing the task.
Independent Practice

Instructions for teachers
The items found under the column “Independent Practice: Workbook” for each week of the Pacing Guide serve as the basis for the five marks allotted to Independent Practice. Instructors are kindly asked to follow the guidelines below in implementing this portion of student assessment.

1. Students must complete the work on their own, either in class or at home.
2. In order to ensure that students complete the work themselves, teachers should check that students’ workbooks are unused and they have not yet completed any of the assigned activities. Any student who is using a used workbook, should be informed that they will receive a zero (0) mark, as it is impossible to ensure they in fact completed the work themselves.
3. Teachers should check that students have completed the assignments, keep a record of their completion and provide appropriate feedback.
4. Students should be made aware that many of the activities in the workbook require the use of the audio files that are included with the workbook’s DVD-ROM. These activities are clearly marked in the workbook itself in bold, prefixed by the letter ‘T’ and then the unit number and track code. For example, T 7.1, would indicate that track 7.1 on the DVD-ROM should be used for that activity.
5. Marks are to be based on the rubric below.

Scoring Rubric

<table>
<thead>
<tr>
<th>Completion of Assigned Work</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No assignments were completed.</td>
<td>Only a few assignments are completed.</td>
<td>Some assignments are completed.</td>
<td>Many assignments are completed.</td>
<td>Most assignments are completed.</td>
<td>All assignments are completed.</td>
<td></td>
</tr>
</tbody>
</table>

Assignment Schedule
Teachers are asked to use the “Independent Practice: Workbook” items found in each week of the Pacing Guide above as the basis for the schedule of assignments.
Learning Management System

Instructions for teachers

The Learning Management System (LMS) provides students the opportunity to consolidate and practice language learning outside of class. It is being rolled out in phases. During Module 3, we will offer the LMS for all students to use. In this current module, students’ use of LMS and their performance is optional and will not be for a grade. Instead, the Independent Practice grade will continue to be based on the completion of assigned workbook activities. Details can be found in the Independent Practice section of this Instructional Pack.

Orientation:

Instructors should carry out one orientation session with students during week 2, in which students’ attention should be drawn to the following points:

1. LMS practice activities are available for students as additional practice to complement their in-class work.
2. Completing the LMS activities will provide useful practice for the mid-module and final computer-based exams that can lead to higher scores, especially in:
   - Reading, Listening, Grammar, Vocabulary and Spelling.
3. LMS will also provide students with support for taking the computer based exams, giving them practice with computer based multiple-choice questions, listening passages, etc.
4. If there is internet access in your classroom, you might want to log-on and show some of the activities/exercises to the students so that they get a clearer idea about what is available.
5. The Student LMS User Guide, on the ELI website in Students’ Resources, provides the following:
   - the web address for students to access the LMS
   - instructions for how to log in to the LMS
   - details about the content on the LMS
   - information about which lab(s) are open for students to use and time of operation
6. There is also a YouTube video in Students’ Resources, which explains the procedure for logging in and gaining access to the course and doing the exercises.
7. The Student LMS User Guide and the Student LMS How To Video can be found at:
8. Tell students that if they have problems getting onto the LMS or if they don’t have internet access or a computer, they can do LMS practice in the ELI computer labs if they like with Instructor support. Campus specific information regarding the labs is available in the Student LMS User Guide.
9. Tell students that unfortunately, the LMS doesn’t work on mobile devices such as phones or tablets.

Tracking student use and progress.

While the LMS is not being implemented for a grade, instructors may wish to track their students’ participation and progress/performance in LMS practice. To this end, the gradebook will automatically calculate the percentage of activities completed by the student on the system, as well as giving the percentage of correct answers they got.
Additional Content
OUP have included some additional supplementary resources which some instructors may wish to use with their students. These are PDFs in the Teachers’ Resources folder. If any of these supplementary exercises are done, they will not show up in the gradebook as they are PDFs. They include:
- Reading
- Writing
- Vocabulary
- Learning Library
- Spelling
- Video Worksheets

There are also 4 videos at each level that instructors may choose to show in class, with accompanying worksheets (in the Teachers’ Resources folder). These videos cannot currently be seen by the students. Instructors can give students access to the videos at home by clicking “visible” in the drop down menu. Instructors wishing to use the PDFs in the Teachers’ Resources folder should print out the PDFs as hard copies for their students.

There is also a Training Manual for instructors, which provides guidance on using the LMS.
## Vocabulary List

### Unit 1
- book (n)
- camera (n)
- car (n)
- photograph (n)
- computer (n)
- bag (n)
- burger (n)
- television (n)
- phone (n)
- sandwich (n)
- bus (n)
- house (n)

### Unit 2
- awful (adj)
- really good (adj)
- fantastic (adj)
- beautiful (adj)
- centre (n)
- weather (n)
- building (n)
- look (v)
- married (adj)

### Unit 3
- doctor (n)
- nurse (n)
- student (n)
- teacher (n)
- shop assistant (n)
- bus driver (n)
- businessman (n)
- police officer (n)
- builder (n)
- different (adj)
- interviewer (n)
- mountain (n)
- job (n)
- surname (n)

### Unit 4
- mother (n)
- daughter (n)
- sister (n)
- wife (n)
- father (n)
- son (n)
- brother (n)
- husband (n)
- parents (n)
- children (n)
- family (n)
- apartment (n)
- flatmate (n)
- village (n)
- part-time (adj)
- both (pron)
- fan (n)

### Unit 5
- together (adv)
- bank manager (n)
- sports (n)
- food (n)
- drink (n)
- football (n)
- skiing (n)
- pizza (n)
- oranges (n)
- tea (n)
- swimming (n)
- ice-cream (n)
- Indian food
- Chinese food
- juice (n)
- cola (n)
- coffee (n)
- milk (n)
- exciting (adj)
- delicious (adj)
- great (adj)
- have (v)
- live (v)
- work (v)
- come (v)
- eat (v)
- drink (v)
- play (v)
- speak (v)
- want (v)
- millionaire (n)
- restaurant (n)
- dinner (n)
- flat (n)
- waiter (n)
- engineer (n)
- England
- England
- German
- German
- Italy
- Italian
- Mexico
- Mexican
- Syria
- Syrian
- Japan
- Japanese
- Portugal
- Portuguese
- China
- Chinese
- France
- French
- the United States
- American
- Saudi Arabia
- Saudi (Arabian)
- Languages
- Turkey
- Turkish
- Libya
- Arabic
- Russia
- Russian
- Mexico
- Spanish
- water (n)
- dictionary (n)

### Unit 6
- get up (early)
- go (to bed late)
- listen to (the radio)
- watch (TV)
- cook (dinner)
- go (shopping)
- have (a shower)
- stay (at home)
- play (chess)
- office (n)
- Internet (n)
- evening (n)
- lunch (n)
- breakfast (n)
- the weekend (n)

### Unit 7
- terrible (adj)
- nice (adj)
- lovely (adj)
- interesting (adj)
- new (adj)
- old (adj)
- expensive (adj)
- cheap (adj)
- big (adj)
- small (adj)
- hot (adj)
- cold (adj)
- right (adj)
- wrong (adj)
- black (adj)
- white (adj)

### Unit 8
- bed (n)
- cooker (n)
- sofa (n)
- shower (n)
- toilet (n)
- table (n)
- fridge (n)
- armchair (n)
- lamp (n)
- picture (n)
- magazine (n)
- laptop (n)
- desk (n)
- sea (n)
- beach (n)
- park (n)
- the weather (n)
- city (n)
- busy (adj)
- cosmopolitan (adj)
- comfortable (adj)
- modern (adj)
- slow (adj)