Introduction
This pack contains the instructional guidance materials for Level 103. 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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Course Syllabus

Course Title
English Language Level 103

Course Code
ELI 103

Course Prerequisite
Successful completion of ELI 102 or an Oxford Online Placement Test score corresponding to elementary proficiency level.

Credits
There are two credits for this course. Successful completion of ELI 103 is the prerequisite for taking ELI 104. Successful completion of ELI 103 and ELI 104 gives students the necessary credits to meet the Foundation Year English requirement.

Course Description
ELI 103 is a pre-intermediate level course aiming to build and further improve language proficiency at A2 Waystage level on the Common European Framework of Reference for Languages (CEFR), moving into the B1 Threshold Level on the 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 leading to beginner Independent User of language defined as low B1 level on the Common European Framework of Reference for Languages (CEFR), developing conversational skills, expressing ideas, and helping learners deal with problems and situations where they meet unpredictable language.

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 the main ideas of a variety of texts. (READING)
2. Understand the main points and straightforward factual details on a range of familiar matters given in clear and relatively slow speech. (LISTENING COMPREHENSION)
3. Have conversations, express personal opinions and exchange information on familiar topics. (SPEAKING)
4. Produce short connected texts divided into paragraphs on familiar topics and appropriate vocabulary* in an adequately developed response. (WRITING)
5. Demonstrate control of a limited range of vocabulary* and grammatical structures with minor inconsistencies. (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 reasonably fluently relate a straightforward narrative or description as a linear sequence of events.
- Can communicate orally with some confidence on routine matters associated with priorities, alternatives, needs, and precise quantities needed. (e.g. decision on what and how much to buy to cook a meal or give a party).
- Can list the positive and negative aspects of familiar places and briefly give opinions on these places with relative ease.
- Can handle transactions in familiar places making requests for services and information and explaining in some detail what he/she needs.
- Can ask about and express his/her and other people’s hopes, ambitions, intentions, plans and decisions.
- Can describe and ask about experiences with relative ease, expressing feelings and reactions.
- Can describe and compare people, places, and things using a range of adjectives.
- Can express and respond to opinions on familiar topics using synonyms and antonyms of familiar words to avoid repetition.
- Can ask for and give detailed directions to places.
- Can express degrees of obligation when describing one’s own and others' responsibilities and commitments.
- Can give advice and make suggestions on everyday problems using a range of common expressions.
- Can effectively convey the main points in a process, using passive or active verb forms to get across which points are most important to focus on.
- Can talk about future possibilities and consequences of particular actions and events.

## Listening
- Can make predictions about a story and listen to check if they are correct.
- Can follow changes in the topic of an extended, slowly- and clearly-conducted conversation about everyday situations. (e.g. health, work, an accident)
- Can listen to extended conversations and interviews and understand straightforward factual information about everyday topics, identifying both general messages and specific details.
- Can listen to short recorded passages and infer what is meant or referred to from contextual details.

## Reading
- Can read to find out and pass on factual detail from a medium-length text**.
- Can read a medium-length general interest article, locate new vocabulary items, and deduce their meaning from the context.
- Can read a medium length article for gist and respond to the text with his/her own opinions / reactions. (exercise 4 and What do you think?)
- Can scan longer texts in order to locate desired information as well as gather information from different parts of a text, or from different texts in order to fulfill a specific task.
- Can make predictions about the content of a story or an article and read to check if they are correct.
- Can preview a medium length article using title, headings, introductory paragraph and visual support to identify topic, main idea and general organization.

## Writing
- Can write a narrative account of past experiences or events, in a coherent and cohesive text of up to 3 paragraphs.
- Can give the background to events then describe the main events, appropriately using past simple and past continuous.
- Can join discrete elements in a story into a linear sequence of points using time expressions such as in the morning, last June, at 7 o’clock and time clauses featuring First, next, then, after that, during, while, before, after and when.
- Can plan writing by asking and answering questions about a topic and putting ideas into an outline.
- Can draft each paragraph of the narrative essay in stages, following an outline.
- Can revise writing by understanding and implementing peer and instructor feedback, by identifying irrelevant sentences, and by proofreading for mistakes with past tense verb forms.
Vocabulary and Grammar

- Can demonstrate good control of definite and indefinite articles in their writing.
- Can understand, say, and write high frequency compound nouns and verb-noun collocations (with the verbs have, go, come, take, get, do, make).
- Can use adverbs such as still, only, of course, just, at last, exactly, fortunately and unfortunately and especially in simple sentences.
- Can understand and appropriately use the most frequent combinations of verbs, infinitives and/or gerunds such as like swimming, like to swim, and want to go.

Main Course Textbook and Materials

The core textbook is Soars, John and Liz, (2011), *New Headway Plus Pre-Intermediate, Special Edition*, Oxford University Press with the following support resources:

- Workbook with DVD-ROM.
- Supplemental Pre-Intermediate Speaking Materials.
- Supplemental Pre-Intermediate Writing Pack for additional writing support.
- Learning Management System (LMS): Refer to the Independent Practice Section below.
  - 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.

- Sinbad
  - The text is available for download from the ELI website.
    - [http://eli.kau.edu.sa/Pages-ins-resources-level-3-ar.aspx](http://eli.kau.edu.sa/Pages-ins-resources-level-3-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 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.

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: A short talk on a familiar topic.
- Format: An extended turn in front of assessors, in response to a given prompt followed by a short dialogue with assessors
- Frequency: One per module.

Writing Examination
- Content: A coherent and cohesive multi-paragraph narrative text utilizing:
  - facts
  - opinions
  - appropriate introduction
  - supporting details
  - conclusion
- Frequency: Once 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 the 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 course book pages in the pacing guide have two or more SLOs listed with them. This is because the pages address different skills, sub-skills and areas of knowledge. When needed specific exercises that pertain to a particular SLO are explicitly written.

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 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).

Language to be covered
In speaking and writing SLOs, the main language point focused on is listed (please refer also to the course book page reference given).
<table>
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<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  - Can read to find out and pass on factual detail from a medium-length text**. (course objectives supported: 1)</td>
<td>p. 22-23</td>
<td>p. 19</td>
</tr>
<tr>
<td></td>
<td>SLO  - Can reasonably fluently relate a straightforward narrative or description as a linear sequence of events. (course objectives supported: 3 &amp; 5)</td>
<td>p. 22-25, 29 (time expressions)</td>
<td>p. 16-21</td>
</tr>
<tr>
<td></td>
<td>Key language points to be covered: past simple + past continuous, adverbs of manner and adverbs indicating speaker’s attitude to events (fortunately, unfortunately), while + past continuous clause + past simple clause, time expressions with in/on/at, dates.</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>SLO  - Can communicate orally with some confidence on routine matters associated with priorities, alternatives, needs, and precise quantities needed. (e.g. decision on what and how much to buy to cook a meal or give a party). (course objectives supported: 3 &amp; 5)</td>
<td>p. 30-32</td>
<td>p. 22-24</td>
</tr>
<tr>
<td></td>
<td>Key language points to be covered: quantifiers: some, any, much, many, a lot of/lots of, a few, a little, enough; There is/isn’t /There are / aren’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SLO  - Can list the positive and negative aspects of familiar places and briefly give opinions on these places with relative ease. (Course Objectives Supported: 3 &amp; 5)</td>
<td>p. 32 (exercise 6)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SLO  - Can demonstrate good control of definite and indefinite articles in their writing. (course objectives supported: 4 &amp; 5)</td>
<td>p. 33 (PRACTICE)</td>
<td>p. 24-25</td>
</tr>
<tr>
<td>4</td>
<td>SLO  - Can read to find out and pass on factual detail from a medium-length text**. (SLO repeated from week 1 unit 3, p.22-23)(course objectives supported: 1)</td>
<td>p. 34-35</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SLO  - Can handle transactions in familiar places, making requests for services and information, and explaining in some detail what he/she needs. (course objectives supported: 3 &amp; 5)</td>
<td>p. 36-37</td>
<td>p. 25 (Ex. 11, Clothes)</td>
</tr>
<tr>
<td></td>
<td>Key language points to be covered: Asking/requesting: Can you help me? Can you tell me...? I’m looking for a .... Have you got...?, Can I have...? How much is it?, Anything else? What size are you? Is that all? Responding: prices, I’m sorry, there aren’t any left. We’ve got… It suits you, I’ll have it, please. I’ll leave them, thanks.</td>
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**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.
<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Independent Practice: Workbook</th>
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<tr>
<td>5</td>
<td>SLO  - Can ask about and express his/her and other people’s hopes, ambitions, intentions, plans and decisions. (course objectives supported: 3 &amp; 5) &lt;br&gt;<strong>Key language points to be covered:</strong> verb patterns (want to, would like to, hope to + verb; I’m looking forward to, enjoy, thinking of + verb + -ing), going to, will (offers &amp; spontaneous decisions)</td>
<td>p. 38-41</td>
<td>p. 27-28</td>
</tr>
<tr>
<td>5</td>
<td>SLO  - Can read a medium length general interest article, locate new vocabulary items, and deduce their meaning from the content (exercise 3) &lt;br&gt;- Can read a medium length article for gist and respond to the text with his/her own opinions/reactions (exercise 4 and “What do you think?”). (Course objectives supported 1)</td>
<td>p. 42 - 43</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SLO  - Can understand, say, and write high frequency compound nouns and verb-noun collocations (with the verbs have, go, come, take, get, do, make). (Course objectives supported: 5) &lt;br&gt;<strong>Key language points to be covered:</strong> collocations with have, go, come</td>
<td>p. 44</td>
<td>(have, go and come collocations only)</td>
</tr>
<tr>
<td>5</td>
<td>SLO  - Can follow changes in the topic of an extended conversation about everyday situations (e.g. health, work, an accident) conducted slowly and clearly. (course objectives supported: 2)</td>
<td>p. 44-45</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SLO  - Can describe and ask about experiences with relative ease, expressing feelings and reactions. (course objectives supported: 3 &amp; 5) &lt;br&gt;<strong>Key language points to be covered:</strong> past simple and past continuous, I felt/feel + adjective, -ed/-ing adjectives, vocabulary – have got + medical symptom, responding: why don’t you ...? That’s great! Cheer up! I know. Poor you. I’m sorry to hear that. Good luck!</td>
<td>p. 44-45</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>SLO  - Can describe and compare people, places, and things using a range of adjectives. (course objectives supported: 3 &amp; 5) &lt;br&gt;<strong>Key language points to be covered:</strong> What + to be + subject + like? , simple adjectives of opinion, comparative and superlative adjectives, much + comparative adjective + than, as + adjective + as/not as + adjective + as</td>
<td>p. 46-49</td>
<td>p. 33-36</td>
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**Supplementary Program**

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<td>LMS Orientation Session</td>
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<td>Speaking Session One</td>
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</tbody>
</table>

**Notes to Instructor**

Enjoy your teaching. Please feel free to contact your Academic Coordinator with any questions or concerns you might have.
**Unit** | **SLOs** | **Student's Book** | **Independent Practice: Workbook**
--- | --- | --- | ---
6 | **SLO**
- Can express and respond to opinions on familiar topics using synonyms and antonyms of familiar words to avoid repetition. (course objectives supported: 3 & 5)

**Key language points to be covered:**
adjectives of opinion (opposites)

|  |  | p. 52 | Unit 5, p. 32, & Unit 6, p. 35, Ex. 5 |
--- | --- | --- | ---
6 | **SLO**
- Can ask for and give detailed directions to places. (course objectives supported: 3 & 5)

**Key language points to be covered:**
prepositional phrases of place: opposite, on the corner of, next to, between, in front of, near, behind; adverbial phrases of direction: along the path, through the gate, across the bridge, through the wood, past the pond; vocabulary: places and natural features in the countryside

|  |  | p. 53 |  |
--- | --- | --- | ---

**Supplementary Program**
- **Writing Session One**
  - See Supplementary Writing Program Guide below.
- **Writing Session Two**
  - See Supplementary Speaking Program Guide below.
- **Speaking Session Two**
  - See Supplementary Speaking Program Guide below.
- **Reading Session One**
  - See Supplementary Reading Program Guide below.

**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.
### Instructional Week 4
February 16th to 20th

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Independent Practice: Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>SLO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can describe and ask about experiences with relative ease, expressing feelings and reactions. (SLO repeated from week 2 unit 5, p.44-45) (course objectives supported: 3 &amp; 5) <strong>Key language points to be covered:</strong> present perfect simple vs past simple, for and since</td>
<td>p. 54-57</td>
<td>p. 38 - 40</td>
</tr>
<tr>
<td>7</td>
<td>SLO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can listen to extended conversations and interviews and understand straightforward factual information about everyday topics, identifying both general messages and specific details. (course objectives supported: 2)</td>
<td>p. 57</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>SLO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can use adverbs such as still, only, of course, just, at last, exactly, especially, fortunately and unfortunately in simple sentences. (course objectives supported: 4 &amp; 5) <strong>Key language points to be covered:</strong> adverbs</td>
<td>p. 60</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>SLO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|      | - Can express degrees of obligation when describing one's own and others’ responsibilities and commitments.  
      - Can give advice and make suggestions on everyday problems using a range of common expressions. (course objectives supported: 3 & 5) **Key language points to be covered:** have (got) to, should/must, I think you should…/I don’t think you should…; vocabulary: work inside/outside, work hard, work regular/long hours, strict | p. 62-64 | p. 43-46 |
| 8    | SLO  |                |                               |
|      | - Can listen to short recorded passages and infer what is meant or referred to from contextual details. (course objectives supported: 2) | p. 62 (exercise 1), 65 | |

### Supplementary Program
Instructional Items

| Writing Session Three | See Supplementary Writing Program Guide below. |
| Speaking Session Three | See Supplementary Speaking Program Guide below. |
| Reading Session Two | See Supplementary Reading 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.
<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
</tr>
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</table>
| 8    | SLO  
- Can scan longer texts in order to locate desired information and gather information from different parts of a text, or from different texts in order to fulfill a specific task. (exercise 5) (SLO repeated from week 3 unit 6, p.50-51) 
- Can read a medium-length general interest article, locate new vocabulary items, and deduce their meaning from the context. (exercise 3) (SLO repeated from week 2 unit 5, p.42-43) 
- Can read a medium length article for gist and respond to the text with his/her own opinions/reactions. (exercise 1 & 5) (SLO repeated from week 2 unit 5, p.42-43) (course objectives supported: 1) |
| 8    | SLO  
- Can understand, say, and write high frequency compound nouns and verb-noun collocations (with the verbs have, go, come, take, get, do, make). (SLO repeated from week 2 unit 6, p.44) (course objectives supported: 5)  
**Key language points to be covered:** compound nouns, various verb-noun collocations |
| 8    | SLO  
- Can handle transactions in familiar places, making requests for services and information and explaining in some detail what you need. (SLO repeated from week 2 unit 4, p.36-37) (course objectives supported: 3 & 5)  
**Key language points to be covered:** medical problems/symptoms – I’ve got + problem, It aches/hurts, feel awful, temperature, take your temperature, examine, give me a prescription, doctor’s surgery, pharmacy; advice/instructions: should, imperative |
| 9    | SLO  
- Can ask about and express his/her and other people’s hopes, ambitions, intentions, plans and decisions. (SLO repeated from week 2 unit 5, p.38-41) 
- Can talk about future possibilities and consequences of particular actions and events. (course objectives supported: 3 & 5)  
**Key language points to be covered:** First conditional with if/when/as soon as/after/before/while |
| Supplementary Program | Instructional Items |
| Writing Session Four | See Supplementary Writing Program Guide below. |
| Speaking Session Four | See Supplementary Speaking Program Guide below. |
| Reading Session Three | See Supplementary Reading 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
**March 2nd to 6th**

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student’s Book</th>
<th>Independent Practice: Workbook</th>
</tr>
</thead>
</table>
| 9    | SLO: - Can make predictions about the content of a story or an article and read to check if they are correct. (exercise 1 & 2) *(SLO repeated from week 3 unit 6, p.50-51)*  
- Can scan longer texts in order to locate desired information and gather information from different parts of a text, or from different texts in order to fulfill a specific task. *(SLO repeated from week 3 unit 6, p.50-51) (course objectives supported: 1)* | p.74-75 |
| 9    | SLO - Can understand, say, and write high frequency compound nouns and verb-noun collocations (with the verbs have, go, come, take, get, do, make). *(SLO repeated from week 4 unit 8, p.68)*  
- Can describe and ask about experiences with relative ease, expressing feelings and reactions. *(SLO repeated from week 3 unit 7, p.54-57) (course objectives supported: 3 & 5)* **Key language points to be covered:** collocations with take, get, do, make | p. 76  *(collocations with take, get, do and make only)* |
| 10   | SLO - Can understand and appropriately use the most frequent combinations of verbs, infinitives and or gerunds such as like swimming, like to swim, and want to go. **Key language points to be covered:** Verb patterns; verb + gerund/verb+infinitive | p. 78-79 p. 53-54 |
| 10   | SLO - Can describe and ask about experiences with relative ease, expressing feelings and reactions. *(SLO repeated from unit 9) (course objectives supported: 3 & 5)* **Key language points to be covered:** used to, What did you use to do when you were a child? | p. 80 *(exercise 3), 81* p. 55-56 |
| 10   | SLO - Can preview a medium length article using title, headings, introductory paragraph and visual support to identify topic, main idea and general organisation.  
- Can read a medium length article for gist and respond to the text with my own opinions / reactions. *(SLO repeated from week 4 unit 8, p.66-67) (course objectives supported: 1)* | p.82-83 |
| 11   | SLO - Can listen to extended conversations and interviews and understand straightforward factual information about everyday topics, identifying both general messages and specific details. *(SLO repeated from week 3 unit 7, p.57)*  
- Can make predictions about a story and listen to check if they are correct. *(SLO repeated from week 1 unit 3, p.26-27) (course objectives supported: 2)* | p.92 *(Repeated from Unit 7)* |

### Supplementary Program
- **Speaking Session Five**
  - See Supplementary Speaking Program Guide below.
- **Reading Session Four**
  - See Supplementary Reading 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 7  
**March 9th to 13th**

<table>
<thead>
<tr>
<th>Unit</th>
<th>SLOs</th>
<th>Student's Book</th>
<th>Independent Practice: Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>SLO</td>
<td>p. 86-87</td>
<td>p. 58-61</td>
</tr>
<tr>
<td></td>
<td>- Can scan longer texts in order to locate desired information and gather information from different parts of a text, or from different texts in order to fulfill a specific task. (SLO repeated from week 5 unit 9, p.74-75) (course objectives supported: 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>SLO</td>
<td>p. 86-88, 90 (exercise 7)</td>
<td>p. 58-61</td>
</tr>
<tr>
<td></td>
<td>- Can effectively convey the main points in a process, using passive or active verb forms to get across which points are most important to focus on. (course objectives supported: 3 &amp; 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key language points to be covered: present simple &amp; past simple passive + by + agent; passive vs active voice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>SLO</td>
<td>p. 90-91</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can make predictions about the content of a story or an article and read to check if they are correct. (exercise 1 &amp; 2) (SLO repeated from week 3 unit 6, p.50-51) (exercises 4 &amp; 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Can read to find out and pass on factual detail from a medium-length text. (SLO repeated from week 2 unit 4, p.34-35) (exercises 6-7) (course objectives supported: 1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Supplementary Program Instructional Items

| Speaking Session Six | See Supplementary Speaking Program Guide below. |
| Reading Session Five | See Supplementary Reading Program Guide below. |
| End of Module Review |                                           |

### 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.

Please feel free to contact your Academic Coordinator with any questions or concerns you might have.

Speaking Session 6 and Reading Session 5 should be conducted in the first half of week 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 - 4 – Exploring the Text Further**
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 5 – 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.

### Level 103 – Sinbad

<table>
<thead>
<tr>
<th>Session</th>
<th>Task</th>
<th>Reader pages</th>
<th>Suggested Reader Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Before Reading</td>
<td>N/A</td>
<td>Before Reading Activities</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. 1-2</td>
<td></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></td>
<td>Assigned reading outside of class</td>
<td>p. 3 – 5</td>
<td>p.6 &amp; 7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Silent guided reading in class</td>
<td>p. 8 - 9</td>
<td></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></td>
<td>Assigned reading outside of class</td>
<td>p. 10 - 11</td>
<td>p.12 - 13</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Silent guided reading in class</td>
<td>p. 14 - 17</td>
<td>p. 18-19</td>
<td>The activities can be completed in class and help students check their understanding of the text and predict the content of the next chapter.</td>
</tr>
<tr>
<td></td>
<td>Assigned reading outside of class</td>
<td>p. 20-23</td>
<td>p. 24-25</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Silent guided reading in class</td>
<td>p.26-29</td>
<td>p. 30-31</td>
<td>The activities can be completed in class and help students check their understanding of the text and predict the content of the next chapter.</td>
</tr>
<tr>
<td></td>
<td>Assigned reading outside of class</td>
<td>p.32-37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Consolidation of Story</td>
<td>p. 38-39</td>
<td></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>Score</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><strong>Attendance</strong></td>
<td>No reading lessons were attended.</td>
<td>One to two reading lessons were attended.</td>
<td>Three to four reading lessons were attended.</td>
<td>All reading lessons were attended.</td>
<td></td>
</tr>
<tr>
<td><strong>Completion of Assignments</strong></td>
<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>
</tr>
<tr>
<td>Total out of 10</td>
<td>Divide by 2 for final mark</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* “Assignments” refers to assigned readings and activities done either in class or outside of class*
Supplementary Writing Program

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>103</td>
<td>Composition</td>
<td>Intro, body, conclusion</td>
<td>Cohesion across paragraphs</td>
<td>Describing personal experience / Narrative</td>
<td>*See Below</td>
</tr>
<tr>
<td></td>
<td>100+ Words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing Task Prompts
For classroom instruction, individual students are allowed to write on any topic they choose from the list of six topics found in their Writing Pack. In fact, topic six is open ended and can be negotiated between teacher and students.

For assessment, the Testing Unit chooses one of the three topics listed below as the prompt for the writing exam.

1. Situation in which you experienced joy or peace, or other pleasurable emotion
2. An embarrassing or funny situation
3. A situation in which you felt proud of yourself or 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 ELI 103 folder in Teachers’ Resources on the KAU-ELI website. 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 plan writing by asking and answering questions about a topic and putting ideas into an outline.</td>
<td>Getting Started</td>
<td>28-33</td>
<td>Idea List</td>
</tr>
</tbody>
</table>
| 2     | - Can write a narrative account of past experiences or events, in a coherent and cohesive text of up to 3 paragraphs.  
- Can give the background to events then describe the main events, appropriately using past simple and past continuous.  
- Can join discrete elements in a story into a linear sequence of points using time expressions such as in the morning, last June, at 7 o’clock and time clauses featuring First, next, then, after that, during, while, before, after and when.  
- Can draft each paragraph of the narrative essay in stages, following an outline.  
- Can plan writing by asking and answering questions about a topic and putting ideas into an outline. | Preparing Your Writing | 34-40 | First Draft |
| 3     | - Can write a narrative account of past experiences or events, in a coherent and cohesive text of up to 3 paragraphs.  
- Can give the background to events then describe the main events, appropriately using past simple and past continuous.  
- Can join discrete elements in a story into a linear sequence of points using time expressions  
- Can revise writing by understanding and implementing peer and instructor feedback, by identifying irrelevant sentences, and by proofreading for mistakes with past tense verb forms. | Revising Your Writing | 41-43 | Second Draft |
| 4     | - Can write a narrative account of past experiences or events, in a coherent and cohesive text of up to 3 paragraphs.  
- Can give the background to events then describe the main events, appropriately using past simple and past continuous.  
- Can join discrete elements in a story into a linear sequence of points using time expressions  
- Can revise writing by understanding and implementing peer and instructor feedback, by identifying irrelevant sentences, and by proofreading for mistakes with past tense verb forms. | Editing Your Writing | 43-47 | 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>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No writing assignments were produced.</td>
</tr>
<tr>
<td>1</td>
<td>Little evidence of growth and development in the course of the module.</td>
</tr>
<tr>
<td>3</td>
<td>Some evidence of growth and development in the course of the module.</td>
</tr>
<tr>
<td>5</td>
<td>Clear and abundant evidence of growth and development in the course of the module.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No writing assignments were produced.</td>
</tr>
<tr>
<td>1</td>
<td>Only one draft (and a few instructor-provided materials) are present and complete.</td>
</tr>
<tr>
<td>3</td>
<td>Two drafts (and most instructor-provided materials) are present and complete.</td>
</tr>
<tr>
<td>5</td>
<td>All drafts (and all instructor-provided materials) are present and complete.</td>
</tr>
</tbody>
</table>

**Total**

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

General guidelines for lesson(s)
In general, the following are the broad outlines recommended for the lesson:

- Instructors should show the speaking task below for the lesson to the class and check for understanding of task, prompt and vocabulary.
- Students should be placed in groups and each given a copy of the speaking task.
- Each student performs the task once, along with answering the following up questions and then gets feedback from the others.
- Instructor monitors students’ work in groups, providing support as needed.
- Instructor gives feedback on speaking task performance either to the whole class (identifying common areas for development) or to selected individuals.

Session 1 - Speaking Task
Students perform the task below in groups. One other student is assigned to ask the follow up questions for the group. After each student’s turn, the other students provide feedback on his/her performance.

<table>
<thead>
<tr>
<th>Talk about your University</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have 3 minutes to prepare and make notes. You should speak for 1 to 2 minutes.</td>
</tr>
<tr>
<td>You should:</td>
</tr>
<tr>
<td>• Describe its location and how it looks.</td>
</tr>
<tr>
<td>• Say what you like and dislike about it.</td>
</tr>
<tr>
<td>• Say what you would change about it.</td>
</tr>
<tr>
<td>When you are finished, you will answer the following questions:</td>
</tr>
<tr>
<td>1. Would you like to study at another university? Why or why not?</td>
</tr>
<tr>
<td>2. Why is it important to get a university education?</td>
</tr>
<tr>
<td>3. What do you want to do after you graduate from KAU?</td>
</tr>
</tbody>
</table>
Session 2 - Speaking Task
Students perform the task below in groups. One other student is assigned to ask the follow up questions for the group. After each student’s turn, the other students provide feedback on his/her performance.

Talk about your city.
You have 3 minutes to prepare and make notes. You should speak for 1 to 2 minutes.

You should:
- Describe what it is like
- Explain what you like about it most
- Explain what you dislike about it most
- Say if you recommend it as a place to visit

When you are finished, you will answer the following questions:
1. Do you plan to live in this city or move to another city in the future?
2. What problems do big cities have?
3. Would you like to live in the countryside or do you prefer living in a big city?

Session 3 - Speaking Task
Students perform the task below in groups. One other student is assigned to ask the follow up questions for the group. After each student’s turn, the other students provide feedback on his/her performance.

Talk about two places you have visited.
You have 3 minutes to prepare and make notes. You should speak for 1 to 2 minutes.

You should:
- Say where these places are and when you last visited them
- Describe what they are like
- Compare them
- Say which place you prefer and why

When you are finished, you will answer the following questions:
1. Do you plan to visit either of these places again?
2. Which cities or countries would you like to visit in the future?
3. What can we learn from travelling to other places?
Session 4 - Speaking Task
Students perform the task below in groups. One other student is assigned to ask the follow up questions for the group. After each student’s turn, the other students provide feedback on his/her performance.

Talk about something you would like to do in the future (e.g. a job you would like, place you would like to live, a thing you would like to buy, a place you would like to visit etc).

You have 3 minutes to prepare and make notes. You should speak for 1 to 2 minutes.

Talk about:
- Why you want to do it
- When you hope to do it
- What you will need in order to do it

When you are finished, you will answer the following questions:

1. Do many people in Saudi Arabia have similar plans? Why? Why not?
2. How do you feel when things don’t go as you planned?

Session 5 - Speaking Task
Students perform the task below in groups. One other student is assigned to ask the follow up questions for the group. After each student’s turn, the other students provide feedback on his/her performance.

Talk about a place you would like to visit in the future.

You have 3 minutes to prepare and make notes. You should speak for 1 to 2 minutes.

You should:
- Say what this place is like.
- Why you want to visit this place.
- What you would like to do there.

When you are finished, you will answer the following questions:

1. Have you travelled a lot? Where to?
2. Which cities or countries would you like to visit in the future?
3. What can we learn from travelling to other places?
Session 6 - Speaking Task
Students perform the task below in groups. One other student is assigned to ask the follow up questions for the group. After each student’s turn, the other students provide feedback on his/her performance.

Talk about a time when you were frightened.

You have 3 minutes to prepare and make notes. You should speak for between 1 to 2 minutes.

Talk about:
- Where this happened
- What was happening before the event
- How you reacted and what you did next
- What happened in the end

When you are finished, you will answer the following questions:

1. What will you do if this happens again in the future?
2. What things were you afraid of when you were a child?
3. What are you afraid of now?

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>Student did not attempt any speaking tasks assigned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student participated minimally and only completed very little of the work assigned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student participated and completed over half of the work assigned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student actively participated* and completed all or nearly all of the work assigned.</td>
<td></td>
<td></td>
<td></td>
<td></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.

<table>
<thead>
<tr>
<th>Scoring Rubric</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completion of Assigned Work</strong></td>
<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>
</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:
   • [http://eli.kau.edu.sa/Pages-std-resources-level-1-ar.aspx](http://eli.kau.edu.sa/Pages-std-resources-level-1-ar.aspx)
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 4
aftershave (n)
deodorant (n)
hairbrush (n)
towel (n)
soap (n)
perfume (n)
shaving foam (n)
shampoo (n)
toothbrush (n)
toothpaste (n)
pharmacy (n)
newsagent’s (n)
sweater (n)
medium (adj)
changing room (n)
edition (n)
(middle) shelf (n)
doughnut (n)
a dozen (eggs)
a loaf of (bread)
a pound of (cheese)
assistant (n)
attractive (adj)
bargain (n, v)
brand (n)
cashier (n)
count (money) (v)
customer (n)
fantastic (adj)
sale (n)
locally (adv)
need (v)
pick (= choose) (v)
product (n)
shopkeeper (n)
shopping list (n)

go

Unit 5
have
an accident
a meeting/picnic/meal
classes
the opportunity
a cold/headache
a good time

Unit 6
[Synonyms]
fed up (adj)    bored
generous (adj)    so kind
(with money)
brilliant (adj)    exciting
(game)
messy (adj)    untidy
modern (adj)    new
lovely (adj)    beautiful

[Antonyms]
awful (adj)    nice
interested    bored/fed up
horrible (adj)
wonderful/brilliant
mean (adj)
kind/generous
old (adj)    new/modern
poor (adj)    rich/wealthy
tidy (adj)    untidy/messy
terrible (adj)

Unit 7
slowly (adv)
carefully (adv)
usually (adv)
together (adv)
hard (adv)
still (adv)
nearly (adv)
only (adv)
just (adv)
of course (adv)
at last (adv)
exactly (adv)
too (adv)
especially (adv)
wonderful (adj)
crazy (adj)
career (n)
celebrity (n)
prefer (v)

Unit 8
get a job
go to university
discuss problems
going on a diet
lose weight
do exercise
have a conversation
take your time
make a decision

arrangement (n)
colleague (n)
available
overweight (n)
to switch off (from)
(expression)
to go downhill
(expression)
likely (adv)
slave (n)
well-off (adj)
to take your time
(expression)
temperature (n)
have an infection (n)
make an appointment (n)
prescription (n)
have a cold (n)
have the flu
have a stomach ache
have a sore throat
diarrhoea
food poisoning

**Unit 9**
**take**
someone’s place
a photo
two tablets a day
somebody out for a meal
care

g**et**
smaller/bigger/better
ready
back home
angry
on well with someone
a cold

do
research
homework
some shopping
me a favour

**make**
mistakes
sure
friends
up your mind
a reservation
a complaint

**Unit 10**
[adjectives –ed / -ing]
frightening frightened
exciting excited
surprising surprised
terrifying terrified
boring bored
exhausting exhausted
confusing confused
disappointing disappointed
worried worrying
interesting interested
adventure (n)
concentrate (v)
fall down (phrasal verb)

go climbing (v)
handrail (n)
narrow (adj)
scared (adj)
steep (adj)
survive (v)
thrill (n)
wide (adj)

**Unit 11**
weblinks (n)
structure (n)
company (n)
disease (n)
result (n)
search engine (n)
cell (n)
contain (v)
borrow (v)
commit (a crime) (v)
dream (v)
be related to (v)
experiment (n, v)
invent (v)